

Report of National Seminar on **Rejuvenation of the Teacher Education** in 21st Century

5th-6th March 2021
Bhopal

Organised by



विद्या भारती
उच्च शिक्षा संस्थान
सा विद्या या विमुक्तये

Vidya Bharati
Uccha Shiksha Sansthan (VBUSS)

In association with



Department of
School Education
Government of Madhya Pradesh



National Council of
Teachers Education

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We would like to express our deepest and sincere gratitude to the Prime Minister of India, Shri. Narendra Modi for the insightful message and best wishes for the fruitfulness of the seminar. Also, we express our gratitude to Shri. Shivraj Singh Chouhan honorable Chief Minister, Government of Madhya Pradesh for his support and best wishes. We are immensely grateful to the Department of School Education, Govt. of Madhya Pradesh and National Council of Teachers Education for being the co-organizers of the National Seminar on 'Rejuvenation of the Teacher Education'

A Sincere thanks to the President, Vidya Bharati Uchha Shiksha Sansthan (VBUSS) for harmonizing this seminar. We are also grateful to Prof. M. K. Sridhar, Member, University Grants Commission, for his constant support and valuable inputs. We extend our gratitude to the chief guests, Vice chancellors of various esteemed universities for sharing their valuable insights and wisdom pertaining to the topic. Most importantly, we thank the speakers, resource persons and moderators who participated in our seminar-sharing their expertise on teacher education in the context of NEP 2020. The seminar has also received constant counsel and encouragement from the Advisory Team members, Organizing Committee and the standing committee members, their contribution and support are commendable.

We are also grateful to the teachers, delegates who have attended- interacted in the seminar and made it a successful one. Lastly, a word of gratitude to the members of editorial committee-our staff for reporting, editing, and preparing all material for the successful publication of this document.

We hope the efforts and contributions of the people mentioned above has created valuable food for thought and ignited greater interest and motivation within our society, to contribute productively to improving the state of teacher education across the country.

**Editorial Team,
Vidya Bharati Uchcha Shiksha Sansthan**



प्रधान मंत्री Prime Minister

MESSAGE

It is a pleasure to learn about the national seminar organised by Vidya Bharati Uchcha Sansthan on March 5-6, 2021 at Bhopal. The theme - 'Rejuvenation of the Teacher Education in 21st Century' is relevant.

Teachers are a reservoir of knowledge and experience, nurturing young minds, helping them expand their horizons, as well as ensuring harmonious development of students. By spreading education in the society, the teaching community plays a defining role in nation-building.

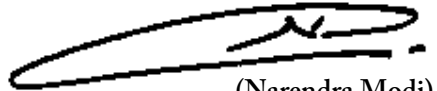
Our nation possesses the capability of providing talent and technology to the world. With emergence of India today as global player, the need to harness new opportunities by transforming the nation into a robust knowledge economy is all the more. Reforms in our education system are in sync with our national values and national goals.

The New Education Policy strives to bring our education system in tune with the changing times at the same time ensure that our students stay connected with their roots. Education reforms focus on the education and skills needed for the youth of the 21st century India.

The role of teachers is paramount in bringing a change in the education system and providing good students, good professionals and good citizens to the country. We have accorded high priority to teacher training and constant up skilling. Teacher education facilities inquiry-based and analysis-based learning of students.

We firmly believe that when a teacher learns, a nation leads. I am sure thar various sessions at the two-day seminar will lead to invigorating discussions on a wide spectrum of issues relating to learning and teaching.

Best wishes for fruitful discussions at the Seminar.



(Narendra Modi)

New Delhi

फल्गुन 11, शक संवत्
02nd March, 2021

Prof. Narendra Kumar Taneja

National Secretary
Vidya Bharati Uchcha Shiksha Sansthan
H-107A, Sector-12, NOIDA
Gautam Buddh Nagar
Uttara Pradesh - 201301



About VBUSS

Since 1952, Vidya Bharati has been playing a very important role in the education sector of the country in promoting Bharat-centric education by enlightening the students, inculcating in them cultural & moral values, and social consciousness for building a competent generation for the nation and society. It is committed to reconstructing and developing a strong, harmonious, cultural and prosperous nation on the basis of developing the national educational system.

The programmes and activities of Vidya Bharati are society-based and society-nurtured with a resolve to build the complete personality of students by imparting the requisite knowledge, skills and impetus in the students on the basis of Indian education philosophy. Vidya Bharati has been running Saraswati Shishu Vatika, Saraswati Shishu Mandir and Saraswati Vidya Mandir (Secondary and Senior Secondary Schools) all over the country. There are 25 Teacher's Training Colleges for producing skilled and efficient teachers. Apart from this, Vidya Bharati is also working in the field of higher education with 40 degree colleges associated with it. Our work has gained wide acceptance in the society.

Vidya Bharati Uchcha Shiksha Sansthan (VBUSS) is a voluntary organisation working in the field of education with focus on policy implementation and structural reforms in India's Higher Education landscape. Vidya Bharati Uchcha Shiksha Sansthan has been established to realise the aspirations of quality education in higher education along with inculcating in students the sense of the Bhartiya life values. There is a dire need to work towards bringing a positive change by establishing contact, dialogue and co-ordination with institutions in the field of higher education. Thus, Vidya Bharati strives to create centres of excellence in higher education which would be marked with combination of ancient & modern, traditional & non-conventional, and oriental & occidental knowledge.

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Vidya Bharati Uchcha Shiksha Sansthan

National Seminar on

Rejuvenation of the Teacher Education in 21st Century

5th-6th March 2021

Venue: RCVN Noronha Academy of Administration and Management, Bhopal

Day 1 | Friday, 5th March 2021

Registration of Delegates | 9.00AM to 10.30 AM

Inaugural Session | 10.30 AM to 12 Noon

Rejuvenation of the Teacher Education in 21st Century

President: Prof. Kailash Chandra Sharma, Former Vice-Chancellor, Kurukshetra University

Chief Guest: Sri. Shivraj Singh Chouhan, Hon'ble Chief Minister, Government of Madhya Pradesh

Key Note: Prof. M. Jagadesh Kumar, Vice-Chancellor, JNU, New Delhi

Technical Session 1 | 12 Noon to 1.30 PM

Plenary Session

New Curricular and Pedagogical Structure of School Education (5+3+3+4) and Teacher Education

Chairperson: Prof. N. Panchanatham, Vice-Chancellor, Tamil Nadu Teachers Education University

Speakers: Prof. Ranjana Arora, Head, RMSA Project Cell, NCERT

Sri. Doosi Ramakrishna Rao, All India President, VidyaBharati

Sri. Divyanshu Dave, Guide and Mentor to Samagra Vikas Prakash, Vidyabharati.

Ex. DG & Vice-Chancellor, Children's University,

Gandhinagar Gujarat: Presentation on ShishuVatika

Lunch Break 1.30 PM to 2.30 PM

Parallel Sessions | 2.30 PM to 4-00 PM

Parallel Session - I : Rights of Children, Special Education & Vocational Education

Chairperson: Prof. Gyandeo Mani Tripathi, Dean, School of Educational Training and Research, Aryabhatta Knowledge University, Patna

Speakers: Sri. Priyank Kanoongo, Chairperson,
National Commission for Protection of Child Rights, New Delhi

Sri. Kamalakant Pandey, National Secretary Saksham & EC Member, RCI, New Delhi

Prof. Sunil Gupta, Vice-Chancellor, RGPV, Bhopal

Parallel Session - II : Pedagogy/Assessment/ICT

Chairperson: Prof. Prem Narayan Singh, Department of Education,
Sampoornanand Sanskrit Viswavidyalaya, Varanasi

Speakers: Prof. Pankaj Arora, Department of Education,
Central Institute of Education, University of Delhi.

Dr. Rafi Mohmad, Department of Education & Training,
Maulana Azad National Urdu University, Hyderabad

Tea Break 4-00 to 4-30 PM

Technical Session 2 | 4.30 PM-6.00 PM

Plenary Session

Foundations of Bharatiya Philosophical Thought (Cultural, Psychological & Sociological)

Chairperson: Prof. Sudhakar V, Dean, School of English Language Education, EFLU, Hyderabad

Speakers: Prof. Chand Kiran Saluja, Director, Sanskrit Promotion Foundation, New Delhi

Prof. Himanshu Rai, Director, IIM Indore

6.00 PM to 7.00 PM Break

Special Session | 7.00 to 8.30 PM

Parallel Sessions

Experiments in Education

Parallel Sessions - III Chairperson: Sri. Shiv Kumar, All India Secretary, Vidya Bharati

Parallel Sessions - IV Chairperson: Prof. R.P. Tiwari, V.C., Central University of Punjab

Dinner 9 PM onwards followed by Cultural Program

Day 2 | Saturday, 6th March 2021

Technical Session 3 | 9 AM to 10.30 AM

Plenary Session

Reforms in Teacher Education: Models & Experiments

Chairperson: Dr. Krishna Mohan Tripathi
Member, NEP Draft Committee, Ex-Director, School Education

Speakers: Prof. Prakash Agarwal, Principal, RIE, NCERT, Bhubaneswar

Prof. Harish Chandra Singh Rathore
Vice-Chancellor, Central University of South Bihar, Gaya

Sri. Anurag Behar, CEO, Azim Premji Foundation &
Vice-Chancellor, Azim Premji University

Tea Break 10.30 AM to 10.45 AM

Technical Session 4 | 10.45 AM to 12.00 Noon

Plenary Session

Multi-Disciplinary Nature of Teacher Education Institutions

Chairperson: Prof. Sandeep Shastri, Vice-Chancellor, Jagran Lake City University, Bhopal

Speakers: Prof. Harshad Patel, Vice-Chancellor, Indian Institute of Teacher Education, Gujrat
Prof. Saroj Sharma, Chairperson, NIOS, Ministry of Education, NOIDA

Technical Session 5 | 12 PM to 1.30PM

Plenary Session

**Role of Higher Education Institutions and Issues of
Governance & Standards in Teacher Education**

Chairperson: Dr. Rishi Goel, Director, SCERT, Haryana Chairperson

Speakers: Prof. Indu Prasad, Director, School of Education, Azim Premji University
Dr. Banwari Lal Natia, Chairperson, NRC, NCTE

Lunch Break 1.30 PM to 2.30 PM

Technical Session 6 | 2.30 PM to 4.00 PM

Parallel Sessions

Parallel Session - V : Vice-Chancellors Meet on Issues of Teacher Education

Chairperson: Prof. Anjila Gupta, Vice-Chancellor, Guru Ghasidas Vishwavidyalaya, Bilaspur

**Parallel Session - VI : Curriculum Framework for Teacher Education:
Bharatiyata in Teacher Education Curriculum**

Chairperson: Prof. Vanaja , Department of Education & Training,
Maulana Azad National Urdu University, Hyderabad

Speakers: Prof. Jyotsna Tiwari, Department of Education in Arts & Aesthetics, NCERT, New Delhi
Prof. Govind Prasad Sharma, Chairman, National Book Trust, Delhi.

Valedictory Session | 4.15 PM to 5.30 PM

President: Prof. Narendra Kumar Taneja,
Vice-Chancellor, Chaudhary Charan Singh University, Meerut

Chief Guest: Sri. Dattatreya Hosabale
Sah Sarakaryavah (Joint Gen. Secretary), Rashtriya Swayamsevak Sangh

Guest of Honour: Sri. Vineet Joshi, Chairman, NCTE, New Delhi

High Tea 5.30 PM

The State of Teacher Education in India

Concept Note by VBUSS

INTRODUCTION:

Brief history of teacher education in India

Bhartatvarsha having its 5000 year old *jyana parampara* was known as the Vishwa Guru in the ancient times. A teacher occupied a position of respect and was revered even by kings, since they imparted value system, knowledge, empathy, creativity, ethics, life skills, and a sense of social responsibility among children who were to be the future assets of the kingdom.

In those days, becoming an acharya entailed taking up rigorous reading and understanding of the various texts and undergoing training of the performing of yajnas. Even after acquiring all these skills, the aspiring Acharya was further tested on grounds of integrity and ethics because it was conceived that knowledge used inappropriately or disseminated faultily could spell disaster for the coming generations. That is why the criteria for the selection of teachers was more rigorous than any other profession. It also demanded their residing in the institutes or ashrams. Later during the Buddhist period, the monks used to impart knowledge the same way, staying in the monasteries. Not everyone therefore could aspire to be a teacher, and there was no place for mediocres in this profession.

Evolution of Teacher Education: Various Committees and Commissions

Numerous reports and studies (Report of the State of Education in Bengal, 1835; Survey of Indigenous Education in the Madras Presidency 1822-26; Fra Paolino Da Bartomeo, 1796; Alexander Walker on Indian Education, Literature, etc., circa, 1820; *History of Education in the Punjab since Annexation and in 1882*) show that level of education here was very high, till the British started ruling in Bharatvarsha. In the quest to colonize this country, the British started stifling our indigenous education with English education system, which required a lot of teachers to be trained for the same. Since then, a number of Education Commissions were formed by the Britishers over the period of a century to 'improve' standards of formal education of teacher training.

Growth of State funded Teacher Education

In the post-independence period, the focus was more on blending school education with the university system. The focal points were balancing theory with practice, modifying education programmes, refresher courses for in-service teachers, short intensive courses, workshops, seminars, conferences etc. **Setting up of regional colleges of education in Ajmer, Bhopal Bhubaneswar and Mysore as constituent units of NCERT was first historic step taken in 1960s to take forward the quality teacher education in the country.** These institutions were conceptualised on the same intent and pattern on which IITs were set up to boost technical education. NCERT later on in 1978 prepared first official document related to teacher education known as curriculum framework of teacher education with an objective to develop Gandhian values with a warm, positive attitude towards growing children. It also emphasized on Conservation of environmental resources, preservation of historical monuments and other cultural heritages, and developed liaison between school and community and contemplated the integration of both. It proposed that teachers should be agents of social change and act as leader/guide, keeping up to date with the latest knowledge. It also accentuated that the objective of the school education should be in the Indian context and according to the Indian constitution, though modern communication and psychomotor skills could be used to impart knowledge.

- The National Policy of Education of 1986 underlined the necessity of both pre-service and in-service training for teachers, and suggested

setting up of District Institutes of Education and Training (DIETs). It also suggested upgradation of 250 Colleges of Teacher Education (CTEs) and development of 50 of them as Institutes of advanced Studies (IASs), strengthening of State Councils of Educational Research and Training (SCERTs), and establishment and strengthening of Departments of Education in Universities. In addition to these it laid stress on orientation of School teachers. As a result of these recommendations a robust system teacher education grew in the country catering to the needs of initial professional preparation as well as inservice training needs. However issue of upgradation of faculty and infrastructure in these institutions could not be addressed with desired effectiveness. Majority of states failed to appoint faculties with desired qualifications and experience in teacher education. But despite these odds this was the only sytem in theory and practice of teacher education was effectively connected with each other.

Establishment of NCTE and commercialisation of Teacher Education

The National policy of Education 1986, apart from emphasising on qualitative improvements, also suggested liberalizing teacher education. It followed on the heels of the liberalization of the economy in 1991 which opened this arena for private entrepreneurs. There was a remarkable increase in teacher education institutions during this period as will be shown in subsequent paragraphs. However, it remains questionable whether the quality of education improved because of this.

In year 1995 NCTE which was a body to look after professional standards in teacher education was given statutory status through an act of parliament. This was necessiated due to a flooding of correspondence courses of B.Ed and subsequent dilution of standards by some state universities. In the initial years NCTE tried to develop norms and standards of infrastructure and faculty to improve system of teacher education. But gradually things started changing and mafias started growing in many states and there was a mushrooming of TEIs. NCTE had started publishing its annual reports regarding status of teacher education institutions and courses from 1995-96, and since then it has published 24 reports. However, the data published from 1995-96 to 2000-01, is not comparable with the data published from 2001-02 to 2018-19 because initially, the institutes of teacher education used to be separate from the institutes of higher learning. That is why NCTE classified all stages of teacher education by institution from 1995-96 to

2000-01. Later, as institutes of higher learning also started offering courses related to teacher education, NCTE shifted its classification criteria from number of institutions to number of courses.

These reports show that teacher education used to be highly limited till 1996, when we had only 792 institutions. In 1997, this number increased to 2298 (almost 3 times of its level in 1996).

The sudden relaxation in the rules for opening of teacher education institutions as already mentioned, opened the floodgates for private players who readily grabbed this opportunity and no reached to approx 18000 institutions/ courses by the end of 2020..The no of seats allotted to these instructions is approx 18 lacs while the demand of teachers every year is not more than 3 lacs.

In last one decade (2010-2020) a lot of new courses were introduced like D.El.Ed (Elementary), open distance learning, diploma in arts education (performing), Diploma in arts education (visual), B.Ed and M.Ed integrated, B.A. B.Ed/ B.Sc. B.Ed (integrated) and many other courses. Moreover, other institutions of higher learning which were earlier not offering teacher education, also started offering similar courses. But the interesting factor is almost 95% of these institutions were from self financing private sector while state institutions/ universities did not show any interest in opening new institutions or starting new course or increasing intake in their institutions. Almost negligible public spending on teacher education in last three decades has been a major reason of proliferation of substandard self financing TEIs.

4 year integrated course

Recently, integrated B.A. B.Ed/ B.Sc. B.Ed courses were advocated on a large scale as compared to conventional courses like D.El. Ed and B.Ed. There were only 4 recognized courses of B.A. B.Ed/ B.Sc. B.Ed (integrated) in the year 2015 with intake capacity of just 789. It increased to 59 courses in the year 2016 with intake capacity of 4330, which further increased to 721 with greater intake capacity of 63520. This was almost 80 times growth in just 4 years. Although initially it was decided that four year integrated course will be allowed to run in composite institutions and standalone institutions will not be permitted to run it. But unfortunately private mafia succeeded to get the definition of composite institutions changed as per their convenience and course was distributed to commercial entities without showing any concern for quality.

Substantial expansion in teacher education has come at the cost of equity and quality since approximately 90% of teacher education is under private sector, Supreme Court's high-powered Justice Verma Commission (JVC) published its report on teacher education in 2012 and observed that despite tremendous growth in enrollment of children to school, the Learning Outcomes have still remained pitiable. It also pondered upon how almost 85% of the teachers failed the post qualification competency test (C-TET), and was alarmed to find out that some of the schools having the bare minimum infrastructure, still produced a very high pass percentage of students. Both Commissions have suggested reforms in the curriculum, increased duration and up-gradation of teacher education programmes and reformulation of the regulatory mechanism. .

NEP-2020 and Teacher Education

Draft NEP-2019 (later NEP-2020), took up the issue of the improvement in the quality of teacher education in an unprecedented way. It has tried to address most of the contentious issues by providing a detailed process of approaching it. Since the progress of the future generation completely depends on teachers, the policy entails that their training and education should not be treated in a causal manner. It resolves to find solutions for the issues of deteriorating quality of teacher education and restoring integrity and credibility to the system by removing substandard institutions and concentrating on efficacy, high quality, and capacity building for the same.

The objectives of an education policy cannot be achieved without a sound and clear roadmap. The advantage of NEP-2020 is that it has not just pointed out the problems but also provided a distinct work plan for every step i.e. monitoring, blending of school system with higher education and teacher training at school level as well as higher education level. In order to achieve these objectives, NEP-2020 has suggested the following:

Rigorous monitoring and closure of substandard institutions

- Conversion/merger of independent teacher education institutions to composite colleges/ multidisciplinary higher education institutions
- Building strong connections between education departments and schools/ school complexes
- Four-year integrated multidisciplinary B.Ed. programme of pre-service

teacher preparation will be offered at the university level as a dual-degree

- Give adequate space to Evaluation/ Indian ethos and indigenous pedagogy, ECT
- The two-year/one year B.Ed. programme for lateral entry into teaching
- Qualified and specialized instructors to be provided in newly introduced disciplines.
- Exposure to Pedagogy for Higher Education especially by introducing some compulsory credit courses on pedagogy in PhD programme.

The NEP 2020 stands to transform and revolutionize the entire picture to make India self-reliant with a robust and resilient education system of its own with a flavor of local Bhartiya jyana parampara and at the same time prepare a generation of young professionals equipped with 21st century skills to compete globally. It resolves to target the total structure of teacher education to be modified where the country again can gain the same respect and character of the teachers which was prevalent centuries ago. It has emphasized on quality of teacher education institutions, teacher educators and the professionalism of future teachers rather than on the number of institutions. It has also planned to integrate with rest of the world by promoting 4 year degree programme to become a teacher, where elsewhere it is already a prerequisite. It will certainly be very crucial to build a teacher who should be equipped with knowledge, character, leadership qualities and also be totally dedicated to the profession.

NEP has envisioned a robust system of teacher education in the country which will be capable of producing efficient and committed teachers strongly rooted into our cultural ethos. For this policy has advocated a Four year integrated teacher education programme as a mandatory requirement for entering into the teaching profession by 2030. Besides this, NEP has, for the first time, dwelt upon the need of formal programmes for those who will enter into teaching at higher education. Policy suggests that future teachers of the country should be groomed under best mentors in a multidisciplinary environment where availability of educators in disciplinary content across the subjects and pedagogical areas can be ensured in a smooth manner. NEP admits that expertise available with local artists and craftsmen should also be tapped by our school system to transfer their skills to the young learners. This suggestion puts an additional responsibility on our teacher education system to act as a bridge between the domain knowledge and pedagogical knowledge and equip these experts with desired pedagogical skills

through short term courses. The policy also entrusts upon the teacher education system to develop such post B.Ed courses through which serving teachers can continuously upgrade their skill set and profile.

Although NEP 2020 presents before us a promising and futuristic roadmap of the teacher education system, while deliberating upon the action plan, we have to keep in mind the existing situation of teacher education institutions in the country. JS Verma committee and NEP 2020 have accepted that the regulatory system in teacher education has not only been a failure, but has been hands in glove with unscrupulous elements in proliferation of substandard commercial institutions and curbed the initiatives of well meaning teacher education institutions. On one side there is an oversupply of degree holders ,almost six times than actual requirements, on the other hand quality institutions are extremely short in supply. Despite the fact that public sector TEIs like RIEs, SCERTs and DIETs have done appreciable work, there seems no plan to expand their ambit.

Besides this, there has been a huge gap in the theory and practice of teacher education. While degree programmes in teacher education happen under the higher education department, the practice is controlled by the school education department. At policy level we will be required to make sure that these two verticals work in close coordination with each other. Previously it has been observed that departments offering teacher education degrees work in silos and teacher educators posted in these departments have hardly any communication with practising teachers. ,that best departments of teacher education in our university system hardly play any role in improving the practice in school education through taking up need based in-service teacher education programmes for our school system. Although RIEs and SCERT and DIETs have been playing some role in conducting pre-service as well as in-service teacher education programmes and creating a link in theory and practice. In this backdrop, it is essential that future teacher education should be run in an environment where theory and practice, pre-service and in-service teacher education are effectively linked together.

Rationale of present seminar and urgent questions


In the backdrop aforementioned, Vidya Bharti Uchh Shiksha Sansthan has planned to organise a National Seminar on Teacher Education with the help of best teacher educators involving pace setting TEIs. The seminar seeks to find answers of following questions.

1. How far have we been able to implement major recommendations of various committees and commissions on teacher education?
2. Do we need an all India regulator for teacher education?
3. How to take further and scale up those institutions which have been doing pioneer work in teacher education?
4. What should be the institutional mechanism for a sound integration of preservice and inservice teacher education?
5. What are those fault lines in the current regulatory system of teacher education which have been misused by the education mafia?
6. In what manner integration of knowledge of India in teacher education courses can be done as envisaged by NEP?
7. How can we reform teacher education curricula in the light of skills envisaged by NEP?
8. What steps can be taken by the government to encourage philanthropic institutions to initiate new teacher education programmes?
9. How can we revamp curricula of teacher education in the light of Indian Knowledge traditions as envisaged by NEP?
10. How can we encourage and facilitate the best teachers to become teacher educators?
11. What steps can be taken to bring teacher education under a single umbrella in states?
12. In what manner we can update teacher education curricula in the light of cutting edge technologies?
13. What will be the way ahead to promote academic leadership in the teacher education system?
14. How can we capture and assimilate global best practices in teacher education?
15. Do we need to revisit norms and standards of teacher education courses in light of recommendations of NEP?
16. What will be the implication of 5+3+3+4 structure on teacher education courses.
17. How multiple exit system will be implemented in proposed four year integrated teacher education programme.

18. How dismantling/weakening of streams like science /humanities/commerce etc as suggested by NEP 2020 will influence the course structure of four year integrated course.
19. What kind of new regulatory framework can be there which will be helpful in encouraging philanthropic initiatives and promote sincere/committee individuals/ institutions to contribute in teacher education sector.
20. What will be roadmap to improve govt. spending on teacher education.

VBUSS as an initiative to facilitate the effective implementation of National Education Policy-2020 has organized a series of regional seminars across the country in association with various institutions/colleges/ universities on the core theme “NEP-2020 and Transforming Teacher Education”. Many institutions/universities received this initiative in the positive spirit and organized seminars/conferences/webinars at various places. Discussions have been held at places like Banaras, Bengaluru, Bhagalpur, Chennai, Gandhinagar, Hyderabad, Indore, Lucknow, Gaya, Jaipur, Kolkata, Pune, Jammu, Kalburgi, Bilaspur, Ranchi, Gorakhpur, Guwahati, New Delhi, Ujjain, Meerut, Nagpur, Jabalpur, Bhubaneswar, etc. Following Institutions have partnered to organize the events:

These institutions represent a national cross section. Academic deliberations happened across these institutions were opulent with resourceful and erudite academics. There were no short of highly designated academics like the vice-chancellors, senior academicians, thousands of teacher educators and faculty members to participate in these programs. These academicians, especially teacher educators, have deliberated in details about present status of teacher education in the country as well as the transformations required in order to implement the recommendations of the national education policy-2020 with respect to teacher education. These discussions/recommendations of the discussions have been thematically summarized as follow along with the detailed report has been given in Appendix.





Report

Keynote Address

The New Education Policy 2020; Milestone laid to transform the Indian education system

■ Prof. M Jagadesh Kumar

Vice-Chancellor of JNU,
New Delhi


The National Education Policy 2020 is aimed at transforming the Indian education system to meet the needs of the 21st century. Ever since the National Education Policy was announced, there has been lot of enthusiasm across the country among the stakeholders consequently, several webinar, meeting, seminars taken place to discuss different aspects of NEP. NEP is a comprehensive document which aims to transform our educational system to make India a knowledge society, *Atma Nirbhar* (self-reliant) and *Vishwa guru* (World leader) in the coming years. This extensive document deals with various aspects of education such as Multi disciplinary, importing holistic education and taking care of students who come from educationally and financially weaker section of the society. It also talks about research and innovation for effective teaching and learning methods and establishing organization which will oversee many different aspects of NEP. The teacher education is one of the key components of NEP. After the 42nd constitutional amendment education is now for work of the concurrent list which is a true reflection of the federal structure of our country and this puts equals responsibility on both; state and central government to

promote education and implement NEP. The fact that this concurrent had taken place in Bhopal indicates the clear intent of the government of Madhya Pradesh in keenly planning the implementation of NEP. In fact MP has some of the Great institutes of our country among the older and new institutes that are being established here. MP have a great chance to implement NEP and be the role model for the rest of the country. When we are talking about teacher education the question that comes to our mind is that our education system is supposed to be student centric and then why is that we are talking about teacher education? Does a better teacher make a student a central force of the learning process and how does that happen? Let's take few examples from real research that has happened and furthermore, understand how the teacher education should motivate our teachers to look at some of the modern aspects of imparting teaching to the student so that they become effective learners. This brings us to the question of the real meaning of learning because at the core of entire educational reforms lies the very important process of learning. The cognitive scientist says that learning consists of several steps. The first most important step is the collection of information through our 5 senses and then our brain encodes this information and puts it in the long term memory from where we retrieve this information and use whenever it is required. Once this information is stored in our long term memory it's important that it is retrieved and rehearsed several times only then our learning becomes effective. From our every day experience we may pick up any example in which we are good at. For instance, take the example of cycling which everybody knows, how did you reach the level of efficiency that you have now? If we recollect we will find probably we have fallen down few times, we have improved upon our mistakes and we took the feedback given by others seriously and that is how real learning takes place. Modern cognitive science clearly indicates that we learn efficiently only by reflecting on what we do and certainly not by watching and listening lectures. What modern cognitive science says about learning was beautifully articulated by Adi Shankaracharya several hundred of years ago. He said if you want to be a good learner you need to do 4 activities; Pathnam- means you have to study and gather information, Mannam- whatever you study you have to remember it, Chintnam- you have to critically think and reflect about what you have studied and stored it in your mind and Sanketnam- you have to repeat this entire process. It's important to introspect and think as teachers are we doing enough in our classroom to implement what Adi Shankaracharya and modern cognitive science says about learning in a class. Unfortunately in our present educational system we are expected to learn simply by listening to the lectures given by a teacher as oppose to this, the NEP talks about alternatives to look beyond and make our students effective learners. We have taken several steps to build the infrastructure where student can

learn by doing things not just by only listening to lecture. Taking several important steps to make our students effective learner is only half of the challenge, the other half of the challenge is the training of the teachers so that they become effective teachers. Only an effective teacher who introduces active learning practices in classroom can transform our students into effective learner. Steps to make effective teacher doesn't mean we would throw away all the traditional methods we will introduce our learning process gradually. After achieving this feat of making students effective learners it's the job of the teachers to figure out what further steps need to be taken therefore, effective teachers training is very important. There are couple of things teachers have to focus after having accomplishing the first step of making our students effective learner. As a teacher it's our responsibility to think about the further required steps to make our students more creative and innovative. The steps to promote creativity and Innovation should be part of teacher education. To make this happen, teacher first should understand what practices they need to follow to make our students creative and innovative. First we should understand what creativity is. Creativity is the process of generating new ideas but the playground to generate new ideas is our mind and experts tell us that most breakthrough ideas in science technology and art happen when different intellectual disciplines interact with each other. This suggests that in order to make our students more creative we need to create an environment where different disciplines collide with each other. When a teacher is taking a class they need to think if they have appropriate ecosystem where different disciplines can collide with each other in order to make our students creative. In a book 'Where new ideas come from' written by Professor Stephen Johnson he tells us about an interesting experiment that took place to understand how creativity thrives. In 1990s a psychologist wanted to know about how people become creative so he set up video cameras in 4 leading molecular biology labs across the board and he watched the scientists working in real time in their labs it was like the big boss show on Indian television. In a discipline like molecular biology you may imagine a scientists sitting alone in a lab wearing a white coat and having protective glasses looking through the Microscope and suddenly discover something new but unfortunately such isolated eureka moments are very rare in the history of science. An interesting discovery made by a psychologist suggests that most important ideas invariably emerged during group discussions, group meeting, in corridors at coffee table discussion where people share ideas, where ideas flow from one project to the other project this is an important lesson for us to learn that being creative doesn't happen just only by sitting at the corner instead, it requires an environment where there is a free flow of ideas, where different disciplines collide with each other, our teachers also need to create similar environment in their classrooms.

One example for implementing policies to promote creativity and make prescribed syllabus more dynamic could be seen in JNU. Three years ago it established a school of engineering where they designed a very unique, highly multidisciplinary engineering 5 years program. In this program, for the first four years students learn the core engineering subjects such as computer science, electronics, mechanical engineering and so on but in 5th year they specialize for their masters degree either on social science or languages or arts and aesthetics. This step was taken to ensure we bring different disciplines together to generate new ideas and promote creativity.

JNU have introduced 5 year integrated program BSE and MSE program which is Ayurveda biology, Ayurveda is our great indigenous knowledge system in India and biology is a modern science. Professors from different institutions are invited to come together and study how Ayurveda is beneficial to us from a modern science perspective. This kind of inter disciplinarily system is something we need to promote and inculcate in our educational system, NEP is emphasizing on the same approach. Creativity alone is not sufficient without innovation therefore, it is imperative for us to look around and observe our surroundings because path breaking idea can come from anywhere. There are several examples available that explains how innovation has changed the world we must also prepare our students to become more creative and innovative and emphasize as part of our teachers education. We also need to develop certain standards for teacher education; these standards are expected to be developed as part of the NEP in the form of the national professional standards for teacher. These standards are intended to enhance the capabilities of our teachers and it would also cover the training of our teachers in their expected roles. The NEP's overarching idea was also to expand the discussion and debate on the Education of India. These ideas are being worked out keenly by the policy makers and demand an effective implementation.





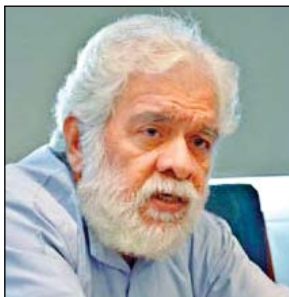
Technical Session

Foundations of Bharatiya Philosophical Thought

Cultural, Psychological & Sociological

Bhartatvarsha having its 5000 year old jyana parampara was known as the Vishwa Guru in the ancient times. A teacher occupied a position of respect and was revered even by kings, since they imparted value system, knowledge, empathy, creativity, ethics, life skills, and a sense of social responsibility among children who were to be the future assets of the kingdom. In those days, becoming an acharya entailed taking up rigorous reading and understanding of the various texts and undergoing training of the performing of yajnas. Even after acquiring all these skills, the aspiring Acharya was further tested on grounds of integrity and ethics because it was conceived that knowledge used inappropriately or disseminated faultily could spell disaster for the coming generations. That is why the criteria for the selection of teachers was more rigorous than any other profession. It also demanded their residing in the institutes or ashrams. Later during the Buddhist period, the monks used to impart knowledge the same way, staying in the monasteries. Not everyone therefore could aspire to be a teacher, and there was no place for mediocre in this profession. The most important question that the current sessions looks to address

Key Speakers:



Prof. Chand Kiran Saluja

Director, Sanskrit Promotion
Foundation, New Delhi



Prof. Himanshu Rai

Director, IIM Indore



Prof. Sudakar V

Dean, School of English
Language Education, EFLU,
Hyderabad.

how can we revamp curricula of teacher education in the light of Indian Knowledge traditions as envisaged by NEP? The session Chairperson was Prof. Sudakar V, Dean, School of English Language Education, EFLU, Hyderabad.

The highlights of the recommendations of the session are:

- Blending ancient Indian thought with the current education system
- Reasoning and respecting cultural values for systemic and holistic integration
- Evolving mechanisms for integration and sustenance of cultural values
- Integrating language, culture and value system as part of education
- Research into ancient Indian thought and practices to document oral history/wisdom

प्राचीन भारत में शिक्षा



■ Prof. Chand Kiran Saluja

Director, Sanskrit Promotion Foundation,
New Delhi

‘हर सुसंस्कृत राष्ट्र का अपना शिक्षा-दर्शन होता है जो प्रायः उसके अपने मानव दर्शन पर आधारित होता है। भारत का मानव दर्शन मनुष्य की समग्रता या पूर्णता पर आधारित है। हमारे पूर्वजों ने मानव को मात्र शारीरिक, मानसिक, अथवा बौद्धिक स्तर पर ही नहीं अपितु पूर्णता में देखा। अतएव उन्होंने माना कि मानव का वास्तविक विकास पंचकोशों ‘अन्तमय, प्राणमय, मनोमय, विज्ञानमय एवं आनन्दमय’ के विकास पर निर्भर है। इन पञ्चकोशों के विकास द्वारा पूर्ण विकास को प्राप्त व्यक्ति ही समाज और राष्ट्र को प्रगति के पथ पर अग्रसर करा सकते हैं।’ (प्रो. के. पी. माधवन)

‘मनुर्भव’ अर्थात् ‘मनुष्य बनो’ के सिद्धान्त पर आधारित प्राचीन भारतीय शिक्षा व्यवस्था मूलतः मानवीय संवेदनाओं को जागृत कर मनुष्य बनाने वाली शिक्षा-व्यवस्था कहा जाए तो कोई अतिशयोक्ति न होगी। है।

यह शिक्षा-व्यवस्था बुनियादी तौर पर इस मान्यता पर आश्रित है कि प्रत्येक मनुष्य एक असीम दिव्य ऊर्जा से युक्त है, तथा शिक्षा मनुष्य की इसी ऊर्जा के प्रति उसे सजग करने एवं जागृत करने की निरन्तर चलने वाली प्रक्रिया है :

मनसे चेतसे धिय आकूतय उत चित्तये।

मत्यै श्रुताय चक्षसे विधेम हविषा वयम्॥

(अथर्व.६.४१.१)

(अर्थात् शिक्षा प्रक्रिया का लक्ष्य मनुष्य को मनन-शक्ति, चेतना एवं चिन्तन, धारणात्मक बुद्धि, संकल्प-शक्ति, स्मृति-शक्ति, बुद्धि, श्रवण-शक्ति एवं दर्शन-शक्ति से परिपूर्ण करना है।)

ये सभी शक्तियां वैयक्तिक स्वरूप वाली होते हुए भी समष्टिगत ही हैं। सफल सामाजिक जीवन हेतु इनकी अनिवार्यता स्वयमेव सिद्ध है। यहां स्पष्टरूप से यह निहितार्थ खोजा जा सकता है कि शिक्षा का यह रूप व्यक्ति के चहुंमुखी विकास का ही रूप है।

संस्कृत साहित्य में पदे-पदे समष्टिगत मानव कल्याण की ही कामना दृष्टिगत होती है। मनस् तत्त्व के चाञ्चल्य एवं गाम्भीर्य को ध्यान में रखते हुए यजुर्वेद का यह मन्त्र अत्यन्त महत्त्वपूर्ण है कि :

‘तन्मे मनः शिवसङ्कल्पमस्तु’

(मेरा मन शुभ विचारों वाला अथवा कल्याणकारी विचारों वाला हो।)

यह ध्यातव्य है कि भारतीय साहित्य में औपनिषदिक साहित्य मूलरूप से शिक्षाव्यवस्था का ही प्रतिपादक साहित्य है।

शिक्षा : व्यक्तित्व विकास अर्थात् पञ्चकोशीय विकास की प्रक्रिया

भारतीय परम्परा में मनुष्य को असीम ऊर्जा के स्रोत के रूप में देखा गया है। तदनुसार यह ऊर्जा एक प्रकार से विभिन्न कोशों में आवृत्त है। ईशोपनिषद् में सूर्य से प्रार्थना की गई है कि

हिरण्यमयेन पात्रेण सत्यस्यापिहितं मुखमस्तत्त्वं पूषन्नापवृणु सत्यधर्माय दृष्टये॥

(ईशोपनिषद्; १५)

(हे सूर्यदेव! इस आवरण को हटाओ एवं उस असीम शक्ति का दर्शन करने दो।)

तैत्तिरीयोपनिषद् में शिक्षा का लक्ष्य मनुष्य के व्यक्तित्व-विकास के रूप में निर्धारित है। यह चर्चा पञ्चकोशीय ‘अन्नमयकोश, प्राणमयकोश, मनोमयकोश, विज्ञानमयकोश, आनन्दमयकोश’ रूप में की गई है। मूलतः यह मनुष्य के सर्वाङ्गीण विकास की ही संकल्पना है :

‘.... एष पुरुषोऽन्तरसमयःअन्योऽन्तर आत्मा प्राणमयः....अन्योऽन्तर आत्मा मनोमयः.... अन्योऽन्तर आत्मा विज्ञानमयः अन्योऽन्तर आत्माऽऽनन्दमयः’

शिक्षार्थी ‘गुरु’ के समीप ‘गुरुकुल’ में वास करते हुए ‘अन्तेवासी’ के रूप में ‘ब्रह्म’ अर्थात्

सत्यान्वेषण हेतु प्रमा अर्थात् प्रामाणिक ज्ञान प्राप्त करने हेतु इस पञ्चकोशीय विकास की साधना के प्रति प्रेरित रहता है। यह ध्यातव्य है कि, जैसा कि संकेत दिया गया है, वैदिक साहित्य के अङ्ग के रूप में औपनिषदिक साहित्य का 'उपनिषद्' शब्द मूलतः शिक्षा की प्रक्रिया का ही वाचक है। उपनिषद् शब्द की रचना 'उप' तथा 'नि' उपसर्गों के साथ 'षद्लृ' (सद्) धातु के योग (उप+नि+सद्+क्लिप्) से हुई है। इससे विभिन्न अर्थ संकेतित होते हैं, तथापि समान भाव यही है कि अज्ञान अथवा अविद्या के नाश हेतु ज्ञान अथवा विद्या की प्राप्ति हेतु प्रयासरत रहना। व्युत्पत्त्यर्थ की दृष्टि से इसके भाव को निम्न प्रकार से देखा जा सकता है :

(समीप के अर्थ में) उप (उपसर्ग)+ (निश्चय अथवा निष्ठापूर्वक के अर्थ में)नि (उपसर्ग)+ (बैठने के अर्थ में) षद्लृ (सद्) (धातु)+क्लिप् (प्रत्यय)

अर्थात् ज्ञान प्राप्ति हेतु गुरु के समीप निष्ठा एवं विनम्रता पूर्वक बैठना

यह ध्यान देने योग्य तथ्य है कि 'मनु, मानव अथवा मनुष्य' आदि पदों का निर्माण (अर्थात् व्युत्पत्ति) संस्कृत में 'चिन्तन' अथवा 'विचार' करने आदि के अर्थ में प्रयुक्त होने वाली 'मन्' धातु से हुआ है। इसका सीधा व स्वाभाविक निहितार्थ यह है कि मनुष्य जन्म से ही 'चिन्तन क्षमता' से परिपूर्ण है। इसे ही उसकी 'दिव्य-शक्ति' के रूप में देखा गया है। शिक्षा इसी 'दिव्य-शक्ति' के ही प्रस्फुटन की अथवा जागरण की प्रक्रिया है। अतः शिक्षा से अभिप्राय है विवेक-शक्ति को जागृत करने वाली वह चिन्तनात्मक प्रक्रिया जिससे मनुष्य में वैचारिक क्षमता, मननशीलता एवं कर्तव्य-अकर्तव्य का निर्धारण करने की क्षमता का विकास हो सके।

शिक्षा का प्रारम्भ : उपनयन संस्कार

भारतीय परम्परा में औपचारिक शिक्षा व्यवस्था के अन्तर्गत शिक्षा को एक 'संस्कार' के रूप में देखा गया है। भारतीय संस्कृति में संस्कारों का एक विशिष्ट स्थान है। यह संकल्पना प्रायः इस भावना पर आश्रित है कि जीवन सुसंस्कृत अर्थात् उदात्त आचार-विचारमय होना चाहिए। संस्कारों की संख्या भिन्न-भिन्न प्रकार से परिगणित है तथापि प्रायः १६ आधारभूत संस्कार माने गए हैं। इन में 'उपनयन' एक आधारभूत संस्कार है। जैसा कि स्पष्ट किया जा चुका है कि यह शिक्षा से सम्बद्ध संस्कार है। सभी संस्कार शास्त्र-विधि द्वारा ही अनुपालित होते हैं।

यह शिक्षा मनुष्य के व्यष्टिगत एवं समष्टिगत विकास की प्रक्रिया है :

अहं वृणे सुमतिं विश्वजन्याम्। (यजुर्वेद; १७.७४)

(मैं शिक्षा के द्वारा संसार का हित करने वाली विश्वजनीन सद्बुद्धि की प्राप्ति होंऊ।)

भारतीय संस्कृति में मनुष्य को अमृतपुत्र के रूप में देखा गया है। इस दृष्टि से उसके अन्तर्निहित

दिव्य शक्तियां 'अमृतत्व' से परिपूर्ण हैं। उसकी इन्हीं अन्तर्निहित दिव्य शक्ति के प्रस्फुटन की प्रक्रिया को ही शिक्षा के रूप में देखा गया है, तथा अमृतत्व प्राप्ति ही शिक्षा-प्रक्रिया का लक्ष्य है :

विद्यया अमृतमश्नुते।

इस सन्दर्भ में उपनिषदों का उद्धोष था: 'उत्तिष्ठत, जाग्रत, प्राप्य वरान् निबोधत।'

स्वामी विवेकानन्द ने इस भाव को इस रूप में प्रकट किया है.

'सुप्त शक्ति तुम हे मानव! उठो जागो, प्रयाण करो।'

मनुष्य में अन्तर्निहित इसी ऊर्जा के प्रस्फुटन के अनेकों संकेत भारतीय साहित्य में उपलब्ध होते हैं। उपनिषदों में पिता आरुणि एवं पुत्र उद्दालक जैसे उल्लिखित अनेकों दृष्टान्त इसी तथ्य को उजागर करते चलते हैं। रामायण में हनुमान एवं उनके गुरु जाम्बवन्त की कथा अथवा महाभारत में कृष्ण एवं अर्जुन का संवाद आदि प्रसङ्ग इसी तथ्य की पुष्टि करते हैं। अतः हमारी प्राचीन शिक्षा व्यवस्था में शिक्षा को मनुष्य की अन्तश्चेतना की जागृति एवं उसमें निहित ऊर्जा के विकास की प्रक्रिया के रूप में देखा गया है।

यहां यह विशेष रूप से ध्यातव्य है कि भारतीय संस्कृति में शिक्षा अथवा विद्या ग्रहण करने अथवा प्रदान करने की प्रक्रिया इस प्राक् संकल्पना पर आश्रित है कि 'शिक्षा प्राप्त करने वाला शिक्षार्थी' केवल ऋकोरी सलेट' नहीं है अपितु वह एक 'सजग एवं बुद्धियुक्त' प्राणी है। अतः शिक्षा उसमें अन्तर्निहित शक्तियों को जाग्रत करने एवं बुद्धि के विभिन्न आयामों को विकसित करने की प्रक्रिया है।

शाब्दिक दृष्टि से 'शिक्षा' शब्द से अभिप्राय

■ शिक्षा विद्या के रूप में

व्युत्पत्ति की दृष्टि से, 'विद्योपादाने' के अर्थ में शिक्ष धातु से निर्मित शिक्षा शब्द से शाब्दिक अभिप्राय है 'विद्या ग्रहण करने' अर्थात् 'सीखने' की प्रक्रिया। यद्यपि आश्रम- व्यवस्था पर आश्रित भारतीय जीवन व्यवस्था के अन्तर्गत जीवन के प्रथम २५ वर्षों का काल विद्यार्जन का काल है, जिसे 'ब्रह्मचर्य-काल' कहा गया है, तथापि यह बहुत स्पष्टरूप से स्वीकार किया गया कि सम्पूर्ण जीवन ही अध्ययन का काल है : 'यावज्जीवमधीते विप्रः?।

प्राचीन भारतीय साहित्य में, विशेषतः उपनिषद्-साहित्य में, शिक्षा हेतु 'जानने अथवा प्राप्ति' के अर्थ में 'विद्या' शब्द का प्रयोग दृष्टिगत होता है :

विद् सत्तायाम् / चेतनाख्याने / ज्ञाने....वेत्ति / विचारणे

‘विद्या’ के कारण ही मनुष्य लौकिक कार्यों में प्रवृत्त होता है। अतः विद्या ही चिन्तनशील मनुष्य को जागृत करने की प्रक्रिया रही है :

सर्वस्य लोकस्य प्रवृत्तिः विद्यापूर्वकं भवति।

महाभाष्यकार पतञ्जलि के अनुसार विद्या ही मनुष्य की सभी शंकाओं को दूर करने का साधन है। यह व्यक्ति के व्यक्तित्व को संस्कारित करती हुई उसके यश को सर्वत्र प्रसारित करती है :

अनेकसंशयोच्छेदि परोक्षार्थस्य दर्शकम्।

सर्वस्य लोचनं शास्त्रं यस्य नास्त्यन्ध एव स॥

श्रियः प्रदुधे विपदं रुणद्धि यशांसि सूते मलिनं प्रमार्ष्टि।

संस्कारशौचेन नरं पुनीते शुद्धा हि बुद्धिः किल कल्पधेनुः॥ (महाभाष्यम्)

यही कारण है कि विद्या को मनुष्य का अतुलनीय चक्षु समझा गया है : ‘नास्ति विद्यासमं चक्षुः’

■ शिक्षा : वेदाङ्ग के रूप में

यहां यह ध्यातव्य है कि प्राचीन भारतीय शिक्षा व्यवस्था में ‘शिक्षा’ शब्द का प्रयोग एक ‘वेदाङ्ग’ के रूप में हुआ है। वेदाङ्ग से अभिप्राय है, वैदिक साहित्य का वे अङ्ग जिनसे ‘वेद के अर्थ’ को स्पष्ट किया जा सके। इनकी संख्या छः है :

शिक्षा व्याकरणं छन्दो निरुक्तं ज्योतिषं तथा।

कल्पश्चेति षडङ्गानि वेदस्याहुर्मनीषिणः॥

(शिक्षा, व्याकरण, छन्द, निरुक्त, ज्योतिष एवं कल्प)

शिक्षा को वेद के श्वास के रूप में देखा गया है। छन्द को वेद के पाद के रूप में व्यक्त किया गया है। कल्प को वेद के हाथ माना गया है, ज्योतिष वेद के नयन हैं, तो निरुक्त वेद का श्रोत्र है। व्याकरण वेद का मुख है :

छन्दः पादौ वेदस्य, हस्तौ कल्पोऽथ पठ्यते ।

ज्योतिषामयनं चक्षुर्निरुक्तं श्रोत्रमुच्यते ॥

शिक्षा घ्राणं तु वेदस्य, मुखं व्याकरणं स्मृतम् ।

तस्मात्साङ्गमधीत्यैव ब्रह्मलोके महीयते ॥

इस दृष्टि से शिक्षा शब्द से अभिप्राय है ‘वर्णोच्चारण की शिक्षा’ :

शिक्षा स्वरवर्णोपदेशकशास्त्रम् ।

(ऋग्वेदप्रातिशाख्य)

स्वरवर्णाद्युच्चारणप्रकारो यत्र शिक्ष्यते उपदिश्यते सा शिक्षा।

(सायणाचार्य, ऋग्वेदभाष्य)

तैत्तिरीयोपनिषद् में शिक्षा के छः अङ्गों का उल्लेख है :

वर्णः स्वरः मात्रा बलं साम सन्तानः इत्युक्तः शिक्षाध्यायः।

(तै. उ. १.२)

शनैः शनैः इसका प्रयोग 'सामान्य ध्वनिशास्त्र' के रूप में होने लगा : अथ शिक्षा विहिता।

इसका उल्लेख तैत्तिरीय उपनिषद् (३.१.५) में प्राप्त होता है। इसमें ध्वनियों, स्वराघात, मात्रा तथा वैदिक मन्त्रों के उच्चारण की शिक्षा सम्मिलित है :

‘अथ शिक्षां व्याख्यास्यामः’

अथाधिविद्यम्। आचार्यः पूर्वरूपम्। अन्तेवास्युत्तररूपम्।

विद्या सन्धिः। प्रवचनं सन्धानम्। इत्यधिविद्यम्।

(तैत्तिरीयोपनिषद्, १.३.४)

अतः विद्या की सन्धि के प्रमुखतः चार रूप हैं : आचार्य, अन्तेवासी, विद्या तथा प्रवचन। प्रवचन ही विद्या की अभिव्यक्ति का माध्यम है। इस दृष्टि से, शिक्षाशास्त्र से सम्बद्ध विभिन्न प्रकार से उपलब्ध होने वाले ग्रन्थ इस प्रकार से हैं : प्रातिशाख्य, नारदीय शिक्षा, व्यास शिक्षा, पाराशर शिक्षा, आपिशलि शिक्षा, गौतमी शिक्षा, माण्डूकीय शिक्षा आदि ।

यह सन्दर्भ विशेषरूप से शिक्षा-व्यवस्था में भाषा के महत्त्व को ही स्पष्ट करता है। यह स्पष्ट ही है कि मनुष्य जन्म से ही नैसर्गिक रूप से भाषाई क्षमता से परिपूर्ण है। यह 'भाषा' ही मनुष्य की शिक्षा-दीक्षा का एक सर्वाधिक सशक्त आधार है। यह भी स्पष्ट है कि मनुष्य को 'व्यक्ति' कहा गया है। इसका निहितार्थ है कि 'जो व्यक्त अथवा प्रकट करने के योग्य हो?', और, यह व्यक्तीकरण भाषा के द्वारा ही होता है। प्राचीन भारतीय शिक्षा व्यवस्था में शिक्षा शब्द का प्रयोग मूलतः भाषाई सन्दर्भों में किया गया है। भाषा सम्बन्धी इस योग्यता को छात्र मूल रूप से प्रारम्भ में परिवार में ही प्राप्त करता है -

पुत्रायेव पितरा मह्यं शिक्षतम्। (ऋग्वेद १०.३९.६)

एतदपश्चात्, ब्रह्मचर्य आश्रम के अन्तर्गत पांच वर्ष की आयु में, औपचारिक रूप से विद्यार्जन हेतु छात्र गुरुकुल की ओर प्रस्थान करते थे -

सम्प्राप्ते पञ्चमे वर्षे अप्रसुप्ते जनार्दने।

एवं सुनिश्चिते काले विद्यारम्भं तु कारयेत्॥

(विष्णुधर्मोत्तरपुराणम्)

पदक्रमविशेषज्ञोवर्णकर्मविचक्षणः।

स्वरमात्राविभाज्ञो गच्छेदाचार्यसंसदम् ॥ (तैत्तिरीयप्रातिशाख्य, २४)

इसे उपनयन संस्कार के रूप में देखा गया है।

एतदतिरिक्त शिक्षा शब्द का प्रयोग 'अनुशासन' के अर्थ में भी किया गया है। इसके दो प्रमुख पक्ष हैं : एक, बौद्धिक अथवा मानसिक अनुशासन तथा द्वितीय, शारीरिक अनुशासन।

■ 'बुद्धि' सम्बन्धी पर्याय

भारतीय शिक्षा व्यवस्था में बुद्धि का विशिष्ट स्थान है। इसके माध्यम से शिक्षा व्यवस्था को मनोवैज्ञानिक आधार प्रदान किया गया है। ज्ञान की सम्पूर्ण प्रक्रिया इसी पर आश्रित है। यही कारण है कि 'धियो यो नः प्रचोदयात्' जैसे मन्त्रों के द्वारा बुद्धि को अधिकाधिक तेजस्वी बनाने हेतु प्रार्थना की गई है। शैक्षणिक प्रक्रिया में बुद्धि के भिन्न-भिन्न कार्य विहित हैं :

शब्दार्थ-जिज्ञासा, शब्दार्थ-गुण-स्वरूप-श्रवणम्, शब्दार्थ-गुण-ज्ञान-प्राप्तिः,
शब्दार्थ-गुण-आत्मसातीकरणम्, शब्दार्थ-विषयक-अन्वेषणं, विश्लेषणं विवेचनञ्च,
अर्थ-तत्त्वज्ञान-प्राप्तिः आत्मतत्त्व-ज्ञान-प्राप्तिः च एव बुद्धेः गुणाः।

इस सन्दर्भ में बुद्धि हेतु अनेक शब्दों का प्रयोग किया गया है, यथा :

‘धी (व्यावहारिक बुद्धि) / बुद्धि / मेधा (धारणा शक्ति) / मति /
अनुमति(सद्विचार) / प्रमति / सुमति / विवेक / प्रज्ञा’

अमरकोश के अनुसार बुद्धि हेतु इम्नलिखित पर्याय विद्यमान हैं :

बुद्धिर्मनीषा धिषणा धीः प्रज्ञा शेमुषी मति।

प्रेक्षोपलब्धिश्चित्संवित्प्रतिपज्जसिचेतनाः॥

(अमरकोषः.../धीवर्गः.../')

■ शिक्षा : ज्ञान की प्रक्रिया के रूप में

इसके साथ ही शिक्षा के परिप्रेक्ष्य में 'ज्ञा ज्ञाने' (जानना) के अर्थ में 'ज्ञान' शब्द का प्रयोग भी हुआ है। यहां ध्यान देने योग्य तथ्य यह है कि यहां 'ज्ञान' शब्द का प्रयोग अत्यन्त सामान्य अर्थ में हुआ है। इसका सम्बन्ध पांचों इन्द्रियों (चक्षु, कर्ण, हस्त, नासिका, जिह्वा) के माध्यम से प्राप्त होने वाले ज्ञान से है, जो एक भ्रम भी हो सकता है। अतः इसे प्रमाणित करने की आवश्यकता है और वह प्रमाणित ज्ञान प्रमा है। ज्ञान को प्रमाणित करने हेतु सामान्यतः छः प्रमाणों की चर्चा की गई है :

प्रत्यक्ष, अनुमान, शब्द, उपमान, अर्थापत्ति एवं अभाव

प्रमाणों की प्रस्तुत प्रक्रिया मूलतः 'शिक्षण-पद्धतियों' का दिग्दर्शन कराती हैं। आधुनिक शिक्षण पद्धतियों में प्रस्तुत प्रक्रिया 'वैज्ञानिक पद्धति' के रूप में जानी जाती है।

■ शिक्षा : एक संस्कार के रूप में

यहां विशेष रूप से ध्यातव्य है कि भारतीय सन्दर्भों में सभ्यता एवं संस्कृति की दृष्टि से शिक्षा एक महत्वपूर्ण विषय है। इसका प्रयोग 'आत्म-संस्कृति' अथवा 'आत्मसंशोधन' के रूप में है। इस सन्दर्भ में शिक्षा का प्रयोग एक संस्कार के रूप में दिखाई देता है।

■ शिक्षा प्राप्ति के साधन एवं पद्धतियां

इस ओर अत्यन्त स्पष्ट उल्लेख हैं कि भारतीय शिक्षा व्यवस्था में 'वैयक्तिक एवं सामूहिक' अनुभवों का विशिष्ट स्थान है। शिक्षा को केवल औपचारिक कक्षा तक परिसीमित नहीं किया जा सकता है, अपितु इसमें प्रवचन एवं स्वाध्याय के साथ-साथ भिन्न प्रकार के सामाजिक व्यवहारों आदि का अत्यन्त महत्वपूर्ण एवं विशिष्ट स्थान है :

चतुर्भिश्च प्रकारैर्विद्योपयुक्ता भवति आगमकालेन।

स्वाध्यायकालेन प्रवचनकालेन व्यवहारकालेनेति॥

(महाभाष्यम्)

प्राप्त शिक्षा को पुनः केवल ज्ञानात्मक स्तर तक परिसीमित नहीं किया जा सकता अपितु उस का अवबोधन अर्थात् उस पर आलोचनात्मक मनन, विचार-विमर्श आदि के साथ-साथ आचरणात्मक पक्ष को व्यावहारिक रूप देना भी आवश्यक है। इस व्यावहारिक रूप को भी केवल अपने तक परिसीमित न करके इसका अन्यो तक एवं अन्यो के द्वारा प्रचार भी अनिवार्य है ताकि वे पुनः इसका आगे प्रसार करते हुए एक ज्ञानमय समाज का निर्माण कर सकें :

‘अधीति-बोध-आचरण-प्रचारणैः’

(श्री हर्षः)

■ शिक्षा : ज्ञानमीमांसात्मक परिप्रेक्ष्य

(ज्ञान ग्रहण एवं प्रदान की प्रक्रिया)

सैद्धान्तिक दृष्टि से, भारतीय परम्परा में जानने व समझने की अर्थात् शिक्षण की प्रक्रिया को स्पष्ट करते हुए कहा गया है :

आत्मा अरे वा श्रोतव्यः मन्तव्यः निदिध्यासितव्यः।’ (.....उपनिषद्)

(अर्थात् श्रवण, मनन एवं व्यावहारिकता द्वारा ही मूल तत्त्व को जाना एवं समझा जा सकता है।)

इस प्रकार ज्ञान ग्रहण करने की प्रक्रिया के तीन स्तर हैं :

- प्रथमतः, श्रवणम् अर्थात् ज्ञातव्य वस्तु के विषय में अधिकाधिक जानकारी प्राप्त करना। इस प्रकार की जानकारी प्रत्यक्ष ज्ञान कहलाती है। यह जानकारी विभिन्न इन्द्रियों के माध्यम से प्राप्त की जा सकती है....इन्द्रियार्थसन्निकर्ष प्रत्यक्षम्। यह ज्ञान भ्रम भी

हो सकता है, अतः इसके परीक्षण हेतु विभिन्न दर्शनों में, विशेषतः न्याय-दर्शन में, जिसे चाणक्य के अर्थशास्त्र में **आन्वीक्षिकी** कहा गया है, एक दीर्घ प्रक्रिया दी गई है। इसे **‘वैज्ञानिक पद्धति’** के रूप में मान्यता प्राप्त है। इस के अनुसार सीखने-सिखाने की प्रक्रिया के प्रमुखतः पांच सोपान हैं :

‘प्रतिज्ञा, हेतु, उदाहरण, उपनय तथा निगमन’

इसे अन्य रूप से पांच अवयवों के द्वारा भी प्रदर्शित किया गया है :

‘जिज्ञासा, संशय, शक्यप्राप्ति, प्रयोजन तथा संशयव्युदास’

बौद्धदर्शन तथा जैनदर्शन में भी ज्ञानप्राप्ति की प्रक्रिया का अत्यन्त विस्तार एवं सूक्ष्म दृष्टि से विचार किया गया है। प्रमाणित ज्ञान **‘प्रमा’** कहलाता है, तथा प्रमाणित करने की सम्पूर्ण प्रक्रिया **‘प्रमाणशास्त्र’** कहलाती है। शिक्षाप्रक्रिया का यह अभिन्न अङ्ग है।

- द्वितीयतः, **मननम्** अर्थात् इन्द्रियों द्वारा प्राप्त ज्ञान का

‘अवबोधनात्मक, विश्लेषणात्मक अथवा चिन्तनात्मक पक्ष’

यह प्राप्त ज्ञान का विवेचनात्मक पक्ष है। इसमें प्राप्त ज्ञान के विभिन्न पक्षों, यथा लक्ष्य, विषय का स्वरूप, प्रयुक्त की गई विधि, प्रयुक्त विधि की विशेषताओं एवं सीमाओं, प्रमाणीकरण की प्रक्रिया, ज्ञाता का स्वरूप, प्रयुक्त भाषिक स्वरूप आदि तत्त्वों के परस्पर सम्बन्ध पर विमर्श करना अपेक्षित रहता है। इस दृष्टि से **न्याय शास्त्र** में उल्लिखित प्रक्रिया का विशिष्ट महत्त्व है।

- तृतीय पक्ष **निदिध्यासनम्** अर्थात् प्रमाणीकृत एवं विमर्शित ज्ञान को उसके व्यावहारिक पक्ष की दृष्टि से देखने से सम्बद्ध है। ज्ञान-प्रक्रिया का यह पक्ष ज्ञान के **‘यथार्थ स्वरूप’** को प्रकट करता है।

शिक्षण की प्रक्रिया में मौखिकता की ओर विशेष ध्यान दिया गया है। इस मौखिकी प्रक्रिया के कारण निम्नलिखित पद्धतियां विशेष रूप से विकसित हुईं :

● संवाद	चर्चा-परिचर्चा	कथोपकथन
● विमर्श	परिशीलन	सम्भाषण
● आख्यान-व्याख्यान	कण्ठस्थीकरण	अनुकरण
● अन्वेषण	अभ्यास	पर्यटन
● क्रीडा	सूत्र	दर्शन
● निर्देशन	सन्दर्शन	अन्वयन

● उपदेश	दृष्टान्त	व्यतिरेक
● अध्यारोप	अपवाद	तपः
● मौन स्वाध्याय	ध्यान	एकाग्रता
● आत्मनिरीक्षण		

यह स्पष्ट है कि इन सभी पद्धतियों से बुद्धि के मेधात्मक स्वरूप अर्थात् बुद्धि की धारणात्मक शक्ति का विशिष्ट महत्त्व रहता था। एकाग्रता विकसित करने की दृष्टि से भी इनका विशिष्ट महत्त्व है। विद्यार्थियों के श्रवणात्मक कौशल का विकास इसका विशिष्ट उद्देश्य था। यह स्पष्ट है कि सांसारिक व्यवहार का मूल स्वरूप मौखिकता पर ही आश्रित रहता है। अतः इसके माध्यम से शिक्षा को अधिकाधिक व्यावहारिक रूप देने का प्रयास किया गया है। इस दृष्टि से छात्रों की सक्रियता एवं एकाग्रता बनाए रखने हेतु शिक्षक को अनेक अन्य विभिन्न उपाय करने पड़ते थे, यथा,

- अधिकाधिक दृष्टान्तों का उपयोग
- जीवन्त शिक्षण संसाधनों का उपयोग
- व्यावहारिक गतिविधियां
- व्यावहारिक कार्य
- भाषिक अनुप्रयोग
- अनुशिक्षण

चरकसंहिता के अष्टम अध्याय (रोगभिषग्जितीयम्) में शिक्षण-पद्धति के स्वरूप को स्पष्ट करते हुए गुरु एवं छात्र के विभिन्न प्रकार के गुणों व कर्तव्यों का विस्तार से उल्लेख किया गया है। इसके अनुसार अध्यापन पद्धति का स्वरूप को निम्नलिखित प्रकार से स्पष्ट किया है -

अध्यापने कृतबुद्धिराचार्यः शिष्यमेवादितः परीक्षेत, तद्यथा
प्रशान्तमार्यप्रकृतिमक्षुद्रकर्मणमक्रजु- चक्षुर्मुखनासावंशं तनुरक्तजिह्वम्
अविकृतदन्तौष्ठमभिन्मिनम् धृतिमन्तमनहङ्कृतं मेधाविनं वितर्क
-स्मृतिसम्पन्नमुदारसत्त्वं तद्विद्यकुलजमथवा तद्विद्यवृत्तं तत्त्वाभिनिवेशिनम्-
अव्यङ्गम-व्यवसनिनं शीलशौचाचारानुरागदाक्ष्यप्रादक्षिण्योपपन्नम्-
अध्ययनाकाममर्थविज्ञाने कर्मदर्शने चानन्य -- कार्यमलुब्धमनलसं सर्वभूत-हित
प्रेषिणामाचार्यसर्वानुशिष्टिप्रतिकरमनुरक्तमेवं गुणसमुदितम् अध्याप्यमाहुः।

अर्थात् अध्ययन की इच्छा वाला नीरोगी ब्रह्मचारी प्रातःकाल अथवा सूर्योदय से चार घड़ी पूर्व उठकर नित्यकर्म करके स्नानादि कर पवित्र होकर परमेश्वर का स्मरण करके देवता, गौ, ब्राह्मण, गुरु, वृद्ध, सिद्धजनों एवं आचार्य को प्रणाम करके शुद्ध पवित्र स्थान में सुखपूर्वक बैठकर शास्त्र में मननपूर्वक

स्पष्ट व शुद्ध उच्चारण के साथ सूत्रों का चिन्तनपूर्वक पुनः पुनः पाठ करे। शंका आदि उत्पन्न होने पर दोषादि दूर करने अथवा प्रामाणिकता हेतु मध्याह्न अथवा रात्रि में गुरु के समीप जाकर शंकाओं आदि को दूर करके नित्य ही अध्ययन में लगे रहना चाहिए।

सम्पूर्ण प्रक्रिया में स्वाध्याय (सु अतीव आवृत्या अध्ययनम्) का अपना विशिष्ट स्थान है। पुनः पुनः इस तथ्य की ओर संकेत दिया गया है :

‘स्वाध्यायान्मा प्रमदः’

■ शिक्षार्थी हेतु प्रयुक्त होने वाले शब्द

भारतीय साहित्य में शिक्षा ग्रहण करने वाले शिक्षार्थियों हेतु अनेक शब्दों का प्रयोग किया गया है, यथा, ब्रह्मचारी, व्रताचारी, अन्तेवासी, धियः आदि।

ब्रह्मचारी के स्वरूप को इस प्रकार से स्पष्ट किया गया है :

कर्मणा मनसा वाचा सर्वावस्थासु सर्वदा।

सर्वत्र मैथुनत्यागी ब्रह्मचर्यं तदुच्यते॥

संस्कृत शब्दकोश ‘अमरकोषः’ के ‘ब्रह्मवर्ग’ में छात्र हेतु निम्नलिखित शब्दों का प्रयोग किया है :

छात्रान्तेवासिनौ शिष्ये, शैक्षा प्राथकल्पिकाः।

एकब्रह्मव्रताचारा मिथः सब्रह्मचारिणः ॥ (अमरकोषः ‘ब्रह्मवर्गः’, ११)

इन सभी शब्दों के विभिन्न सन्दर्भ एवं भिन्न अर्थ हैं, जो उनके विशिष्ट कार्य अथवा कर्तव्य का बोध कराते हैं। अतः इन्हें केवल परस्पर प्रयुक्त होने वाले पर्यायों तक परिसीमित नहीं किया जा सकता।

चरकसंहिता में शिष्य के गुणों को निम्नलिखित प्रकार से परिगणित किया गया है :

‘जिज्ञासा, शारीरिक-स्वास्थ्यम्, मेधा, उदारः, शान्तचित्तता, विनम्रः,

विश्वसनीयता, जितेन्द्रिय, दुर्व्यसनरहितता, अध्ययने रुचिः, श्रद्धायुक्तः’।

■ शिक्षक हेतु प्रयुक्त होने वाले शब्द एवं स्वरूप

ऋगुरुकुल’ नाम से प्रसिद्ध भारतीय शिक्षा परम्परा में ‘शिक्षक’ का अपना विशिष्ट स्थान है। सामान्यतः शिक्षक को ‘गुरु’ अथवा ‘आचार्य’ शब्दों से अभिहित किया गया है। प्राचीन साहित्य में शिक्षक हेतु प्रयुक्त इस आचार्य शब्द की विभिन्न दृष्टियों से व्याख्याएं प्राप्त होती हैं। सामान्यतः आचार्य शब्द से अभिप्राय है :

आचिनोति हि शास्त्राणि स्वाचारे स्थापयत्यपि।
आचारयति तं लोके तमाचार्यं प्रचक्षते॥

एवमेव, अमरकोश के अनुसार :

मन्त्रव्याख्याकृदाचार्यः.....

(अमरकोषः/ब्रह्मवर्गः...७)

तथा मनुस्मृति के अनुसार :

उपनीय तु यः शिष्यं वेदमध्यापयेद् द्विजः।

साङ्गं च सरहस्यं च तमाचार्यं प्रचक्षते ॥

(मनु. २.१४०)

शिक्षा प्राप्ति के स्थल मूलतः गुरु के नाम से ही प्रसिद्ध रहे हैं। ये गुरुकुल मूलतः पारिवारिक संकल्पना पर आधारित थे। छात्र अन्तेवासी के रूप में गुरु के पास वास करते हुए अपना अध्ययन पूर्ण करते थे। आचार्य शिष्यों को संतानवत् स्वीकार कर उनका स्नेह पूर्वक पालन-पोषण करता था। अथर्ववेद में आचार्य द्वारा ब्रह्मचारी अर्थात् ज्ञान के प्रति गतिशील शिष्य को तीन रात्रियों तक स्वर्गर्भ में धारण करने के रूपक का वर्णन किया गया है तथा उसे देखने के लिए देवता भी सक्षात् रूप से वहां आते थे :

ब्रह्मचर्यमागाम् उपमानयस्व।

आचार्य उपनयमानो ब्रह्मचारिणं कृणुते गर्भमन्तः।

तं रात्रीस्तिस्र उदरे बिभर्ति तं जातं द्रष्टुम् अभि संयन्ति देवाः॥

(अथर्ववेदः)

इसका साक्षात् संक्षिप्त निहितार्थ इस तथ्य में निहित है कि आचार्य उसे ज्ञान की दृष्टि से नूतन जन्म देता था। अध्यापकों को विभिन्न प्रकार की भूमिकाओं का निर्वाह करना पड़ता था, यथा, :

प्रेरकः सूचकश्चैव वाचको दर्शकस्तथा ।

शिक्षको बोधकश्चैव षडेते गुरवः स्मृताः ॥

एतदतिरिक्त 'अमरकोश' के अनुसार के वेद का अध्ययन करने वाले, वेद का पाठ करने वाले, वेद का अध्यापन करने वाले, संस्कार करने वाले तथा वेद की व्याख्या करने वालों हेतु भिन्न-भिन्न शब्दों का प्रयोग किया गया है : श्रोत्रियच्छान्दसौ समौ। उपाध्यायोऽध्यापकः, अथ स निषेकादिकृदुरुः॥ (ब्रह्मवर्गः ६ एवं ७)

अध्यापक शब्द की व्याख्या करते हुए कहा गया है :

उपेत्य अधीयतेऽस्मात् । अध्यापयति। ण्वुल्

(३.१.१३३)

उपाध्याय से अभिप्राय है :

एकदेशं तु वेदस्य वेदाङ्गान्यपि वा पुनः।

यो अध्यापयति वृत्त्यर्थमुपाध्यायः स उच्यते॥ (मनुस्मृति, २.१४१)

एतदतिरिक्त विप्र आदि शब्दों के भी विशिष्ट अभिप्राय हैं। यथा,

इज्याध्ययनदानानि याजनाध्यापने तथा। प्रतिग्रहश्च तैर्युतः षट्कर्मा विप्र उच्यते॥

श्रीमद्भगवद्गीता में इस बिन्दु बहुत स्पष्टता के साथ स्पष्ट किया गया है।

ये सभी सन्दर्भ शिक्षण के विभिन्न संदर्भों, स्वरूपों एवं स्तरों के परिचायक हैं। अध्यापन के प्रति कृतनिश्चय वाले आचार्य के द्वारा शिष्य के बुद्धिपरीक्षण की चर्चा भी उपलब्ध है :

‘अध्यापने कृतबुद्धिराचार्यः शिष्यमादितः परीक्षेत्’

इसी प्रकार शिक्षक के गुणों का भी विस्तार से वर्णन प्राप्त होता है। शिक्षक का व्यक्तित्व बहु-आयामी होना चाहिए। उसे शारीरिक, भावात्मक, बौद्धिक एवं सामाजिक दृष्टि से सुदृढ़ होना चाहिए। चारित्रिक दृष्टि से हीन अथवा दुर्व्यसनी व्यक्ति को शिक्षक वृत्ति में नहीं आना चाहिए। चरक संहिता में इस दृष्टि से बहुत ही स्पष्ट रूप से व्यक्त किया गया है।

■ अन्वेषण का स्थान

शोधात्मक दृष्टि से इस शिक्षाव्यवस्था में निरन्तर शोध की प्रवृत्ति को विशिष्ट स्थान प्राप्त था। ऋग्वेद का निम्नलिखित मन्त्र इसी तथ्य का द्योतक है ::

पर्येषणा परीष्टिश्रान्वेषणा च गवेषणा।

अक्षण्वन्तः कर्णवन्तः सखायो मनोजवेषु असमायभूवु। (ऋग्वेदः. १०.७१.७)

इसमें प्रयुक्त विभिन्न पद शोध की विभिन्न शैलियों के प्रतीक हैं।

प्रायः यह स्वीकार-सा किया जाने लगा है कि सम्पूर्ण ‘भारतीय दर्शन साहित्य’ विशेषतया न्याय-दर्शन, विभिन्न वैज्ञानिक शोधात्मक कार्य का सैद्धान्तिक स्वरूप है, जिसे सूत्रात्मक शैली में प्रस्तुत किया गया है।

ज्ञान की व्यावाहरिकता ही सिद्धान्त की पराकाष्ठा है:

शास्त्राण्यधीत्यापि भवन्ति मूर्खा यस्तु क्रियावान्पुरुषः स एव।

■ शारीरिकशिक्षा

‘शरीरमाद्यं खलु धर्मसाधनम्’ सिद्धान्त के परिप्रेक्ष्य में इस सम्पूर्ण शिक्षा व्यवस्था में शारीरिक शिक्षा का आधारभूत महत्त्व था। इसके प्रमुख सूत्र निम्नलिखित साहित्य में प्राप्त होते हैं :

वेद, उपनिषद्, धर्मशास्त्र, स्मृति, गृह्यसूत्र, चरकसंहिता, सुश्रुत संहिता,
लौकिक साहित्य ? .रामायण, महाभारत, अर्थशास्त्र, जातकमाला आदि।

इस दृष्टि से योग साहित्य का अतुलनीय साहित्य है। यह ध्यातव्य है कि योगसाहित्य मनुष्य के ‘बौद्धिक, मानसिक एवं शारीरिक’ पक्षों को उद्घाटित करता है।

■ शिक्षक-शिक्षण का स्वरूप

सामान्यतः गुरुकुलीय शिक्षा प्रणाली पर आश्रित प्राचीन भारतीय शिक्षा व्यवस्था में शिक्षण पद्धति का स्वरूप प्रायः संवादात्मक था। इस दृष्टि से प्रश्नों के माध्यम से विद्यार्थियों को स्वयं ही उत्तर खोजने के लिए प्रेरित किया जाता था। इस दृष्टि से उपनिषद्-साहित्य का अपना विशिष्ट महत्त्व था।

शिष्टा क्रिया कस्यचिदात्मसंस्था, सङ्क्रान्तिरन्यस्य विशेषयुक्ता।
यस्योभयं साधु स शिक्षकाणां, धुरि प्रतिष्ठापयितव्य एव ॥

(महाकवि: कालिदासः)

■ व्याख्यानलक्षणम्

प्राचीन भारतीय शिक्षा-व्यवस्था के अन्तर्गत शिक्षण-प्रक्रिया में व्याख्या का विशिष्ट स्थान था। वस्तुतः संस्कृत में लिखे गए विभिन्न ज्ञान-विज्ञान सम्बन्धी ग्रन्थ काव्यात्मक हैं तथा इनमें प्रयुक्त विभिन्न शब्दों के सन्दर्भानुगत अर्थ हैं, परिणामतः इनका व्युत्पत्ति के अनुसार शाब्दिक अर्थ, विश्लेषण एवं भाव स्पष्टीकरण अनिवार्य हो जाता है। संस्कृत की प्रकृति भी श्लिष्ट होने के कारण शब्दों का सन्धिच्छेद, समस्तपदों का विग्रह तथा अन्वय भी अनिवार्य हो जाता है। इसी प्रसंग में शंका एवं समाधान भी व्याख्या पद्धति के अनिवार्य अंग हो जाते हैं। इस दृष्टि से व्याख्या पद्धति के छः चरणों को स्पष्ट करते हुए कहा गया है:

पदच्छेदः पदार्थोक्तिर्विग्रहो वाक्ययोजना।

आक्षेपोऽथ समाधानं व्याख्यानं षड्विधं मतम्॥

इसी प्रकार शिक्षण-शैली में तर्क का भी विशिष्ट स्थान था। महाभारत के अनुसार :

शुश्रूषा श्रवणं चैव ग्रहणं धारणं तथा।

ऊहापोहोऽर्थविज्ञानं तत्त्वज्ञानं च धीगुणाः॥ (महाभारतम्, वनपर्व, २.१९)

■ शिक्षणविषय

प्राचीन भारतीय शिक्षा व्यवस्था के अन्तर्गत विभिन्न ग्रन्थों में विभिन्न पाठ्यविषयों का वर्णन प्राप्त होता है। विभिन्न पाठ्यविषयों की दृष्टि से शुक्रनीति में उल्लेख है कि विद्याओं की संख्या यद्यपि अनन्त है, तथापि बत्तीस विद्याएं (एवं चौंसठ कलाएं) प्रसिद्ध हैं :

विद्या ह्यनन्ताश्च कलाः संख्यातुं नैव शक्यते।

विद्या मुख्याश्च द्वात्रिंशच्चतुः षष्टिकलाः स्मृताः॥

(शुक्रनीतिः)

पाठ्यविषयों के वर्णन की दृष्टि से अथर्ववेद, गोपथब्राह्मण, छान्दोग्योपनिषद्, रामायण, महाभारत, महाभाष्य आदि ग्रन्थों का विशिष्ट स्थान है। छान्दोग्योपनिषद् में प्रदत्त विषयों की सूची अत्यन्त सारगर्भित है। तदनुसार निम्नलिखित विषयों को परिगणित किया गया है :

“ऋग्वेद, यजुर्वेद, अथर्ववेद, सामवेद, इतिहास, पुराण, षड्-वेदाङ्ग, पितृविद्या (नृवंशविज्ञान, Anthropology), राशि विद्या (गणितशास्त्र, Mathematics), दैवविद्या (वर्षाविज्ञान, Metrology), निधिविद्या (खनिजशास्त्र, Mineralogy) वाकोविद्या (विधि एवं तर्कशास्त्र, Law and Logic) एकायन (नीतिशास्त्र, Ethics) देवविद्या (देवशास्त्र, Mythology) ब्रह्मविद्या (अध्यात्म, Theology/Spiritual Science), भूतविद्या (जन्तुशास्त्र, Zoology), क्षत्रविद्या (शस्त्रविद्या, Military Science), नक्षत्रविद्या (ज्योतिष्, Astronomy), सर्पविद्या (विषविज्ञान, Toxicology), देवजनविद्या (गन्धर्वविद्या, Music)”

सार रूप में कहा जा सकता है कि प्राचीन भारत की शिक्षा मूल रूप से जहाँ मानव के विकास हेतु समग्र दृष्टि उत्पन्न करने की शिक्षा है वहीं यह ‘व्यष्टि एवं समष्टि’ के परस्पर समन्वय की शिक्षा है।

यह ज्ञान, प्राप्त ज्ञान पर विमर्श व ज्ञान के उपयोग को अखण्ड रूप से देखने की शिक्षा है।

Sociological, Philosophical and Cultural Perspective of Education



■ **Prof. Himanshu Rai**
Director, IIM Indore.


What is a philosophical perspective where does education come from, we first need to understand that and therefore let's go back in time and try to understand the historical context of education. There is an ongoing discourse in our country and many people believe 'rashtra' and nation are same concept but actually it's two separate concepts. When we talk about a country; we are talking about a geographical area, population resides in that area and sovereignty but when we talk about 'rashtra' one more aspect gets added to it and that's culture and civilisation.

The prime role of education is to build culture and civilisation and therefore we have to look education from that philosophical perspective. Second is a sociological point of view- what's a sociological perspective? Life is education, education is life. Why? Aahar, Nidra, fear and lust these 4 attributes are common in animal and human, it's only dharma which distinguish human from animal (Dharma doesn't refer to a community or a sect but a greater philosophy).

We need to promote 'India-centric' education model which must inculcate the Indian cultural values. Indian

knowledge system has always been overlooked in our education model, its root goes back to the time of the British rule, who in a planned manner, distorted Indian culture according to their requirements. Our Education system must promote the values like Seva, Ahimsa, Swachchata etc and this is only possible if our education system is deeply rooted in our Indian scriptures.

The idea of an educational system wherein empathetic hearts are harboured within sharp spirited minds, creating a skilled society is the need of an hour. The system of education whose essence is based on philosophical, sociological perspectives and the idea of 'Dharma' should be emphasised. Bhagvad Geeta chapter 02: verse 47 "You have a right to perform your prescribed duties, but you are not entitled to the fruits of your actions. Never consider yourself to be the cause of the results of your activities, nor be attached to inaction" is relevant regarding the idea of dharma which we all must embrace as the central theme of our education system.



Key Speakers:



Prof. Ranjana Arora
Head, RMSA Project Cell,
NCERT



Shri Doosi Ramakrishna Rao All India President,
Vidya Bharati



Sri. Divyanshu Dave
Guide and Mentor to Samagra
Vikas Prkalp, Vidyabharati Ex.
DG & Vice-Chancellor, Children's
University, Gandhinagar Gujarat:
Presentation on Shishu Vatika

New Curricular and Pedagogical Structure of School Education (5+3+3+4) and Teacher Education

The plenary session was chaired by Prof. N. Panchanatham, Vice-Chancellor, Tamil Nadu Teachers Education University. The NEP 2020 envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular to 5+3+3+4 covering ages 3-18. The age-wise and class-wise breakdown of the new 5+3+3+4 structure is based on the cognitive-developmental stages of the children corresponding to foundational years of 5 years (age 3-8 years), preparatory stage of 3 years (age 8-11 years), middle stage again 3 years (age 11-14 years) and secondary stage of 4 years (14-18 years). Accordingly, the age group for the Right to Education (RTE) will now be 3 to 18 years. While policy emphasizes access, affordability, equity, quality, accountability & universalization of education at various levels, the challenge though relates more to transform the pedagogical structure from 10 years+2 years into a foundational structure from the student's primary to secondary stage transition. The present session of the seminar keeps in mind the pertinent question, i.e., what will be the implication of 5+3+3+4 structure on teacher education courses? Therefore, the immediate challenge for teacher education programs is to accommodate the learning strategies in a changing scenario keeping in mind the developmental and cognitive abilities. The speakers of the session deliberated on the aspect of new 'curricular and pedagogical structure' of school education and implications for Teacher Education.



Prof. N. Panchanatham

Vice-Chancellor,
Tamil Nadu Teachers Education
University

The highlights of the recommendations of the session are:

- Age specific learning strategies
- Importance of neurological allotment and teaching strategies
- Development of Cognitive abilities and structuring school stages
- Sociological dimensions to teaching children of different age groups
- Contextualized teaching as per learners requirements
- Role of language and culture in teaching and learning of children of different age group

Key Speakers:



Sri Priyank Kanoongo

Chairperson - National
Commission for Protection
Of Child Rights, New Delhi



Sri Kamalakant Pandey

National Secretary Saksham
EC Member, RCI, New Delhi



Prof. Sunil Gupta

Vice- Chancellor, RGPV,
Bhopal

Rights of Children, Special Education & Vocational Education

The session was chaired by Prof. Gyandeo Mani Tripathi, Dean, School of Educational Training and Research, Aryabhata Knowledge University, Patna. The session was structured as one of the parallel sessions. Right to Education of a child includes right to learn. And the learning outcomes need to be aligned with the objectives of education. The whole school works as a support to teachers and children. As per section 8 of the RTE Act, 2009, the Local authority is responsible to ensure quality elementary education for children. Besides awareness regarding their role, the local authorities need to be trained on strategies to be adopted for fulfilling their role. Similarly, the School Management Committees can also play important role. The session mainly focused on rights of children in the context of NEP and recent enactments, effects of electoral continuity on education of school children- one nation one election, ensuring safety in school environment, systematic accountability towards ensuring learning outcomes for all children. Equity and inclusion is central to NEP 2020. Inclusion at various levels of education may call for restructuring the whole system with the aim of ensuring the wide range of educational opportunities not just in terms of curriculum or pedagogy but also to look into the needs of recreational opportunities. The policy is planned to avoid segregation and isolation of ethnic and linguistic minorities including children with disabilities. Further, in order to meet the requirements of skilled manpower for country's economy, the vocational education is imperative and NEP 2020 takes it as its core on the issue of up-skilling the youth of the country.



**Prof. Gyandeo Mani
Tripathi**

Dean, School of Educational
Training and Research, Aryabhata
Knowledge University, Patna.

**The highlights of the recommendations
of the session are:**

- Rights of children as part of Universal human rights
- Rights of children in the context of NEP and recent enactments
- Enabling adaptations for ensuring rights of children with disabilities
- Ensuring safety in the school environment
- Systemic accountability towards ensuring learning outcomes for all children
- Youth up-skilling and strengthening of lifelong learning.



Prof. Pankaj Arora

Department of Education,
Central Institute of Education,
University of Delhi



Dr. Rafi Mohmad

Department of Education &
Training, Maulana Azad National
Urdu University, Hyderabad

Pedagogy/Assessment/ICT

The session was chaired by Prof. Prem Narayan Singh, Dept. of Education, Sampurnanand Sanskrit Viswavidyalaya, Varanasi. The session was structured as one of the parallel sessions. The NEP 2020 considers teachers as the internal organ of the learning process and indicates various reforms for their recruitment, continuous professional development, service conditions including pedagogy, assessment and usage of ICT. It is understood that teachers will require training in high-quality content as well as pedagogy. Teachers will be able to exercise more autonomy in choosing aspects of pedagogy, the way students learning assessment and the way ICT tools will be used so that engaging learning takes place. Continuous and Comprehensive Evaluation (CCE) - assessment method as per RTE Act- could not be implemented in its true sense. As per NEP 2020, the primary purpose of assessment is for learning. Urgency is to shift from examinations, that create stress and assess the lowest level of learning- knowledge/memory; competitive exams that are creating competitors. Accountability for learning outcomes includes appropriate assessment techniques based on broader definition of learning and education that is beyond literacy. The accountability begins with teacher and also includes principals and education authorities. In the light of this, the session mainly deliberates on how can we reform teacher education curricula in the light of skills envisaged by NEP? In what manner we can update teacher education curricula in the light of cutting edge technologies?



Prof. Prem Narayan Singh

Dept. of Education,
Sampoornanand Sanskrit
Viswavidyalaya, Varanasi

The highlights of the recommendations of the session are:

- Flipped classrooms, blended learning and online learning
- Credit transfer/credit accumulation
- Online/On-demand examination
- Adaptations for children with different abilities
- More robust and advanced assessment methods
- Technology enabled learning
- Teacher and student engagement with learning with the help of ICT

Key Speakers:



Prof. Prakash Agarwal

Principal, RIE, NCERT,
Bhubaneswar



Prof. Kaushal Kishor,

Dean, School of Education,
Central University of South Bihar,
Gaya



Sri. Anurag Behar,

CEO, Azim Premji Foundation
& Vice-Chancellor,
Azim Premji University

Reforms in Teacher Education: Models & Experiments

The session was chaired by Dr. Krishna Mohan Tripathi, Member, NEP Draft Committee, Ex-Director, School Education and the session was structured as plenary session. Although NEP 2020 presents before us a promising and futuristic road map of the teacher education system, we have to keep in mind the existing situation of teacher education institutions in the country in terms of action points. On one side there is an oversupply of degree holders, almost six times than actual requirements, on the other hand quality institutions are extremely short in supply. Despite the fact that public sector teacher education institutes like RIEs, SCERTs and DIETs have done appreciable work and there seems no plan to expand their ambit. Besides this, there has been a huge gap in the theory and practice of teacher education. While degree programmes pertaining to teacher education takes place under the higher education ambit, in practice, however, is controlled by the school education department. At policy level we will be required to make sure that these two verticals work in close coordination with each other. NEP has envisioned a robust system of teacher education in the country which will be capable of producing efficient and committed teachers strongly rooted into our cultural ethos. For this policy has advocated a Four year integrated teacher education programme as a mandatory requirement for entering into the teaching profession by 2030. The session focuses majorly on how far have we been able to implement major recommendations of various committees and



Dr. Krishna Mohan Tripathi

Member, NEP Draft Committee,
Ex-Director, School Education

commissions on teacher education? What will be the way ahead to promote academic leadership in the teacher education system? How can we capture and assimilate global best practices in teacher education?

The highlights of the recommendations of the session are:

- Inspiring students
- Creative approaches to teaching and learning
- How they make structural and functional changes to the existing system.
- How innovative approval be replicated.
- What gains they see in conducting these practices.
- Perceived challenges in mainstreaming these practices.
- Role of teachers (Whether it is personal or it can be institutionalized)
- Resource generation/Utilization [How]
- Through these practices what are long-term outcomes in terms of values and attitudinal development/perspective development
- Uniqueness of these approaches.
- 360-degree, holistic assessment and development of progress card

Multi-Disciplinary Nature of Teacher Education Institutions

Key Speakers:



Prof. Saroj Sharma

Chairperson, NIOS,
Ministry of Education, NOIDA



Prof. J.N. Baliya

Dept. of Education,
Central University of Jammu

The session was chaired by Prof. Sandeep Shastri, Vice-Chancellor, Jagran Lake City University, Bhopal and the session was structured as plenary session. As per NEP 2020, by 2030, teacher education will gradually be moved into multidisciplinary colleges and universities. The minimum qualification for aspiring teachers will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy. How we are going to design the multi-disciplinary curriculum keeping in mind education 4.0 taking into account the AI, robotics, coding etc. is going to be challenge. For this purpose, entire schooling system needs to re-visualize in the spirit of NEP 2020. The central idea has to be the understanding of nature of Multidisciplinary teaching. The existing teacher education curriculum caters to the limited school subjects (only 6 major subjects) and hence has limitation in terms of pedagogical training. As per NEP 2020 when we talk about the curricular and co-curricular together, the inclusion of arts education, vocational education, sports education needs strong curricular and pedagogical preparation. Even as we talk about the coding, the pedagogy and curriculum with regards to ICT instruction also needs to revisit. One of the key focus of the session was the question as to how dismantling/weakening of streams like science/humanities/commerce etc as suggested by NEP 2020 will influence the course structure of four year integrated course.

The highlights of the recommendations of the session are:

- Nature of Multi-disciplinary teaching [How ancient knowledge encouraged this which is also authenticated with modern science]
- Subject specific learning vis-a-vis inter disciplinary and multi-disciplinary learning.
- The way concepts and activities have to be integrated
- Multi-disciplinary way of teaching leading to meaningful learning.
- Multi-disciplinary at all levels and also at some specific levels.
- Role of TEI's in promoting multi-disciplinary.
- Need for to be promoted through teacher professional development.
- Whether structural barriers need to be removed [Ex: twinning]
- Changing teacher's perspective regarding nature of knowledge that is largely subject specific.
- Systematic requirements/ support required for implements multidisciplinary



Prof. Sandeep Shastri

Vice-Chancellor,
Jagran Lake City University,
Bhopal

Role of Higher Educational Institutions and Issues of Governance & Standards in Teacher Education

Key Speakers:



Dr Ajitsinh Rana

Professor, Dr. Babasaneb
Ambekar Open University,
Gujrat

The session was chaired by Dr. Rishi Goel, Director, SCERT, Haryana and the session was structured as a plenary session. Some of the serious questions will crop up when one talk about the role of higher educational institutions and issues of governance & standards in teacher education. For example, do we need an all India regulator for teacher education? How to take further and scale up those institutions which have been doing pioneering work in teacher education? What should be the institutional mechanism for a sound integration of pre-service and in-service teacher education? What are those fault lines in the current regulatory system of teacher education which have been misused by the education mafia? What steps can be taken to bring teacher education under a single umbrella in states? Do we need to revisit norms and standards of teacher education courses in light of recommendations of NEP? What kind of new regulatory framework can be there which will be helpful in encouraging philanthropic initiatives and promote sincere/ committed individuals/ institutions to contribute in teacher education sector? What will be road map to improve government spending on teacher education? The session on Role of Higher Educational Institutions and Issues of Governance & Standards in Teacher Education deliberated on some of the questions raised above.



Dr. Rishi Goel

Director, SCERT, Haryana

The highlights of the recommendations of the session are:

- Role of teachers in developing competencies
- Blended and ODL mode of learning
- Pedagogy for online/digital teaching learning
- Educational Quality across public, private and philanthropic institutions
- Raising standards of students with different abilities
- Standards to meet 21st century skill requirements
- Best practices in achieving/raising standards
- Developing guidelines for home-based education to raise standards
- Teacher recruitment and deployment for quality education
- Service conditions and empowerment of teachers
- Transition to multidisciplinary colleges and Universities
- Parameters for attaining standards-based education
- Ensuring equivalence in academic standards across learners/boards
- Attainment of global standards to attract international students
- Teacher career management to raise standards
- Auditing standards attainment

Curriculum Framework for Teacher Education: Bharatiyata in Teacher Education Curriculum

Key Speakers:



Prof. Jyotsna Tiwari

Department of Education in Arts & Aesthetics, NCERT, New Delhi



Prof. Sharad Sinha

Department of Teacher Education, NCERT, New Delhi

The session was chaired by Prof. Vanaja, Professor, Department of Education & Training, Maulana Azad National Urdu University, Hyderabad. The session was structured as one of the parallel sessions. The immediate fallout as a result of NEP 2020 would be the new National Curriculum Framework for Teacher Education, NCFTE which is due by 2021. The framework is going to be a serious attempt on part of all the stakeholders to engage for the qualitative and quantitative improvements in teacher education. While teacher education programmes will gradually be moved into multidisciplinary colleges and universities with a 4-year integrated B.Ed. degree, however, the 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed. It will be intended only for those teachers who have already obtained Bachelor's Degrees in other specialized subjects. Moreover, shorter teacher education programmes will also be available at BITEs, DIETs, and school complexes. These courses will promote local professions, knowledge, and skills, such as local art, music, agriculture, business, sports, carpentry, and other vocational crafts. On the one hand the NCFTE 2021 will have to address the immediate questions as to in what manner we can update teacher education curricula in the light of cutting edge technologies? and how can we reform teacher education curricula in the light of skills envisaged by NEP? On the other hand the challenges of NCFTE 2021 revolve around addressing few pertinent questions like



Prof. Vanaja

Professor, Department of Education
& Training, Maulana Azad National
Urdu University, Hyderabad.

in what manner integration of knowledge of India in teacher education courses can be done as envisaged by NEP? And how can we revamp curricula of teacher education in the light of Indian knowledge traditions as envisaged by NEP?

The highlights of the recommendations of the session are:

- The essential and central content of the teacher education curriculum
- Global & local values and integration of values
- Concepts and practices
- Challenges of centralization and decentralization.
- Fostering talents and interest among students
- Conventional and Innovative pedagogical practices
- Relating with Indian Ethos and Integrity with futuristic values.
- Integrating not only subject knowledge trust also value system as part of assessment.
- Developing connectives across curriculum frame work, syllabus, text book development and transaction in the classroom.
- Practice teaching or internship in enhances ability of student teachers.



National Seminar on Rejuvenation of the Teacher Education in 21st Century

Vice Chancellor's Round Table

6th March, 2:30 PM - 4:00 PM

A round table discussion and exchange of ideas programme was organised with vice chancellors of various prominent universities during the national seminar. More than 15 Vice chancellors, former Vice chancellors and directors from top institutes across the country attended the discussion. The session was chaired by Dr. Anjila Gupta, then Vice Chancellor of Guru Ghasidas Central university. Shri Vineet Joshi, IAS officer and currently Director General of National Testing Agency graced the meeting with his presence. Shri Kailash Sharma, National President, VBUSS and Shri Narendra K.



Taneja, National Secretary, VBUSS were also present and provided inputs about the various initiatives taken by VBUSS regarding implementation of NEP 2020 to the dignitaries. Swami Shri Shitikanthananda, Director, Vivekananda institute of languages, Ramkrishna Math, Hyderabad specially joined this session to provide his useful spiritual insights. Last but not the least, the session was blessed by the august presence of Mananiya Shri Dattatreya Hosabale, Sarkaryavah, Rashtriya Swayamsevak Sangh.

Madam Dr. Anjila Gupta introduced about the session to all the guests and gave introductory information to all the attendees. After this initial briefing, hon'ble VCs and former VCs spoke about the reforms undertaken in their universities towards the implementation of NEP 2020. It gave an opportunity to everyone to know about the novel successful experiments and best practices going around in different educational institutions and to learn from each other's varying expertise. Shri Vineet Joshi spoke about the facilitation being provided by the union government to universities and specially about the reforms being done by NTA. Swami Shitikanthananda spoke about Swami Vivekananda's vision on education and how that can be practically applied in the education system resonating with our contemporary needs. Mananiya Dattatreya ji summed up the session after listening to the overall discussion and shared his valuable suggestions about the way forward.

Valedictory Address

‘Rejuvenation of the Teacher Education in 21st Century’

■ **Shri. Hosabale Dattatreya ji**

General Secretary, Rashtriya Swayamsevak
Sangh



राष्ट्रीय शिक्षा नीति २०२०, एक बहुत ही महत्वपूर्ण दस्तावेज है। इस नीति पर भारत में काफी कुछ लिखा और पढ़ा गया है साथ ही चिंतन.मनन भी किया गया है। हम सभी को इस दस्तावेज को एक बार जरूर पढ़ना चाहिए। आने वाले २५ से ३० वर्षों में भारत के भविष्य के निर्माण में इस दस्तावेज की महत्वपूर्ण भूमिका होगी। शायद ही दुनिया में इस तरह का ऐसा कोई दस्तावेज है जो इतने विशाल देश में, देश की बढ़ती जनसंख्या, विविधता, दीर्घ परम्परा एवं शिक्षा के क्षेत्र में हजारों प्रयोग और आंकाक्षाओं को जोड़े रखता है। इस राष्ट्रीय शिक्षा नीति के सराहनीय होने का यह एक बड़ा कारण है। आज हिन्दुस्तान में हजारों व लाखों की संख्या में न जाने कितने ही ऐसे युवा हैं जो अपने भविष्य की चिंता किए बिना देश के बच्चों के लिए दूरदराज के क्षेत्र में जाकर उनके भविष्य निर्माण के लिए कार्य कर रहे हैं। इसलिए इतने विशाल देश में एक शिक्षा नीति का निर्माण करना इतना आसान काम नहीं है। हम कितनी भी केशिश करें उसमें किसी न किसी प्रकार की त्रुटि आसानी से निकाली जा सकती है।

३५ वर्षों के बाद इतनी जटिल परिस्थितियों में एक ऐसी राष्ट्रीय शिक्षा नीति को तैयार करना जो देश के सभी जाति, भाषा और समूह के लोगों के लिए स्वीकार्य हो, एक चुनौतीपूर्ण कार्य था। अभी तक विश्व के किसी भी देश में इस प्रकार की राष्ट्रीय शिक्षा नीति का निर्माण नहीं हुआ है, जिसमें विभिन्न क्षेत्र के लोगों ने अपनी सामुहिक भागीदारी निभाकर इतने महत्वपूर्ण दस्तावेज का निर्माण किया हो। इसलिए यह राष्ट्रीय शिक्षा नीति केवल भारत सरकार, शिक्षा मंत्रालय या शिक्षाविदों आदि की ही नहीं बल्कि हमारे पूरी देश की राष्ट्रीय शिक्षा नीति है। ठीक उसी प्रकार जिस तरह भारत के संविधान को भारत के लोगों ने खुद के लिए बनाया एवं अपनाया है। उसी प्रकार भारत की इस राष्ट्रीय शिक्षा नीति को भी भारत के ही लोगों द्वारा खुद के लिए बनाया एवं अपनाया गया है। इसलिए इसका महत्व और अधिक बढ़ जाता है। भारत में पहले से ही बहुत सी नीतियाँ व दस्तावेज मौजूद हैं। “However, a good policy is there, it cannot be substitute action for implementation”.

सन् १९६६ में भारत सरकार ने डॉ. दौलत सिंह कोठारी की अध्यक्षता में शिक्षा प्रणाली को नया आकार व नयी दिशा देने के उद्देश्य से एक आयोग का गठन किया। इस आयोग को कोठारी आयोग के नाम से जाना जाता है। इस आयोग की नीति का मुख्य उद्देश्य अनिवार्य शिक्षा के लक्ष्य और शिक्षकों के बेहतर प्रशिक्षण और योग्यता पर ध्यान केन्द्रित करना था। इस आयोग ने स्कूली शिक्षा की गहन समीक्षा प्रस्तुत की जो आज भी भारत की शिक्षा प्रणाली के इतिहास में मील का पत्थर माना जाता है। यह भारत का पहला राष्ट्रीय शिक्षा आयोग था।

इसके पश्चात्, सन् १९८६ में आचार्य राममूर्ति समीक्षा समिति का निर्माण किया गया। जिसका मूल उद्देश्य राष्ट्रीय शिक्षा नीति की समीक्षा एवं अवलोकन करना था। उस समिति के नामित सदस्य देश के महान विद्वान जैसे कुलपति, प्रोफेसर, सरकार के अधिकारी आदि थे। जिस समिति के सदस्य इतने बड़े-बड़े विद्वान थे, इसके बावजूद भी उस शिक्षा नीति को भारत में पूर्णरूप से लागू नहीं किया जा सका। जिसके मुख्य कारण हमारी मानसिकता, राजनीतिक हस्तक्षेप, लोकतंत्र की उदासीनता, हमारी व्यवस्था की संकीर्णता एवं समाज से उपेक्षा आदि रहे।

१९८६ की शिक्षा नीति के पहले भारत में एक दस्तावेज आया था जिसमें १९६६ की शिक्षा नीति की असफलता को लेकर विचार-विमर्श किया गया था। उस दस्तावेज के अनुसार असफलता का मुख्य कारण हमारा कमजोर बुनियादी ढांचा एवं जवाबदेही का तय ना होना था।

परंतु आज हम विश्वास के साथ कह सकते हैं कि इतने वर्षों के बाद वर्तमान भारत की शिक्षा प्रणाली, सरकार, समाज, शिक्षाविद, व शिक्षा जगत आदि सभी किसी भी प्रकार की चुनौतियों का सामना करने के लिए तैयार हैं। नवीन भारत में आज हम एक संकल्प करते हैं कि अब हम उन गलतियों को नहीं दोहराएंगे जो गलतियाँ हमसे पहले हुई। आज हम सभी मिलकर

यह संकल्प लेते हैं कि आने वाले १०-१५ वर्षों में शिक्षा नीति को पूर्ण रूप से कार्यान्वित करके रहेंगे।

अब तक हमने शिक्षक-शिक्षा और इसके कार्याकल्प के बारे में चर्चा की है। संगोष्ठी का विषय समग्र शिक्षा के महत्वपूर्ण आयाम पर है। शिक्षक का महत्व क्या है इसके बारे में कहने की जरूरत नहीं है जो शिक्षा देते हैं वो शिक्षक होते हैं। किसी भी देश की शिक्षा प्रणाली उस देश की परिस्थिति, माहौल, परिवेश, एवं आवश्यकता के अनुसार निर्धारित की जाती है। शिक्षा ग्लोबल, यूनीवर्सल व सार्वदेशिक होती है। शिक्षा को प्राप्त करने के लिए शिक्षा की एक प्रणाली एवं प्रक्रिया है।

विद्या का एक रूप अभिज्ञा भी है। भारत में विद्या के बारे में अनेक मत प्रचलित हैं। ऐसा माना जाता है कि अभिज्ञा एक भौतिक ज्ञान है। अभिज्ञा का अर्थ अलग-अलग ग्रंथों में अलग-अलग तरह दिया गया है। भौतिक रूप से प्राप्त ज्ञान को भौतिक जीवन के लिए इस्तेमाल किया जाता है। विज्ञान के प्राकृतिक संदर्भ को भी हम अभिज्ञा कहते हैं। विज्ञान भी अभिज्ञा ही है। ऐसे में सवाल यह उठता है कि विद्या क्या है? विद्या ज्ञान का आध्यात्मिक शब्द है। इसलिए दोनों शब्दों को जोड़कर अभिज्ञा शब्द बना है। किसी भी धर्म की स्थापना के लिए विद्या का अर्जन करना आवश्यक है। वही विद्या ही अभिज्ञा है। इसलिए अभिज्ञा को कक्षा में, कक्षा के बाहर, विद्यालय के परिवेश में या किसी भी रूप में जो सिखाते या पढ़ाते हैं वे सभी गुरु होते हैं।

गुरु जीवन के किसी भी क्षेत्र का हो सकता है। वह एक अनपढ़ व्यक्ति, पुरुष, महिला, ग्रहणी आदि कोई भी हो सकते हैं। गुरु का जीवन में एक अलग स्थान होता है। शिक्षक एक प्रक्रिया, प्रणाली, व्यवस्था के अंतर्गत विद्यार्थियों को तैयार करने के लिए विद्या का अर्जन करता है। उस अर्जित ज्ञान से वह देश की भावी पीढ़ी को तैयार करता है। यह नई पीढ़ी देश का भविष्य निर्धारित करती है। इसलिए तो शिक्षक का महत्व अधिक है।

शिक्षक जिस प्रकार अंदर के मनुष्यत्व की संपूर्णता से विद्यार्थी का परिचय कराता है, वही मनुष्य जीवन का पूर्णत्व है। जैसा कि विवेकानंद जी ने भी कहा है कि मेरे अंदर पहले से ही

संपूर्णता है। लेकिन उस पूर्णत्व का एहसास कराने वाला शिक्षक ही होता है। क्योंकि शिक्षक ही सिखाने, पढ़ाने व समझाने की प्रक्रिया के माध्यम से विद्यार्थी को उसके अंदर के मनुष्यत्व से उसका परिचय करवाते हैं। इसलिए शिक्षक का मनुष्य जीवन में महत्व और अधिक बढ़ जाता है। मनुष्य को मनुष्य बनाने की पूर्ण प्रक्रिया में शिक्षक की एक चौथाई भूमिका होती है।

”आचार्यात् पादमादत्ते पादं शिष्यः स्वमेधया। स बह्वचरिभ्यः पादं पादं कालक्रमेण च”।

संस्कृत के इस श्लोक की शिक्षार्थी के जीवन में महत्वपूर्ण भूमिका है। जिसके अनुसार विद्यार्थी की समग्र शिक्षा में एक चौथाई ज्ञान को सीखाने, पढ़ाने व समझाने में शिक्षक की भूमिका होती है, एक चौथाई ज्ञान शिष्य को अपनी बुद्धि व विवेक से सीखना/पढ़ना चाहिए। एक चौथाई ज्ञान अपने सहपाठियों के साथ वार्तालाप व व्यवहार से सीखना चाहिए। बचे हुए एक चौथाई ज्ञान को सिखाने व पढ़ाने की जिम्मेदारी भी शिक्षक की ही होती है। शिक्षक की जिम्मेदारी बनती है कि वह शिक्षार्थी के भीतर छिपी हुई प्रतिभा को उभारते हुए उसे सहज तरीके से सिखाये व पढ़ाये। जिससे कि वह अपने ज्ञान का अवलोकन कर सके।

हम सभी को शिक्षक के दायित्व को समझते हुए उसे पूरा सम्मान देना चाहिए क्योंकि शिक्षक ही समाज में सर्वोपरि स्थान रखता है। देश एवं सरकार का समाज का प्रतिनिधि होने के नाते दायित्व है कि समाज में शिक्षा का संचालन करने वाले विश्वविद्यालय, कॉलेज, महाविद्यालय, निजिविद्यालय, विद्यालय आदि के शिक्षकों को समाज में सम्मान व प्रतिष्ठा दें। अगर हम भविष्य में भव्य भारत का निर्माण करना चाहते हैं तो हमें शिक्षक की बेहतरी पर ध्यान देना होगा। केवल मीनारें खड़ी कर देने से ही शिक्षा का महत्व सिद्ध नहीं हो जाता। बल्कि शिक्षा के महत्व के लिए अच्छे शिक्षकों का चयन करना भी जरूरी है। इसी के साथ शिक्षकों को भी अपने कर्तव्य के प्रति पूरी निष्ठा व ईमानदारी साबित करने की आवश्यकता है। शिक्षक को राष्ट्र धर्म और समाज के प्रति दायित्वबोध-एकाग्रता, पवित्रता और सच्ची निष्ठा से निभाना चाहिए। तभी शिक्षक समाज व राष्ट्र से सम्मान व प्रतिष्ठा का हकदार बनता है।

जब हम शिक्षा की बात करते हैं तो विद्या, साहित्य एवं विमुक्ति जैसे विषय की बात आ ही जाती है। विमुक्ति हमें किन बुराइयों से मुक्त करती है? उन पर हमें ध्यान देना चाहिए। शरीर को हमें आलस्य और प्रमाद से मुक्त करना चाहिए, मन को लालसा और इंद्रियों से मुक्त करना चाहिए, बुद्धि को अविवेक और अहंकार से मुक्त करना चाहिए, आत्मा को शरीर के साथ तादात्म्य करने की आवश्यकता होती है इसलिए शरीर को बंधनों से मुक्त करना चाहिए। शरीर, मन, बुद्धि व आत्मा को बुराइयों से मुक्त करने में विद्या ही एकमात्र सहारा बन सकती है। हमें इस मार्गदर्शन को जीवन में स्थापित करना है तो शिक्षक को अपना जीवन विद्यार्थी के समक्ष एक आदर्श उदाहरण के रूप में प्रस्तुत करना होगा। शैक्षिक-कार्य शब्द

नीति में कई बार इस्तेमाल किया जाता है। शैक्षिक-कार्य सिर्फ नौकरी नहीं बल्कि एक तपस्या एवं साधना हैं तभी तो इसका महत्व बहुत ज्यादा है। यदि शैक्षिक-कार्य को अलग से महत्व देना है तो इसको हमें साधना के रूप में, तपस्या के रूप में, राष्ट्रधर्म के रूप में अपनाना होगा। जो शिक्षक ऐसा करने में सफल होते हैं वे शिक्षक समाज से आदर व सम्मान पाते हैं। विद्यार्थी भी उन्हीं शिक्षकों अपनी आखिरी सांस तक याद रखते हैं और सम्मान देते हैं।

यहाँ पर ऐसी घटना बहुत ही प्रासंगिक होगी, जिसमें एक व्यक्ति महाविद्यालय में नौकरी के लिए लिफाफे में एक पत्र लेकर जाता है। लिफाफे के ऊपर कुछ लिखा हुआ था। उस पर जो लिखा हुआ था उसको देखकर शिक्षक कई वर्षों के बाद भी पहचान लेता है कि वह व्यक्ति कौन है, किसका बेटा है और उसके पिता का क्या नाम है? वह व्यक्ति आश्चर्यचकित हो जाता है कि शिक्षक ने लिफाफे पर लिखा हुआ अक्षर देखकर कैसे सब कुछ पहचान लिया।

हममें से बहुत से लोगों ने हजारों शिक्षकों को देखा व सुना होगा एवं कुछ ऐसे अनुभव भी होंगे कि शिक्षक ने न केवल विद्यार्थियों को कक्षा में पढ़ाया बल्कि जीवनसाथी को चुनने में, घर बसाने में, नौकरी में, जीवन निर्वाह आदि जैसे विषयों पर भी मार्गदर्शन किया। इस देश में हजारों वर्षों से चली आ रही दीर्घ परंपरा के अंतर्गत ऐसे शिक्षक आज भी मौजूद हैं जो कि जीवन में किताबी ज्ञान व व्यावहारिक ज्ञान बांटने के साथ-साथ जीवन के प्रत्येक क्षेत्र में मार्गदर्शन का कार्य जीवनभर आनंदित होकर करते हैं। यह एक बहुत महत्वपूर्ण विषय है। लेकिन सवाल है कि शिक्षक का कार्याकल्प कैसे करें? समाज में शिक्षक का स्थान और

समाज का दायित्व दोनों ही तथ्य हैं। शिक्षक को शिक्षा क्षेत्र में अपना स्थान, महत्व एवं उससे संबंधित कार्य का ज्ञान है कि उसे किसको पढ़ाना है? क्या पढ़ाना है? कैसे पढ़ाना है आदि?

जब भी विश्व में सर्वश्रेष्ठ शिक्षण व्यवस्था की बात आती है, तब फिनलैंड का नाम याद आता है। जब हम प्राचीन विश्वविद्यालय के बारे में सोचते हैं तो नालंदा, तक्षशिला जैसे विश्वविद्यालय याद आते हैं जो भारतीय शिक्षा प्रणाली के दुनिया में सर्वश्रेष्ठ उदाहरण हैं। लेकिन इनकी कोई चर्चा नहीं करता।

केवल हार्वर्ड, ऑक्सफोर्ड आदि विश्वविद्यालयों के बारे में ही बात की जाती है। इसलिए वर्तमान सरकार ने इस विषय को गंभीरता से लेते हुए यहाँ के २०-२५ विश्वविद्यालयों को अंतराष्ट्रीय स्तर के विश्वविद्यालय बनाने के लिए व उनके स्तर एवं गुणवत्ता को बढ़ाने के लिए आवश्यक संसाधन और संबंधित व्यवस्था को जल्द से जल्द पूर्ण करने का प्रयत्न कर रही हैं। हमें उस स्तर पर काम करना होगा कि आने वाले १५-२० वर्षों में दूसरे देशों के लोग कहें कि भारतीय

शिक्षा प्रणाली विश्व में उच्च व आधुनिक स्तर की है। जैसे आज फिनलैंड या किसी और विश्वविद्यालय के बारे में कहा जाता है। भारत को शिक्षा जगत में उच्च स्थान प्राप्त कराने की क्षमता आज की वर्तमान पीढ़ी में है एवं यह हम सभी का दायित्व भी है।

विश्वगुरु बनने का जो भारत का सपना है हमें उसे साकार करना है और एक बार फिर हमें विश्व गुरु बनना है। इसके लिए जरूरी है कि हम अपनी परंपरा व संस्कृति से जुड़े रहकर

आधुनिकता को अपनाएं और जीवन के सभी महत्वपूर्ण कार्यों की गुणवत्ता को ध्यान में रखते हुए कुशलता व परिश्रम के साथ कार्य करें। ऐसे नव-भारत का निर्माण करने की इच्छा रखने वाले विद्यार्थियों को विद्यालयों, विश्वविद्यालयों, महाविद्यालयों एवं जीवन के सभी क्षेत्र से जुड़े समूह को पीढ़ी दर पीढ़ी तैयार करना होगा। शिक्षा जगत में ऊंचाइयों के उस स्तर को प्राप्त करने के लिए सभी को एकजुट होकर कार्य करने की आवश्यकता है। तभी हम विश्वगुरु बनने का सपना साकार कर पाएंगे। उस स्तर तक पहुँचने के लिए हमारे पास आवश्यक शिक्षा नीति भी है। हमें इसी संकल्प को लेकर आगे बढ़ना होगा तभी समाज हमारे साथ आयेगा। जब ऐसा लगे की समाज साथ नहीं आयेगा तब समाज को साथ आने के लिए मजबूर करने का कार्य भी शिक्षा क्षेत्र के लोगों को एक सकारात्मक आंदोलन के रूप में करना होगा। देश

के शिक्षा क्षेत्र का कायाकल्प हमारी शिक्षा प्रणाली एवं शिक्षकों द्वारा उठाए गए सकारात्मक प्रयासों द्वारा ही संभव है।



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Recommendations



विद्या भारती
उच्च शिक्षा संस्थान
सा विद्या या विमुक्तये

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Recommendations of the Standing Committee Members on **TEACHER EDUCATION**

Recommendations of the Standing Committee Members on TEACHER EDUCATION

At its National Conference on “Rejuvenation of Teacher Education in the Twenty-First Century,” held on March 5th in Bhopal, Vidya Bharati Uccha Shiksha Sansthan (VBUSS) formed a Standing Committee on Teacher Education to make necessary policy recommendations, including NEP 2020 implementation plans. Teacher quality is more and more being identified by researchers, as crucial to student outcomes. It is now acknowledged that quality teaching is fundamental to achieving higher student learning, as

it is the single most important school variable influencing student achievement. This is why the most direct and effective way of raising educational quality is to modify teacher education and recruitment, combined with the development of means to improve the knowledge and the pedagogical skills of the teachers who are already in-service. There is now an urgent challenge to promote high quality teaching in every Indian classroom, to ensure that every teacher is doing what the best teachers already do, and to raise the status of teaching as an advanced, knowledge-based profession. Initial teacher education has a central and crucial role to play in addressing this challenge. This is clearly evident in the following Vision of the NEP 2020, which guided and gave direction to the members in formulating the recommendations of the VBUSS standing committee on teacher education.

- *An education system rooted in the Indian ethos that contributes directly to transforming India, that is, Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.*
- *The curriculum and pedagogy of our institutions must develop a deep sense of respect for fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.*
- *To instill a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.*

Recognizing the importance of the above vision and philosophy of NEP 2020, the members of the standing committee, through wide consultations and discussions with various stakeholders, have arrived at the following observations and recommendations.

I. Expand and strengthen Teacher Education to increase GER and Economic Productivity:

The aim will be to increase the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% (2018) to 50% by 2035.

1. To enhance the GER from 26.3% to 50% in the next fifteen-year period, there are two ways to achieve this aim:
 - Opening new institutions;
 - Strengthening existing institutions to cater to more students.
2. Strengthening existing institutions is economic in nature and can be achieved by opening:
 - (i) Teacher Education in existing multidisciplinary colleges/HEIs and giving the graduating students to earn 4-Year Integrated B.Ed. programme. (the model discussed in this document will best fit in this condition by adopting CBCS)
 - (ii) Teacher Education Institutions (TEIs) can also be efficiently utilized in attracting students towards higher education and in raising the GER.

II. Review the NCTE ACT and Appoint Permanent Staff in NCTE:

It is quite evident that NCTE as a regulatory body failed in curbing corrupt practices and regulating the system of Teacher Education in our country. The reasons for this failure can be located in the loopholes and gaps in the NCTE Act itself. This was also observed by Justice Verma commission and reiterated by the NEP 2020.

NEP 2020 states,

- 15.2. *According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs – over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. 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.*
- 15.3. *In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.*

In Ahmedabad St. Xavier's College Society v. State of Gujarat (1974) 1 SCC 717, A.N. Ray, C.J., observed:

“Educational institutions are temples of learning. The virtues of human intelligence are mastered and harmonized by education. Where there is complete harmony between the teacher and the taught, where the teacher imparts and the student receives, where there is complete dedication of the teacher and the taught in learning, where there is discipline between the teacher and the taught, where both are worshippers of learning, no discord or challenge will arise. An educational institution runs smoothly when the teacher and the taught are engaged in the common ideal of pursuit of knowledge. It is, therefore, manifest that the appointment of teachers is an important part in educational institutions.

The qualifications and the character of the teachers are really important. The minority institutions have the right to administer institutions. This right implies the obligation and duty of the minority institutions to render the very best to the students. In the right of administration, checks and balances in the shape of regulatory measures are required to ensure the appointment of good teachers and their conditions of service. The right to administer is to be tempered with regulatory measures to facilitate smooth administration. The best administration will reveal no trace or colour of minority. A minority institution should shine in exemplary eclecticism in the administration of the institution. The best compliment that can be paid to a minority institution is that it does not rest on or proclaim its minority character.

Regulations which will serve the interests of the students, regulations which will serve the interests of the teachers are of paramount importance in good administration. Regulations in the interest of efficiency of teachers, discipline and fairness in administration are necessary for preserving harmony among affiliated institutions.

Education should be a great cohesive force in developing integrity of the nation. Education develops the ethos of the nation. Regulations are, therefore, necessary to see that there are no divisive or disintegrating forces in administration.”

In order to acquire NCTE recognition, many private, and government institutions are indulging in corrupt practices, including hiding very vital information about the faculty and the available infrastructure. They are approaching the honorable Courts of Law with all of the false data and information, taking advantage of the existing gaps in the NCTE ACT. Because resolving cases on the trail takes time and the matter is still under consideration, these institutions continue their corrupt practices and amass wealth by collecting large sums from aspirants. This has reduced the functions of NCTE Regional Centers and New Delhi Head Quarters to just issuing show-cause notices and handling court cases. Since NCTE does not have adequate permanent staff, the contractual employees of NCTE are taking advantage and establishing good relations with private, corrupt colleges.

In view of the above, it is necessary to review the NCTE ACT and also to rethink the role of affiliating universities, the National Assessment and Accreditation Council and other regulatory bodies in ensuring the quality of teacher education institutions.

III. Position Teacher Education in Higher Education System:

One of the important reasons behind the failure of teacher education in our country is its isolation and segregation from higher education. As a result, knowledge generation in education and pedagogy has become completely irrelevant and insignificant in the institutions of teacher education. The production of professional knowledge is quintessential for all meaningful professional practice and professional engagement. ***Teacher Education institutions and their programmes need to be brought into the fold of Higher Education.*** Teacher education programmes positioned in higher education institutions/universities would fill in the existing gap between higher education and school education. It is necessary to break the sedimented and rigid boundaries between higher and the school education systems. And their standing in higher education would lay bare the continuity between various sectors of the entire system of education (pre-primary to masters and doctoral programmes). Most importantly, the organic relationships and mutual interaction between various sectors of education would enable higher education institutions/universities to generate knowledge that is relevant to strengthening the quality of school education.

IV. Offer Teacher Education Programmes in a Multidisciplinary Higher Education Setup:

Teacher education, as a discipline and a field of knowledge, is in itself a multidisciplinary enterprise. Hence it requires multidisciplinary and liberal environment. Liberal arts and liberal sciences are the foundations of teacher education and teacher training. The teacher education programmes must include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more (NEP 2020, p. 43). A cursory look at the Indian scenario would reveal the poor quality of stand alone colleges of education that operate on very narrow concepts and irrelevant academic frameworks and highly constricted practices. In this context, the NEP 2020 reiterates,

- 15.4. *As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes 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. programmes,*

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 programme.

In view of the above, it is felt necessary to upgrade DIETs into multidisciplinary institutions and affiliate them with universities that are located in the district/jurisdiction of the universities. DIETs may be transformed into the District College of Arts, Science and Teacher Education(DCASTE). Such multidisciplinary colleges should offer :

- i) Liberal Programmes(B.A; B.Sc.)
- ii) Vocational Programmes
- iii) Teacher Education Programmes(DED,BI.Ed, 4-year ITEP; 2-year B.ED; M.Ed etc.)
- iv) Open & Distance Education Programmes in Liberal Subjects and Teacher Education
- v) Other Professional Programmes in Agriculture, Animal Husbandry, Medicine (Public Health, Naturopathy ,Yoga ,etc.) and
- vi) In-service Programmes for different professionals.

Such a multidisciplinary environment would create an organic interaction between students and teachers and result in meaningful learning and knowledge production relevant to the context of people. In other words, it creates and functions as a university at the district level.

1. *The concept of multidisciplinary institutions needs to be addressed at both policy and practice levels. A clear roadmap must be provided for how single-disciplinary institutions will be transformed into multidisciplinary institutions, as well as the roles of the key stakeholders in this process.*
2. *The affiliating universities must be given an upper hand to decide whether they need any more teacher education institutions/programs in their catchment area or not. The University must be asked to prepare a detailed note along with a potential employment opportunity survey that shows why a new teacher education institution or program is needed in their catchment area. Any new*

teacher education institution/program will only be allowed after getting a fact-based 'Yes' report from an affiliated University. At the moment, the NCTE decides on the establishment of teacher education institutions, with universities acting as followers.

V. Define the roles (Functions and Responsibilities) of HEI offering Teacher Education Programmes:

Majority of affiliating Universities have become unplanned, casual, and irresponsible in exercising their duties and protecting their values. This is also true in the case of SCERTs that accord affiliation to Diploma Courses in Education. Due to this, a number of corrupt colleges are getting a free hand to continue their immoral and unconstitutional practices. It is necessary to define the role of universities and SCERTs in protecting the values of the national level regulatory bodies. Besides this, higher education institutions need to design mechanisms to identify experts in different fields and disciplines who can extend support to colleges under their jurisdiction. Plan collaborative community development activities and field trips with the colleges as well. It is in this context, NEP 2020 states,

15.6. HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student teach along with participating in other activities such as community service, adult and vocational education, etc.

VI. Design Multiple Pathways/Programmes in Teacher Education:

India is a complex socio-cultural and multilingual society. Uneven development, poverty and inequalities between people of different geographies, castes, classes, genders are the main problems and challenges of this country. We need diverse solutions and multipronged strategies to empower the people of this country. This is also true in the case of education and teacher education. We require teachers who are knowledgeable about the local conditions as well as the diverse cultural and geographical contexts. Recognizing the importance of multiple pathways for teacher preparation, the NEP 2020 states :

15.5. "The 4-year integrated B.Ed. offered by such multidisciplinary HEIs 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 a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. 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."

Any proposal related to a 4-year Integrated B.A., B.Ed. and B.Sc.,B.Ed., totally dilutes the seriousness and genuineness involved in teacher preparation. The integration of teacher education courses with many liberal courses in such programmes is not based on comprehensive and deep learning, but only a mechanical adjustment of courses. Our concerns and efforts to strengthen the quality of teacher education fizzle out with such reforms. Students neither become competent in disciplinary programmes nor in educational studies. As we are aware of the intellectual upsurge in different disciplinary knowledges, contemporary research in education has considerably increased the knowledge base of teacher education. Due to this, a number of new ideas and areas have been brought into the corpus of teacher education with multiple spaces and specialties. Hence, it is undesirable to design a teacher education programme which sidelines its principles, essence and lifeblood.

Students with a teaching degree require intensive and rigorous professional experience to gain special competence in designing and executing instruction. He or she must have a technical understanding of how learning occurs, the most efficient methods of organizing instructional materials, and the processes of communicating ideas and facilitating the development of skills and the instillation of values that are socially desirable and required.

Teacher preparation requires conceptual coherence and rationalization of educational decisions at every stage of a student's journey. Professional teacher preparation cannot be concerned merely with instruction in techniques of teaching. It also includes studies which provide fundamental theoretical grounding in the educational process. Students of

teacher education need to understand the fundamental theoretical and factual structures upon which educational practice is based and by which its improvement is directed.

One of the objectives of teacher preparation is to enable students to acquire mastery of the subject taught, some experience of penetrating analysis of it, and the ability to relate it intelligently to other areas of thought and action. One needs to comprehend teacher training and teacher preparation in its wholeness and its relation to other aspects and concerns of life. Mechanical adjustments and tuning packages of courses (BA courses with B.Ed. courses into one programme) for vertical mobility completely blinds the student to the possibilities of becoming a teacher and, most importantly, the student loses a conception of the place he/she occupies within the larger scheme of things. This would result in no sense of relatedness, meaning, and direction in the work done. Teacher preparation requires substantial space and time where students can think, feel and participate actively and constructively in learning and teaching. Hence, it is necessary to develop special professional competence in students, a sound theoretical foundation for their work, adequate standards of social recognition and consciousness of vocation. Most importantly, to develop values that would enable them to govern themselves with a high moral and ethical code.

Students need to have sufficient space to feel exhilaration and satisfaction in seeing their work and continue their journey with passion and ideals. This is all possible when students have space to think collectively and participate continuously in discussions, dialogues, conversations, debates, theater, and educational discourses. Engaging in the process of education is becoming alive intellectually and attaining higher levels of consciousness and inquisitiveness about yourself and human activities. Teacher education is primarily a conscious process of transforming students into human beings with all spiritual, holy, and divine values. Hence, it requires substantial space and time for the preparation of the teachers. Teacher preparation is a shared, communal, and collective diachronic discursive process, where teacher identities emerge as members of professional communities.

The above arguments would indicate that teacher training is not an easy task, but it is essentially an intensive, rigorous professional process of manufacturing socially responsible and humane teachers who firmly unite with the lives of students and people to create new possibilities for a democratic and spiritual life. Hence, teacher education courses and programmes need alternative policy designs, curricular approaches and substantial spaces of creative engagement. From this one can infer that BA.B.Ed. / B.Sc.B.Ed. programs cannot do justice and instead project a flawed model of teacher education with a limited vision and pedagogical practices.

Since needs of children vary at different developmental stages, teacher training focusing on adolescence children needs a different curriculum/pedagogy compared to early childhood and pre-adolescence.

It is in this context we need to refer to the WHO and the Adolescence Education Programme (AEP) which is co-ordinated by the National Council of Educational Research and Training (NCERT) in partnership with the Ministry of Education (MoE) and United Nations Population Fund (UNFPA). This programme is a major initiative within the larger Quality Improvement in Schools Scheme of MHRD.

WHO defines 'Adolescents' as individuals in the 10-19 years age group

“Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health. Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. During this phase, adolescents establish patterns of behaviour – for instance, related to diet, physical activity, substance use, and sexual activity – that can protect their health and the health of others around them, or put their health at risk now and in the future. To grow and develop in good health, adolescents need information, including age-appropriate comprehensive sexuality education; opportunities to develop life skills; health services that are acceptable, equitable, appropriate and effective; and safe and supportive environments. They also need opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. Expanding such opportunities is key to responding to adolescents’ specific needs and rights.” (WHO: Adolescent health - WHO | World Health Organization <https://www.who.int> › Health topics › Adolescent health)

“Adolescence is a very special period of a person’s life where an individual assumes a sense of self-identity and is marked by a myriad of emotions including enthusiasm, idealism, self-doubt and anxiety. It is a transitional phase between childhood and adulthood and is characterised by a number of physical, emotional, cognitive, intellectual and attitudinal changes. Adolescence Education (AE) has been conceptualised as an educational

response to the need for support, encouragement, clarifications and information that adolescents often express in order to make sense of their rapidly changing world.

Adolescence Education (AE) is guided by the National Curriculum Framework (NCF), 2005 which recommends that education should instil 'independence of thought and action, sensitivity to others' well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic processes and social change." Based on these principles, AE aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitudes and develop skills to enable them to respond to real-life situations effectively.

The guiding principles of Adolescence Education clearly articulate that adolescents should be recognised as a positive and valuable resource that needs to be respected and appreciated rather than being treated as a problem, AEP should contribute towards realising the transformational potential of education and that the programme should enable adolescents to articulate their issues, know their rights, counter, shame and fear, build self-esteem and confidence, and develop ability to take on responsibility for self, relationships and (to an extent) the society around them. The guiding principles also recommend that AEP should influence the entire school curriculum and ethos rather than being a stand-alone program." (NCERT: Adolescence Education Programme ; <http://www.aeparc.org>)

In view of the above, there is an urgent need to align teacher education programs with the restructuring of the school curriculum and pedagogy design, i.e., the 5+3+3+4 school education structure. In this connection, the VBUSS's standing committee minutes may be studied and considered.

In view of the above, it is necessary to offer the following programmes of teacher education in parallel:

1. 4 –year B.Ed.(Elementary) Catering to the needs of Pre-School and Primary and Upper Primary School Children (AS per NEP 2020 it covers Foundational Stage (Pre-School and Class 1&2) ,Preparatory Stage (class3-5) and Middle Stage (Class 6-8)

2. 4-year B.Ed. (Secondary) catering to the needs of Upper Primary and Secondary and Higher Secondary School Children. (AS per NEP 2020 it covers Middle Stage (Class 6-8), Secondary Stage (Class 9-12))
3. **Six Months to One Year Bridge Courses** for acquiring necessary qualifications in Elementary Teacher Education to the candidates with Secondary Teacher Education

The above suggestion is made keeping the importance of child's intellectual, social and emotional maturity levels, and developmental stages. Middle stage is positioned common in the two programmes because it is a transitional stage. Such positioning would help to build communication and exchange of ideas and practices. The details of the programmes are as follows.

4-YEAR B.Ed. Programmes that are aligned with NEP 2020

4-year B.Ed.(Elementary) as Basic Degree in Teacher Education:

Four Year Bachelor's Programme in Elementary Teacher Education with 12+ as the minimum eligibility to get entry in to the programme. This programme shall prepare teachers for pre-school and primary school. The focus in this programme would be primarily on Foundational Stage and Preparatory Stage and a little emphasis on middle stage, which is a transitory stage. This programme shall be the basic programme in Teacher preparation and training.

The content to be taught in this programme shall comprise the subjects taught at pre school, primary school and upper primary school. Hence the following courses may be considered:

1. Specialization/ Disciplinary Studies:

Any one discipline of knowledge from Liberal Arts or Liberal Sciences or any other Advanced disciplines of knowledge like computer science as the core specialization. (*language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc –NEP 2020.*)

2. Content Enrichment Courses based on school subjects:

All compulsory Courses

- i. Elementary Hindi/Regional Language
- ii. Elementary English (Literature and Language)
- iii. Basic Mathematics
- iv. Fundamentals of Physical Sciences
- v. Fundamentals of Biological Sciences
- vi. Fundamentals of Social Studies Basic
- vii. Fundamentals of Computer Science

3. Pedagogical Studies: All compulsory Courses

- i. Approaches to Early Literacy and Numeracy
- ii. Pedagogy of Elementary Environmental Science
- iii. Elementary Hindi/ Regional Language Pedagogy
- iv. Elementary English Language Pedagogy
- v. Pedagogy of Elementary Mathematics
- vi. Pedagogy of Elementary Science
- vii. Pedagogy of Elementary Social Studies
- viii. Pedagogy of Elementary Computer Science

3. Educational Studies: For Pre-School Stage:

- i. Understanding Child and Child Development
- ii. Health and Nutrition of the Child
- iii. Early Childhood , Care and Education in India
- iv. Preschool Education: Curriculum and Principles
- v. Methods and Materials for Pre-School
- vi. Working with Children with Special Needs
- vii. Working with Parents and Community

For Primary/Elementary School Stage:

- viii. Education in contemporary Indian Society
- ix. Childhood, Child Development & Learning
- x. Educational Psychology Theory and Practice
- xi. Philosophical, Sociological and Historical foundation of Education
- xii. Society Education and Curriculum
- xiii. Understanding Language and Early Language Development
- xiv. Arts in Education
- xv. Understanding Self
- xvi. Assessment and Evaluation

4. Cross-Cutting Issues and Areas of Concern:

- i. Gender, Equity and Inclusion
- ii. Work and Vocational Education
- iii. Yoga Education
- iv. Children's Physical and Emotional Health
- v. Language Across Curriculum
- vi. Working with Community
- vii. ICT and Digital Technologies
- viii. Continuing Professional Development
- ix. Teacher Ethics, Professional Values and Responsibilities

5. School Experience:

- School Internship and Practice Teaching in Pre-Schools ,Primary
- Schools and Middle/Upper Primary Schools.
- including School &Class Room Observations and Activities

4-year B.Ed. (Secondary) as Basic Degree in Teacher Education:

Four Year Bachelor's Programme in Secondary Teacher Education with 12+ as the minimum eligibility to get entry in to the programme. This programme shall prepare teachers for Junior and Senior Secondary schools. The focus in this programme would be primarily on Class 9- 12. However, emphasis will also be on middle stage (Class6- 8), which is a transitory stage. This programme shall be the basic programme in Teacher preparation and training.

The content to be taught in this programme shall comprise the subjects taught at secondary level . The following courses may be considered:

1. Specialization/ Disciplinary Studies:

Any one discipline of knowledge from Liberal Arts or Liberal Sciences or any other Advanced disciplines of knowledge like computer science as the core specialization. (*language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc –NEP 2020.*)

2. Content Enrichment Courses based on school subjects: All compulsory Courses

- i. Advanced Hindi/Regional Language
- ii. Advanced English (Literature and Language)
- iii. Advanced Mathematics
- iv. Advanced Physical Sciences
- v. Advanced Biological Sciences
- vi. Advanced Social Studies/Sciences
(Geography; Economics; Political Science; History, etc.)
- vii. Advanced Computer Science

3. Pedagogical Studies: All compulsory Courses

- i. Hindi/ Regional Language Pedagogy
- ii. English Language Pedagogy
- iii. Pedagogy of Mathematics

- iv. Pedagogy of Science
- v. Pedagogy of Social Studies
- vi. Pedagogy of Computer Science

3. Educational Studies:

- i. Childhood, Child Development & Learning
- ii. Educational Psychology Theory and Practice
- iii. Disability Studies and Special Education
- iv. Education in contemporary Indian Society
- v. Philosophical and Sociological foundation of Education
- vi. History of Education in India
- vii. Knowledge and Curriculum
- viii. Arts in Education
- ix. Understanding Self
- x. Assessment and Evaluation

4. Cross-Cutting Issues and Areas of Concern:

- x. Gender, Equity and Inclusion
- xi. Work and Vocational Education
- xii. Yoga Education
- xiii. Children's Physical and Emotional Health
- xiv. Language Across Curriculum
- xv. Working with Community
- xvi. ICT and Digital Technologies
- xvii. Continuing Professional Development
- xviii. Teacher Ethics, Professional Values and Responsibilities

5. School Experience: School Internship and Practice Teaching in Middle/Upper Primary Schools, Lower and Higher Secondary Schools - including School & Class Room Observations and Activities

- **For the purpose of recruitment and rigorous training of teacher educators, the entire Teacher Education system shall be construed as comprising at least two specialties/ verticals:**

First Vertical: *Elementary Teacher Education(Pre-School+ Primary+ Middle stage)* **Second Vertical:** *Secondary Teacher Education (Middle stage+ Secondary Stage)*

- **Master Programmes in Teacher Education:**

- **Master's Programme in Elementary Teacher Education(Pre-School+ Primary+ Middle stage)**

- **Master's Programme in Secondary Teacher Education (Middle stage+ Secondary Stage)**

- Following the norms prescribed by NEP 2020 that those opting for Graduation with Research (4 years) have to spend one year in Post-Graduation, the duration of the M.Ed. program can be curtailed to one year for those passing B.Ed. Integrated or Graduation with two years B.Ed.
- The NEP 2020 keeps silent about the role of teacher educators and flagship program to prepare teacher educators i.e., Master of Education (M.Ed.). Therefore, the role and place of teacher educators and the M.Ed. program in the new scheme of teacher education must be thoroughly detailed and defined in the proposed NCFTE 2021.
- M.Ed. should be renamed as Master of Teacher Education (M.T.Ed.) and it should be the mandatory requirement for appointment of teacher educators.
- In addition to the above there is a need to design and offer the following bridge courses to meet the local needs and to encourage mobility/transferability of students from one stream to another

i) **Diploma/Certificate Programmes** in *Early Childhood Education & Care and Primary Education {for 3 years of pre-primary + 2 years Early Primary (Grade1&2) + 3years (Latter Primary -Grades 3, 4 & 5) = Total Eight years of Child Development}*

ii) **Diploma/Certificate Programmes** in *Middle & Secondary Stage (for grades 6-12 of children's education)*

VII. Make Model School or Practicing School mandatory to start a teacher training college/programme :

Availability of Model School/ Laboratory School should be mandatory for recognition of teacher education courses in Teacher Education Institutions.

VIII. Offer Teacher Education Programmes through ODL Mode to only those in-service teachers who have attended face to face Teacher training programmes:

Advanced Teacher Education programmes shall be offered through open and distance mode to the in-service teachers especially for those who have completed 4-years basic integrated teacher training programme or 2-years teacher training programme face to face.

IX. Constitute a National High Power Committees to design teacher education curriculum:

- ❑ The Ministry of Education must devise a clear and focused Plan of Action (PoA) to implement the recommendations given in NEP related to teacher education.
- ❑ The PoA must specify immediate, mid-term, and long terms goals for teacher education.
- ❑ The Ministry must pick a team of teacher educators who are well versed with ground realities and empower them to prepare a detailed PoA for the successful implementation of the policy recommendations on teacher education. The team must be asked to work first on the immediate goals for teacher education.
- ❑ The 4-year integrated teacher education programmes need to be designed and offered across all the universities (state and central) immediately. A national level expert committee may be constituted for designing the programme with all curricular inputs.

X. Revamp Teacher Education Curriculum and Design Curriculum with Bharatiyatha

How to reconstruct and reconceptualise the Teacher Education Curriculum with indigenous intellectual models and ancient Indian thought? This is one of the seminal

questions for curricular planners and policy makers. Most teachers and educators across the country believe that it would be preferable if we could make specific recommendations about the Indian constitution and Indian thinkers and build an argument for including their philosophy as a guiding principle for the curriculum.

Teacher education departments have been engulfed and imprisoned in restrictive disciplinary procedures by long-established colonial curricular structures and the European frame of thought. And most importantly, they treated Indian experiences and their social reality as being deviant in the sense of being ahistorical, mythological, uncivilized, and static. Over the years, teacher education institutional practices have been to reproduce complacently such a programmed way of thinking. Given the dominance of the Western intellectual teacher training models, it is felt necessary to critique them thoroughly and explore the indigenous knowledge systems to make teacher education relevant to our contexts.

Indigenous ways of living and cultural practices should be used to build curricular models of thought in teacher education. Because Western theoretical models can not capture Indian realities, Indian cultural and epistemological perspectives must be negotiated in the classroom.

Teacher Education curriculum need to address how to make student-teachers:

1. Intellectually and spiritually sound
2. Ethically and morally sensitive and humane
3. Service and community oriented
4. Appreciate the beauty in children and nature
5. Imbibe practical skills and physically strong
6. Live in harmony with Nature and other beings

Considering the gaps in the existing teacher education curriculum, the following ideas are being proposed. The crisis in teacher education is mainly due to the gap between disciplinary and institutional ways of learning and the social world we live in. The disciplinary knowledge acquired over the years of formal training is increasingly becoming counterproductive in accounting for social realities. Since the existing teacher education curriculum hardly develops any emotional and spiritual connection between the Indian intellectual traditions and the lives of people, it is desirable to focus our attention on:

1. In the area of Foundations of Education the following need to be included: The Vedas, Upanishads, and Darshanas are the sources of Indian ancient knowledge. We need to draw a vision of teacher education (Aims & Objectives) from ancient, medieval, and modern Indian thought. Focus on Indian Epistemology and Indian Ethics and Morality
2. Reading courses on MK Gandhi and Swami Vivekananda's work (intensive reading of texts)
3. Courses on Introduction to Sanskrit Studies (Sanskrit language, literature, ,grammar and understanding the Sanskrit language from Yoga-Sutra)
4. Courses on Introduction to India Studies (Indian Science, Arts and Aesthetics) to inculcate the values of nationalism, respect for diversity and to participate in its development.
5. Social Work and Community Service from Ramakrishna Mission perspective to inculcate human values, including participation in literacy development activities
6. Design *Liberal Arts and Science Courses* by drawing insights from history, sociology and philosophy.
7. A course on World Religions and Cultures to understand the significance of "Dharma",
8. A course on the Indian Constitution to understand Equality, Inclusiveness, Cultural Pluralism and Social Justice.
9. A compulsory paper on Inclusion, Assessment and Gender will be included in the curriculum

The National Education Policy (2020) also suggests several landmark aspects to strengthen TEI and school engagement.

The long established curricular structures and modes of thought have encompassed and imprisoned teacher education departments in narrow disciplinary practices. Over the years, institutional practice has been to reproduce complacently such a programmed way of thinking. Given the dominance of the Western intellectual teacher training models, it is felt necessary to prepare students to critique them thoroughly and explore the indigenous knowledge systems. The NEP 2020 states that professional, vocational and distance education will be integrated into one higher education system of multidisciplinary institutions.

XI. Adopt Multidisciplinary Pedagogy:

One of the key terms emphasized at all levels of education is “multidisciplinary” approach. The National Education Policy keenly promotes creating an interdisciplinary perspective in school life so that avenues of wider thinking can be built up in the children. Definitely, it urges for a mindset, which thinks beyond the rigid demarcations of the disciplines. The teacher interns will have to be educated to develop lesson plans, which follow a multidisciplinary approach. The experts of different disciplines will have to work in collaboration to help interns to develop lesson plans that are based on project-based, thematic pedagogy. The need is also to include vocational aspects in the education.

Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes need to be attracted and retained in teacher education institutions to strengthen multidisciplinary education of teachers and provide rigor in conceptual Development.

XII. Integrate Vocational Education , Work Experience and Community Development in Teacher Education Curriculum:

Vocational education is education that prepares people to work as technicians or as tradespeople or artisans in a skilled craft or trade. Vocational education is sometimes referred to as career and technical education. The World Bank’s 2019 World Development Report on the future of work suggests that flexibility between general and vocational education, particularly in higher education, is imperative to enable workers to compete in changing labor markets where technology plays an increasingly important role. All teachers need a broad general education, competency in teaching, and technical and practical knowledge and skills. In vocational education, however, more emphasis needs to be placed upon the understanding and skills that produce occupational competence. This includes the what, the how, and the why.

Vocational subjects should be included in school life as a part of the academic experience. This means that schools will have to recruit teachers who specialize in some vocations. The TEIs need to adopt a procedure to also bring in vocation education into their ambit of training teachers. Pupil teachers should be given a variety of options for incorporating curricular, co-curricular, and vocation courses into their training modules.

Majority of teacher education institutions in India ignored the spirit and philosophy of *nai talim*. Looking education from a broader perspective, Mahatma Gandhi stated that knowledge (Mind) and work (Labour) couldn't be seen as separate entities. For him, they are organically unified. Gandhi says "the principal idea is to impart the whole education of the body, mind and soul through the handicraft that is taught to children". Unfortunately, teacher education institutions in India totally ignored Gandhi and converted him into a decorative piece and considered him as an object for advertisement. In this context, it is felt desirable to introduce the philosophy of MK Gandhi, especially his contributions to the field of education and rural reconstruction.

Hence, there is a need to introduce to students MK Gandhi's life and his economic, sociopolitical and cultural thoughts. Opportunities need to be created to involve students in continuous dialogue with communities and participation in productive work. Learning experiences must be provided to help them understand the importance of swaraj, sarvodaya, and swadeshi values such as social justice, equity, nonviolence, human dignity, economic well-being, and cultural self-respect. The central focus should be on Gandhi's *nai talim*, his philosophy of education, and also on his practical suggestions for rural reconstruction. Therefore, the teacher education institutions must encourage students to build deep relations with parents, families, and communities and work with them in rural reconstruction.

Local community engagement of teacher educators is essential as the students of teacher education are not equipped with the required skills to engage meaningfully in learning skills required for the professionalization of teacher education to make it locally relevant. This process will assist them in developing empathy and compassion, which will lead to a commitment to the lives of the people in the local community. Hence, there is a need to design courses which could make teacher training contextual and effective within the local community setting with due consideration of social and economic relationships. The teachers transacting the curriculum need to contextualize the subject matter and empathize with the learning context of students in their local community.

Course Objectives

1. To inspire students to understand and learn from Gandhi's life and his philosophy.
2. To enable students to comprehend the values of swaraj, swadeshi and sarvodaya, satya and ahimsa

3. To make students realize the value of Gandhi's *nai talim* , work education and his philosophy of education.
4. To empower students to discuss, comprehend and evaluate Gandhi's economic, social and political thoughts.
5. To create opportunities for students to understand villages, especially various village occupations (including agriculture, artisans, etc.), institutions in the village and village work culture and political and socio-cultural relations .
6. To encourage students to participate in village life, building relations with children, families and the transformation of rural communities.
7. To develop skills in work education for participation in productive work in the academy and community.
8. To integrate the Nai Talim philosophy with all the courses of the B.Ed. programme.

XIII. Strengthen School Experience in teacher education and teacher training:

School experience and practicing teaching is one of the most essential methods for developing student teachers' core competencies. These competencies can be defined as a dynamic combination of knowledge, skills, attitudes, values and personal characteristics that empower teachers to act professionally and appropriately in a situation, and are deployed in a coherent way.

How do student teachers and teacher educators experience the re-structured model of school education? The proposed structure of school education would now be divided into four curricular cohorts under the 5+3+3+4 structure termed as Foundational (3-8 years), Preparatory (8-11 years), Middle (11-14 years) and Secondary (14-18 years). Since the curricular goals of each cohort will be largely the same, our prospective teachers can be given a chance to work with children at every stage, so as to get an orientation to the nuances of every curricular stage. Internships in schools can be structured in such a way that interns can teach at least one class in each group. Such an experience will provide the pupil teacher with a comprehensive understanding of all levels of education.

Over the years the pedagogical models practiced in teacher education institutions of learning have failed to inculcate harmonious relationships between student

teachers, teacher educators and schools. There is an urgent need to recognize the multiple potential possibilities of schools as a resource for learning and training.

1. Every College/Department of Education should have a Model/Practicing/Lab School and a minimum of 10 schools in its network
2. School teachers of such schools who are connected to students need to be on the Board of Studies (School Internship Experience) of the College/Department as Associate Members
3. Student-teachers need to be supported with minimum subsistence/fellowship during their School Experience period (i.e., for 6 months)
4. Need to develop the culture of sustained engagement with school and school teachers / “Working with School”.
5. Develop Model Schools as exemplary Ideal Gurukuls.
6. Build Academic& Social Audit culture in colleges and schools.

For implementing symbiotic relationship between TEIs and schools:

- ❑ Contribution of teacher education institutions to schools should be well defined.
- ❑ The teachers should be invited for an orientation to pupil-teachers about the dynamics of the school.
- ❑ To build a sustained partnership, the teacher education institutions should invite teachers for workshops/ seminars/ conferences.
- ❑ The schools should invite the faculty members as resources persons for interaction with teachers and students.
- ❑ As an incentive to the working teachers and school leaders, their career management, professional growth may be tied up with the mentoring role and assignments.
- ❑ Insights for TEIs regarding Paid Internship and other issues.
- ❑ Context of pupil-teachers including students with impairments or coming from low economic backgrounds should be included. As far as possible, teaching must be encouraged in one’s own language.

- ❑ It's needed to restructure SEP programs as the annual Program of the School system and to implement practical flexible and Structured SEP Programs keeping in view the needs of both schools and TEIs
- ❑ In order to sustain and retain professionalism in teachers and to attract the best talent in the teaching profession, the internship system for pupil-teachers should be made a paid internship.
- ❑ The quality of Internship would improve with quality feedback and assessment.
- ❑ For Collaborative and Innovative approach in Internship .
- ❑ Other than internships, practical training opportunities to work with social, developmental organizations, NGOs, educationists, researchers, and overseas engagements can be explored.
- ❑ To provide contextual exposure to interns, curriculum analysis and course development in the internship Program can be encouraged.

XIV. Develop a comprehensive School Experience/ Internship Manual for Teacher Education institutions:

The National Education Policy (2020) provisions One-year, two-year and four-year B.Ed. options to be available for teachers' preparation. It envisions the two-year-B.Ed. for candidates with a Bachelor's degree, and the one-year B.Ed., programs to be offered only to those who have completed the equivalent of a four-year multidisciplinary Bachelor's degree or who have obtained a Master's degree. Indeed, the nature of an internship will have to be adjusted accordingly. Although one agrees that the components denied in an internship experience should remain the same, the time duration may be reduced proportionally in a one-year B.Ed. Program. The internship should have all the components that necessitates for a meaningful engagement with schools. This arrangement will ensure that every teacher education program makes provisions for the holistic engagement and experience of the prospective teacher, irrespective of her preparation duration. The excerpts drawn from NEP reflect the vision of education at large, which this document also

covers through its recommendations in the context of the school internship experiences of a teacher. It is with this hope that the monograph may serve as a reference point for TEIS in diverse contexts across the country. A framework, along with recommendations, is being presented. The framework is purely suggestive and

will have to be tweaked, keeping in mind the local and contextual needs of the school complexes. At this juncture, when the National Education Policy 2020 is paving the way for the improvement of schools and teacher education, the framework outlined above can serve as a model to guide us to a better teacher education program.

XV. Integrate Technology and Develop Digital Resources: Digital and Global Teaching:

The technological revolution is permeating all fields, including education. The National Education Policy 2020 acknowledges the influence of technology in all realms of life and therefore promotes teaching in a blended online-offline mode. To reach out to students from far-flung backgrounds, which are physically inaccessible, the policy promotes the digitalization of teaching. Undoubtedly, the preparation of a teacher will have to follow the paradigms of blended teaching. They would need to develop the acumen to distinguish between the need and the use of online teaching in situations where of line teaching is preferred. The School Internship Program can be the most fruitful phase of experiencing the nuances of blended teaching. SIPs can help interns make decisions about situations and adopt an online/offline teaching mode. On similar lines, the interns must also be given training to imbibe ODL platforms in their teaching. ODL and online education will provide a natural path to increasing access to quality higher education. In order to leverage its potential completely, prospective teachers will have to imbibe its norms and standards.

There is an immediate need to train all teacher educators in ICT and make them able to produce digital teaching learning resources. The following may be considered for developing ICT enabled teacher education institutions:

1. ICT enabled Governance and Administration: Make all the websites of the institutions transparent and live. Develop uniform standards for institutional websites and link them with the NCTE website.
2. Make LMS compulsory for all institutions.
3. Prepare Teacher Educators use quality e-content / e- resources available on the internet for theory as well as practical purpose, like the videos on YouTube.
4. Teachers in educational institutions should post videos on YouTube for their students to watch. Short videos from the National Repository of

Educational Resources (NROER) can be used to make teaching more effective and interesting in a variety of subjects.

5. Allow at least 40% of the content (study materials) for online teaching to be prepared by teacher educators.
6. Prepare students to create lesson plans using ICT.
7. Prospective teachers and teacher educators should be equipped with the skills needed for online teaching and learning, such as classroom facilitation on Zoom, Google meet, and Google classroom, as well as tools and techniques for online assessment (examination/testing) such as Google forms, rubrics, and so on.
8. Build awareness among prospective teachers and teacher educators of creative commons (authentic sites) to search for online materials/e-content.
9. For credit transfer and other academic work, a highly automated learning management system should be developed.
10. Develop competencies related to the design of ICT-enabled education settings that refer to planning and organizational skills around elements that lead to the construction of ICT-enabled education settings for meaningful learning and comprehensive education for students.
11. Develop competencies related to ICT-enabled learning experiences in education settings, including the skills that facilitate the design and planning of an education setting and that are then reflected in a teacher's education practice.
12. Develop competencies to assess the effectiveness of ICT-enabled education settings that are linked to skills that enable teachers to evaluate effectiveness to promote meaningful learning in students as a result of ICTs being incorporated into their practice.

XVI. Adopt Multilingual Approach in designing teacher education:

Teacher education institutions have been operating on very narrow understanding of language. The language awareness programs are considered as irrelevant to teacher education. Contemporary research studies in language sciences and cognitive-linguistics in teacher education in the twenty-first century, for in most of the world, the multilingualism of children is evident in today's classrooms. It is thus important to

think of how to teach teachers in ways that develop their “MLA” and that empowers them to use this MLA in their teaching.

Schools will need teachers to teach in multiple languages to reach out to children from various backgrounds and milieus. An orientation to deal with children of diverse backgrounds needs to begin in the early training period. The interns can be given experiences of working with children from different contexts and backgrounds. A flavor of addressing multilingualism, diverse contexts, localized experiences, and multi

specialization should be a part of the internship period. The language awareness programs of the past are not relevant for teacher education in the twenty-first century, because in most of the world, the multilingualism of children is evident in today’s classrooms. It is thus important to think of how to teach teachers in ways that develop their “MLA” and that empower them to use this MLA in their teaching.

XVII. Design the Outcomes Based Teacher Education :

All other professional programmes have migrated to ‘Outcomes-based Education’ and it is time teacher education also followed suit. The OBE model measures the progress of graduates in three parameters, through: i) Program Outcomes (PO) ii) Program Educational Outcomes (PEO) and Course Outcomes (CO). The curriculum framework for teacher education should have clearly defined PO’s, PRO’s and CO’s. OBE empowers students to choose what they would like to study and how they would like to study it. Not only does it adapt to a learner’s strengths and weaknesses, but it also provides sufficient time to attain proficiency and fluency in the subject matter. Additionally, the model allows the learner to transfer their credits and switch to another institution that is accredited with the OBE syllabus. Institutions are recognized, benchmarked, and can be easily compared with one another based on this accreditation. A robust technique to map the five levels of learning outcomes, i.e. PO-Course mapping, CO-PO mapping, Assessments - CO mapping, Syllabus - CO mapping, Questions - CO mapping needs to be developed specifically for teacher Education programme and its courses.

XVIII. Make School Complexes as Units for the Allocation of Student Teachers :

The National Education Policy advocates the idea of clustering the schools falling under geographical vicinity. It emphasizes having school complexes for the sharing

of resources such as libraries, science laboratories and equipment, computer labs, and sports facilities,

as well as human resources such as social workers, counselors, and specialized subject teachers. It is envisioned that such school complexes would bring greater resource for efficiency, better functioning, coordination, governance, and better management of schools in the school system.

In the light of the above, it can be stated that TEIs may also be associated with school complexes rather than being associated with one school in particular. Till now, the interns are allotted to schools which may be in diverse spread. By collaborating TEIs with school complexes, the interns will also get work towards enhancement of human resources as well as the experiences of the intern. The interns will avail the opportunity to utilize the resources of a complex as a whole rather than being limited to any one particular school premise. A system of rotation of interns can be evolved to engage the interns in all schools in a complex.

XIX. Conduct Admission/Entrance Tests to Pre-service Programmes through National level Standardized Tests/ Formulate Uniform standards for admission into teacher education:

1. Admission to pre-service teacher preparation programmes should be through suitable subject and aptitude tests conducted by the National Testing Agency, and should be standardized keeping in view the linguistic and cultural diversity of the Country. The NEP 2020 states,

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.
2. Admission to different teacher education programs must not be solely based on subject knowledge. Instead, admission to the teacher education program must be based on the combined assessment of subject competence, personality, communication skills, and attitude towards teaching.
3. Instead of administering TET or CTET after completing teacher education programs, TET or CTET should be used as a criterion for admission to teacher education programs. The first requirement for admission to any

teacher education program should be the passing of the TET or CTET. Only those who pass this test will be allowed to get admission to teacher education programs. This simple change is capable of improving the teacher education sector in many ways (e.g., getting quality entrants, reducing the number of entrants, bringing down poor quality teacher education institutions, raising the status of the teaching profession, etc.)

4. Instead of admitting students to teacher education programs on a fixed quota basis, a region-wise preliminary survey must be conducted to decide the number of admissions. The number of entrants in the teacher education program must be kept in sync with the forecast of these surveys. This step will reduce the unemployment among trained teachers and also attract quality entrants to the teaching profession.

XX. Extend Financial Support for Professional Development of Teachers

- ❑ The specific focus must be given on the issue of the professional development of teacher educators. The Education Departments of the Universities may be given the mandate and financial support to take responsibility for continuing professional development of teacher educators.
- ❑ Continuing professional development of teacher educators is a significant aspect for the betterment of the quality of teacher education institutions. Continuing professional development is the process of formal in-service training to upgrade the content knowledge and pedagogical skills of teacher educators, and it is widely viewed as an important means of improving the practice of teaching and learning. In this connection, NEP 2020 states,

15.10. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. 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.

- ❑ The major objectives of continuing professional development of teachers include updating individuals' knowledge, skills and attitudes in the light of the development of new techniques and curricula, enabling teachers to apply changes made in curricula to their teaching practice, enabling schools to apply new strategies for teachers' development and helping weaker teachers to become more effective.
- ❑ Continuing professional development also contributes immensely to the self reflection and self-assessment of teachers. This process allows the creation of conditions for lifelong learning for all, and provides opportunities for acquisition or renewal of basic knowledge and skills.
- ❑ There should be no gaps between pre-service and in-service teacher educators, but rather smooth transitions and links, as this will provide the continuity necessary for a teacher's development.
- ❑ Offering multiple modes of improvement, such as professional workshops at the regional, local, national, or international levels, is one way to improve teachers' continuing professional development. The NEP 2020 proposes platforms for teachers to share the best practices and information hitherto in existence. 50 hours of CPD opportunities every year will be given to teachers in their own interest area.(NIEPA)

XXI. Allocate separate budget for Research and Innovations in Teacher Education:

- ❑ The 'research in teacher education' and 'research on teacher education' must be promoted. The Ministry must initiate a separate scheme of funding for this purpose.
- ❑ Teacher educators are reflective practitioners who actively investigate their work and critically apply evidence-based educational knowledge to inform practice. We need teacher educators who (i) are interested in expanding and improving our knowledge and understanding of the complex processes underlying learning and teaching in schools and higher education. (ii) A desire to critique, improve and develop the existing programmes of teacher education either in one's own institution or in others. (iii) A wish to respond to demands to improve the quality of the educational process in schools. This might involve joint work with teachers in devising new curricula, teaching strategies, and evaluation systems.

(iv) Requests from governments or other agencies for ‘expert’ advice on possible developments and (v) Career advancement and promotion.

- ❑ As envisioned in the NEP 2020, research and innovation capabilities of the teacher education institutions need to be enhanced through skill training and mentoring. Faculty need to be trained in multidisciplinary, inter-disciplinary and trans-disciplinary research skills and institution capabilities should be enhanced through knowledge resource building and networking.
- ❑ Knowledge production is critical in the development process. Research and development are not only interrelated, but also multifaceted. It has forward linkages in the growth process and, at the same time, backward linkages in the growing periods. Indeed, the best teaching and learning processes occur in environments where there is also a strong culture of research and knowledge creation (NEP 2020, 17.6). The multifaceted nature of this linkage is being increasingly recognized in teacher education. It therefore demands an integrated or holistic approach to learning as we progress towards economic and social upliftment. In this light, knowledge production needs to highlight the vital role of multidisciplinary, interdisciplinary and transdisciplinary research. Such a focus is expected to provide the twin linkages of research to the economy and society on the one hand, and feed into the liberal and flexible learning processes and programmes in the higher education system on the other(NIEPA).

XXII. Make one semester teaching assignment as compulsory to all the Ph.D., Students across the Universities/Colleges/Institutions.

Across many universities, a large number of students are pursuing Ph.D.s in education. This number has increased considerably over the years. Their services are not being used productively. Irrespective of whether they get a fellowship or not, they should be involved in teaching courses in teacher education programmes. Participation in teaching would help them to imbibe various skills, attitudes and values. This would prepare them for future tasks and obligations and also to acquire desirable teaching and research competencies. NEP 2020 states,

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. Exposure

to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re- oriented for this purpose.

Doctoral students need to be involved in all the academic activities and mentoring practices of the universities/colleges. Most importantly, doctoral students shall visit schools and guide teacher trainees and assist faculty members in monitoring the teaching learning processes in schools.

XXIII. Make Teacher Educators Recruitment more rigorous:

- To select a pool of committed and talented individuals for the teaching profession, recruitment processes for teacher educators must be more rigorous. The recruitment process should include a combination of written tests, interviews and demonstration of teaching to assess one's pedagogic skills.
- The Teacher Educator Eligibility Test for recruiting teachers needs to be more comprehensive in order to assess the cognitive, affective and skill domains of learning, including the subject's knowledge, aptitude for teaching, skills for managing classroom situations, understanding the learner from a psychological perspective, and commitment and passion for teaching.

XXIV. Strengthen Accreditation Process of Teacher Education Institutions:

The Committee notes that accreditation of teacher education educational institutions needs to be at the core of the regulatory arrangement in higher education. Furthermore, quality assurance should ensure basic minimum standards of teacher education in order to meet the school's demand for quality teachers. The NAAC of UGC should act as a catalyst towards quality enhancement and quality assurance of teacher education.

XXV. Institute Scholarships for students:

To ensure that truly excellent students enter the teaching profession especially from rural areas: a large number of merit-based scholarships should be instituted across the country for the students studying in 4-year integrated B.Ed. programme. While extending such opportunity, the social, economic, disability, regional and other disadvantage background of the students should be considered.

XXVI. Fill up all the vacant posts in Universities and Colleges (Govt. & Private) immediately:

- The National Council of Teacher Education (NCTE) prescribes the minimum educational and professional qualifications for the recruitment of teacher educators. In several states, the hiring of contract/temporary teacher educators is a common occurrence. Despite the fact that recruitment standards and procedures exist, they are not followed. This leads to complete chaos and anarchy.
- On an annual basis, states may prioritize and regularize the process of recruiting teachers and educators to fill the backlog of vacancies. The data/information about the sanctioned posts and vacant posts, subject-wise, by state, district, block and school, should be available in the public domain. This will ensure transparency and a method for appointing teacher educators on a regular basis.





विद्या भारती
उच्च शिक्षा संस्थान
सा विद्या या विमुक्तये

Vidya Bharati
Uccha Shiksha Sansthan (VBUSS)

Working Draft
for Discussion

VBUSS's Observations on
**NCTE Suggestive
Curriculum Framework
and Syllabus of ITEP**

A few Observations on NCTE Suggestive Curriculum Framework and Syllabus of Four-Year Integrated Teacher Education Programme (ITEP): B.A. B.Ed. /B.Sc. B.Ed. With New Proposals



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This paper argues that 4-years B.A.B.Ed/B.Sc.B.Ed model proposed in the suggestive curriculum is untenable and indefensible. Since teacher education itself has been being a rigorous and intensive experience based professional enterprise, it is desirable to focus on critical aspects and invest a considerable amount of time on teacher preparation. Four years of time need to be properly and genuinely utilized exclusively for teacher preparation. Further, this paper argues that, it is necessary to reduce the number of liberal courses from 3(three) to 1(one) and restructure and reorganize the courses that are designed exclusively for teacher training. It is also observed that contemporary research in education increasingly expanding the knowledge base of teacher education. Learning from NEP 2020 and the recent intellectual developments in theory and practice in education, this document argued that 4 years duration should be completely utilized for the preparation of teachers. The new proposals suggested are appended.

“ 15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs 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 a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor’s degree in a specialized subject. 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.”

___NEP 2020

- I. The suggestive curricular framework and syllabus are very well organized and based on contemporary ideas and current research in teacher education. It is extensive and covers a wide range of topics in higher education. The curricular document briefly presented, the vision of National Education Policy 2020 and recent initiatives in preparing reflective teachers, including National Curriculum Framework for Teacher Education (NCFTE) 2009, recommendations of Justice Verma Commission Report, NCTE Regulations 2014. The document reiterates the Justice Verma Commission’s findings concerning the necessity of teacher education programmes’ duration while explaining the need for and relevance of the 4-year Integrated Teacher Education Program (ITEP). The duration of the programme, working days as per UGC norms, programme, objectives, aims, and learning outcomes were all clearly stated in the Suggestive Curriculum document. Additionally, employment and upward mobility are briefly discussed.
- II. However, the proposed curriculum could not translate the essence of the NEP 2020, especially its concerns and vision of future education. The suggestive curriculum document is overloaded and confusing. There is no clear direction about how we prepare teachers for our elementary schools and secondary schools. This curriculum is not feasible to implement. The reasons are as follows:

1. A **Preamble** is generally an introductory statement that outlines the document's aim and philosophy. It must express the desired ideals and values that the document intends. A simple quote from NEP2020 is insufficient. Therefore, it is always desirable to compose a narrative and reiterate the vision of NEP2020.
2. The document *mixed UGC suggested CBCS guidelines for undergraduate programmes with teacher education courses in a mechanistic manner*. This leads to a big confusion and mess when it comes to designing the programme.
3. The confusion stems mostly from the routine blending and replication of the dominant models of Bachelor's degree programmes in higher education that include liberal arts and sciences in the development of integrated four-year teacher education programmes.
4. Teacher education and training must be based on intensive, high quality, rigorous professional standards, as well as humanistic ideals. The paper does not provide enough space for such teacher preparation.
5. The most common perception of teacher education is that it is a hierarchically planned and linear profession. Preschool education is at the bottom of the official model, while higher secondary teacher education is at the top. According to this model, pre-school training is basic, but as we progress from pre-school to primary, primary to secondary, and secondary to higher secondary, training becomes more complex and hard. As a result, compared to secondary and higher secondary stages, pre-school and elementary education do not require as much investment. NEP 2020 rejects this notion while recognizing the need of pre-school education. NEP 2020 observes that

"Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives.... In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD)"

6. The official bureaucratic model of schooling and teacher education is founded entirely on incorrect assumptions about child growth and learning. Its epistemology and ideology are founded in European colonial ideology. Over time, such western epistemological frameworks shaped our school curriculum and formalized teacher training programmes based on western knowledge and values. Such bureaucratic frameworks must be deconstructed, and school education and teacher education must be based on non-hierarchical and non-linear models.
7. Though there is a continuity and overlap between various stages of child development, pre-school, elementary and secondary stages of school education must all be viewed as equally complex, multifaceted, hard and challenging. At each level the needs and requirements of students and education differ. At every level, current educational research is significantly expanding the knowledge base. At pre-school level, teachers address children's well being, cognitive and social-emotional development. At this stage, children need stability, reassurance, and encouragement, as well as a warm and caring and compassionate teacher. Teachers in primary/elementary school, oversee the classroom, teach all subjects, and assist children in developing not only basic competencies, but also emotional and social awareness. While this setting still requires a broad knowledge of many subjects, dealing directly with students' social and emotional development also helps teachers bond with their class, which is essential to learning at such a young age. Hence, this field itself is complex and requires teachers who can understand and respond to their needs. However, as children progress to high school, learning becomes more about the subject. Secondary teachers focus on one or several subjects, which they teach to a number of different classes. Their performance will be more strongly evaluated by how well their students perform on these subjects, rather than on how their students develop emotionally and socially.
8. It is clear from the preceding reasoning that elementary school education is not inferior to secondary school education, and secondary school education is not superior to primary school education. They are not hierarchical systems that are organized in a linear fashion. Recognizing the natural linkages between elementary and secondary education, we must place them on same footing in teacher education. Conceptualizing and visualizing the school levels/stages as non-hierarchical and non-linear terms also has

a lot of policy implications, especially in the area of teacher transfers, teacher promotions, and teacher salaries. The preceding discussion supports the concept that elementary and secondary schools should be viewed as verticals rather than hierarchically ordered levels. The draft document, on the other hand, believes that primary and secondary schools are hierarchical and linear. This is evident in the way the courses and curriculum are organized.

9. Teacher education should be viewed as a separate, value-laden professional and spiritual process of teacher development. Student teachers and teacher educators are expected to develop human relationships with children, families, and other stakeholders as part of this. Building healthy learning environments requires mutual interactions between learners and the teaching community. Genuine communication and mutual understanding arise from personal engagement between student teachers and teacher educators. Children would be transformed and made accountable towards others via shared observation and engagement in understanding their socio-cultural backgrounds and learning situations. Through healthy discourse and living, they must both develop and learn together. Aside from disciplinary material, student instructors must learn to play numerous roles in the teaching and learning process. They may be called upon to serve like parents in specific situations, offering compassion, support, admonition, and advise, as well as expressing love and affection. Teacher education should focus on the following questions, and student teachers should be encouraged to investigate the answers in their educational practices.

How should student teachers regard children as subjects with emotions and feelings rather than objects? How to interact with them and cultivate their ideas, attitudes, and ambitions in a positive way in a desirable manner? How can passion, concern, and compassion for children and others be instilled in student teachers?

Most significantly, how do teacher educators teach moral and ethical life values to their students, transforming them into perfect human beings and responsible citizens of the country? All of these transformational pedagogical innovations and educational initiatives are only possible if the four-year curriculum is precisely planned and professionally implemented, with a process-oriented approach to teacher preparation. As a result,

the teacher education curriculum should provide room for all of these important processes and experiences to be promoted and instilled.

10. **Teacher preparation is primarily a reflective experiential process of being and becoming.** Students in teacher education must connect with school children in a variety of ways as part of such a full and extensive process. In order to scaffold and modify children's lives, they must first comprehend their cognitive, social, and emotional behavior.
11. **Engagement with the field** is generally visualized as an essential part of the teacher education programme. Providing opportunities for student teachers to gain field experience by engaging with students, teachers, parents, schools, and the community at large is considered as one of the important objectives of teacher training.. **It will equip** the student teachers to link the tasks they have to perform with the theoretical knowledge acquired through various courses.
12. Teacher preparation processes are complex ,diversified and multifarious. In order to construct learner-centered, experiential-based, activity-grounded, participatory learning experiences (such as play, projects, discussion, discourse, observation, visits, and so on) and learn to reflect on their own practice, adequate space and time must be dedicated for preparation of teachers in the training system. Interacting with children, schools, and the community is an essential part of teacher preparation.
13. **School Experience and Internship** is properly recognized as the most significant component of any teacher education programme. It offers student teachers with a platform for connecting theory to real-world situations in the classroom. It entails full-time employment in a school with the goal of getting extensive experience in planning, teaching, participating in various school activities, developing instructional support materials, and doing all of the duties expected of a normal teacher. The school experience enables student teachers in the development of competences and abilities that are necessary for a teacher to serve as a learning facilitator. During their internship, student teachers interact with teachers, students, administrators, and the community, including parents. This experience empowers them to better understand school and student issues, and emerge as professional educators. They must be given an opportunity to engage in and organize a variety of programmes and activities that schools typically conduct to aid kids in their learning and development.

14. School is the heart and epicenter of teacher education and training: Over the years, the pedagogical models practiced in teacher education institutions of learning failed in inculcating harmonious relationships between student teachers, teacher educators and schools. There is a pressing need to realize the multiple potential possibilities of school as a resource for learning and training.

- (1) Every College/Department of Education should have at least 10 schools in its network, including its own Model/Practicing/Lab School.
- (2) Teachers from such schools who are connected to students are required to serve on the Board of Studies (School Internship Experience) of the College/Department as Associate Members.
- (3) Student-teachers need to be financially supported with minimum subsistence/fellowship during their School Experience period (i.e., for 6 months)
- (4) Need to develop the culture of sustained engagement with school and school teachers / “Working with School”.
- (5) Create Model Schools that serve as Ideal Gurukuls.
- (6) Create a culture of academic and social auditing in universities and schools.

Teaching practice and internships must be completed in at least two distinct types of schools, either public or private. Exposure to schools located in tribal/agency areas, social welfare schools, urban slum schools, special schools, Central schools, State Govt. schools, **Saraswati Shishu Mandirs, Ramakrishna Mission schools, Chinmayananda schools, Aurobindo Society schools** etc., would benefit student teachers. School Internships should be structured to help students develop a diverse range of viewpoints, professional skills, teaching dispositions, sensibilities, and abilities. They should be given opportunities to teach in both public and private schools, with proper supervision and faculty evaluation. Internships in schools must last at least 24 weeks and be spread out over a four-year period. This should involve observation period in a regular classroom with a regular instructor, as well as peer observations, teacher observations, and faculty observations of interns’ teachings. During and after the school internship, student teachers should consolidate and reflect on their teaching experience. Along with writing reflective journals during the internship programme, there should be space for extended discussions

and presentations on different aspects of the teaching experience after the internship.

15. The entire programme would become convoluted, confused, ineffective, and impractical if three (three) Liberal Arts or Science courses were combined with Teacher Education courses. We need to provide opportunities for student teachers to understand how to integrate content, methods, and context of learning and structure curricular experiences in teacher education. With low priority and meager share in curriculum for teacher preparation, we will not be able to achieve the vision and objectives of teacher preparation.
16. NEP 2020 says, “*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, music, mathematics, computer science, chemistry, economics, art, physical education, etc.*”
17. Since **reflective practice** and **transformation of self** are the core values of teacher training, student teachers need to be prepared with meticulous planning of various pedagogic courses, school experiential and immersion activities, including learning from community.
18. From the above, it is clearly evident that a comprehensive and intensive 4-year Bachelor’s teacher education programme can not be construed with the conventional models that design the programme with 3 liberal courses along with teacher education courses.
19. According to the NEP 2020, the extent 10+2 structure in school education will need to be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. On restructuring school curriculum and pedagogy in a new 5+3+3+4 design, the NEP 2020 states

4.1. The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the 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), Preparatory Stage (Grades 3-5, covering ages

8-11), Middle Stage (Grades 6-8, covering ages 11-14), and 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).

20. Despite NEP 2020 being mentioned in the suggested curricular framework, it was unable to conceptualize how to integrate teacher education programmes with the planned school education structure. Therefore, there is a pressing need to align teacher education programmes with the restructuring of school curriculum and pedagogy design, i.e. the 5+3+3+4 school education framework. The minutes of the VBUSS standing committee may be studied and examined in this regard. Teacher education must be structured in a way that is consistent with the child's psychological development and interests.
21. Only one teacher education programme covering ages 3-18 with three (3) liberal courses and teacher education courses was proposed in the indicative curricular document. This is neither scientific nor practical. If we incorporate all stages (ages 3 to 18) in the 4-year ITEP, the programme will be diluted. Children's demands differ at different stages of development. Teacher training for teenage children requires a different curriculum/pedagogy than that for early childhood and pre-adolescence.
22. NCERT's RIEs are implementing a model of so-called integrated teacher education, i.e. BA.B.Ed./B.Sc.B.Ed., that is unfounded, unjustified, and unwarranted. The following observations and reasoning demonstrate this:
 - Content and pedagogy were not integrated in the programmes. The curricular rules and practices were unable to provide an environment in which student teachers could learn how to integrate various forms of knowledge. The RIE's teacher preparation courses treat disciplinary knowledge and pedagogy as two distinct fields of study in teacher education.
 - The Teacher Education programmes at RIE are based on a very limited understanding of teacher development. This is evident in the way the courses are organized within the four-year curriculum. There are no organic linkages and connections between the courses and their transactions. The way they are organized along with the discipline courses would reveal this disconnect.

- Teachers' pedagogical expertise and subject matter expertise are both critical to successful teaching and student understanding, according to recent educational science research. Furthermore, it has been discovered that teachers' pedagogical topic knowledge, which is unique to them, is critical to effective teaching and learning. The pedagogical content knowledge represents what teachers know about teaching and what they know about what they teach. In other words, it is the integration and synthesis of teachers' pedagogical and subject matter knowledge that matters much. In RIEs (NCERT) integrated teacher education programmes, such integration is not taken seriously.
- In addition to the foregoing, student teachers must organize disciplinary information from a teaching standpoint in order for pupils to grasp specific concepts. In teacher training and preparation, teachers' understanding of students' talents and learning strategies, age and developmental levels, attitudes, motives, prior knowledge of the subjects to be taught, and so on, is critical. Teachers' grasp of the social, political, cultural, and physical surroundings in which pupils are required to study is another component of their expertise that adds to pedagogical subject knowledge.
- The four knowledge components listed above play an important role in the integration of pedagogy and content, as well as the development of an integrated understanding of teacher preparation. Teachers' pedagogical content knowledge improves with time as they get more experience. We need student teachers to be engaged with children, subject matter, and school for a long time. The RIEs' teaching practice programmes failed to construe such complex teacher preparation processes when building their school experience components. Most importantly, the RIEs programmes couldn't think about how to contribute to a successful collaborative, interdisciplinary partnership between student teachers, teacher educators, and subject experts. And how should faculty be involved in the collaboration to conceptualize supporting pre-service teachers' development of pedagogical content knowledge?
- Teachers need to understand subject matter deeply and flexibly to facilitate students' learning. Their beliefs about subject content and how children learn that content interfere with their conceptualizing and

empower them and enable them to invent multiple teaching strategies and methods. Recent pedagogical research clearly demonstrates that pedagogical content knowledge has a greater impact on student accomplishment than subject knowledge alone.

- The preceding reasons convince us of the value of pedagogical content knowledge in teacher development and student accomplishment. Student-teachers will need to know the epistemological and pedagogical foundations of the subject they are teaching. However, a teacher must grasp more than simply disciplinary or subject knowledge that he/she transacting in the classroom. Pedagogy is to be understood as the integration of knowledge about the learner, the subject, and the societal context. Hence, what is crucial in teacher preparation is providing opportunities, experiences, and continuous engagement of student teachers with school children. This is possible only through integrated teacher preparation programmes that really integrate pedagogical content knowledge into everyday practice. Therefore, it is necessary to create substantial space for teacher professional development in the curricular practices of teacher training. This crucial component is missing in RIE's teacher education programmes.

23. Based on the foregoing justifications and explanations, it is reasonable to conclude that teacher educators who are well versed in pedagogical content knowledge can only handle teacher education and training courses. To put it another way, only teacher educators with sufficient teacher training certification and professional experience are qualified to teach disciplinary content courses at teacher education institutions. Teachers without any experience in how to transact disciplinary knowledge to children, cannot deliver ideas and concepts effectively. They may manage pure liberal courses in colleges/universities but are not capable to engage successfully and transact disciplinary courses in teacher education colleges. This is due to a lack of exposure to rigorous professional teacher training, as well as a lack of pedagogical subject knowledge transfer abilities. Disciplinary courses in teacher education institutes must be approached from the perspective of the student, rather than from the standpoint of liberal programmes. Therefore, *teacher recruitment in teacher education institutions should be based on assessing the professional experience of the candidates gained through transacting pedagogical content knowledge.*

24. A four-year integrated B.A., B.Ed., and B.Sc.B.Ed. degree programme was proposed in the proposal. The seriousness and genuineness involved in teacher preparation are completely diluted by these recommended courses. The integration of teacher education courses with the three liberal courses is based on a mechanical adjustment rather than comprehensive and deep learning. With such reforms, our concerns and efforts to improve the quality of teacher education fade away. Students do not gain competency in either disciplinary programmes or educational studies. Contemporary research in education has significantly increased the knowledge base of teacher education. As a result, a variety of new concepts and areas have been introduced into the corpus of teacher education, resulting in a variety of spaces and specialties. Therefore, designing a teacher education programme that ignores its principles, essence, and lifeblood is undesirable.
25. To successfully prepare pre-service teachers for their classrooms, teacher educators need to understand the ways in which the various knowledge that they are learning fits together and impacts on the students they teach. In order for a teaching model to be 'clinical', it must allow students to combine the practical with the theoretical, the content with the policy, and the learning needs of the student.
26. Teacher education students require extensive and demanding practical experience to design learning environment and conduct instruction. He or she requires a technical understanding of how learning occurs, the most efficient means of organizing instructional materials, and the processes for expressing ideas, facilitating students' learning and the inculcation of socially desirable and required values. At every stage of a student's journey, teacher preparation necessitates conceptual consistency and justification of educational judgments. Professional teacher preparation cannot be limited to instruction on teaching practices. It also contains research that gives a theoretical foundation for the educational process. Students in teacher education must comprehend the fundamental theoretical and factual structures that underpin educational practice and guide its improvement.
27. One of the goals of teacher education is to enable students to have mastery of the subject being taught, in-depth experience of schooling, comprehensive understanding of classroom processes, and the capacity to effectively apply the pedagogical principles and philosophy of education to other areas of thinking and action. It is necessary for them to know teacher

education and teacher preparation in its whole, as well as its relationship to other elements and concerns of life. Mechanical changes and tweaking of course packages (combining BA and B.Ed. courses into one programme) for vertical mobility utterly blinds the student to the prospects of becoming a humane teacher and, more significantly, the student loses a sense of where he or she fits into the bigger picture. There would be no sense of connectedness, meaning, or direction in the job done as a result of this. Teacher preparation necessitates a significant amount of time and space for students to think, feel, and engage actively and constructively in learning and teaching. Therefore, professional competence in students, solid theoretical foundation for their work, adequate standards of social recognition and consciousness of vocation must all be developed. Most importantly, it is necessary to develop values that would enable them to govern themselves by a high moral and ethical code.

28. Students need enough room to feel elated and satisfied when they view their work and to continue their journey with passion and ideas. All of this is achievable when students are given the opportunity to think collectively and participate in talks, dialogues, talks, debates, plays, and educational discourses on a regular basis. Engaging in the educational process entails being more intellectually awake and achieving higher degrees of consciousness and curiosity in oneself and human activities. Teacher education is first and foremost an intentional process of converting students into spiritual, holy, and divine human beings. As a result, it necessitates a significant amount of space and time for teacher preparation. Teacher preparation is a diachronic discursive process in which teacher identities evolve as members of professional communities, and it is a shared, communal, and collective activity.
29. As part of teacher training, student teachers must grasp the importance of health and physical education in children's learning and well-being. It is necessary to offer adequate space for meaningful interaction and empowerment of student teachers. This cannot be justified by just adding a paper or a course. To achieve desired behavioral changes in student teachers and to help them appreciate the value of health and physical education in teacher education, continuous and persistent engagement over time is essential. Apart from being a basic right of every child, student teachers must understand that health is an essential condition for learning. They also need to understand how a child's physical and mental health

is linked to enrolment, retention, and learning results in the classroom. It's critical to consider the teacher's role as one that includes a health worker's perspective. This does not imply that there will be additional workload. A health course provides teachers with a natural opportunity to comprehend children in their everyday lives and promotes sensitivity towards children and their socioeconomic backgrounds. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic background. It is possible to address issues of teacher attitudes, engagement, and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student teachers a chance to understand the unequal and multiple kinds of childhood that children experience.

30. Learning is an artistic transformative process and pedagogy is an art in itself. Education and art are inextricably linked. Student teachers need to be inspired in such creative expressions. Art is essential to a child's growth and development, and it has a subtle and indirect impact on physical and mental health. Imaginative artistic activities for young learners can lead to better skills in social interactions and emotional regulation. The arts provide many opportunities for students to demonstrate their skills through authentic performance. Children can gain confidence and learn to think positively about themselves and their studies through the arts. Learning becomes more relevant when students can connect new knowledge to personal experiences and share what they've learned to others through arts education. Children develop positive habits, behaviors, and attitudes through art. Arts education contributes to a positive school culture and climate. Discipline referrals fall as schools integrate the arts across the curriculum, but instructional efficacy and instructors' abilities to fulfill the needs of all students improve. Taking little steps, practicing to improve, being persistent, and being patient are all vital for children's growth and improvement, whether it's learning a musical instrument, painting, dancing, or singing in a chorus. As students attempt to do tasks that are difficult for them, they acquire confidence. Learning an artistic discipline aids in the development of The crisis in teacher education is mainly due to the

gap between disciplinary and institutional ways of learning and the social world we live in. The disciplinary knowledge acquired over the years of formal training is increasingly becoming counterproductive in accounting for social realities. Since the existing teacher's education curriculum hardly develops any emotional and spiritual connection between the Indian intellectual traditions and the lives of people, it is desirable to focus our attention on character in young individuals. Students develop the habits, behaviors, and attitudes that are required for success in any area. As a result, appropriate time and space in the teacher training curriculum should be set aside for students to experience, learn, and produce music, visual and fine arts, dance, and theatre, among other things.

31. Teacher education, often known as teacher training, is predominantly a field-based profession. Student teachers need to visit different types of schools and schools under different types of management. They are expected to study children at special schools and other institutions that work with the disabled as part of their teacher training. Also, working with the community and NGOs should become a part of their curriculum. The teacher's education curriculum should promote civic and democratic values as an integral element of good citizenship. Space must be created for student teachers to learn the kind of behavior that is necessary for the functioning of a democratic society. Whenever possible, opportunities will be available for participation and for reflection on the responsibilities of citizens in a free, liberal and inclusive society. Continuous and sustained engagement with student teachers and systematic organization of curricular processes and activities is imperative and critical.
32. Teacher education must promote inclusive education, by integrating children with disabilities as equal partners at all stages of school, preparing them for normal growth, and empowering them to confront life with courage and confidence. Teachers are largely unprepared to confront such issues in the classroom, and as a result, they fail to recognize their students' needs and promote their learning. The same may be true for children from low-income families, Scheduled Castes, Scheduled Tribes, minorities, and other communities, as well as girls and children with special learning requirements. It is critical to equip teachers with the tools they need to overcome their biases and develop their professional skills to confront these issues. As a result, turning teacher education into a professional industry takes a great amount of time and work.

33. The preceding arguments suggest that teacher education is not an easy task, but it is essentially an intensive, rigorous professional process of developing socially responsible and humane teachers who firmly unite with the lives of students and people to create new opportunities for a democratic and spiritual life. As a result, innovative policy designs, curricular methods, and large places for creative involvement are required in teacher education courses and programmes. As a result, the BA.B.Ed. / B.Sc.B.Ed. programmes not only fall short of expectations, but also present a defective model of teacher education with limited vision and pedagogical practices.
34. It is in this context that we need to refer to the WHO and the Adolescence Education Programme (AEP), which is co-ordinated by the National Council of Educational Research and Training (NCERT) in partnership with the Ministry of Education (MoE) and the United Nations Population Fund (UNFPA). This programme is a major initiative within the larger Quality Improvement in Schools Scheme of MHRD.

WHO defines 'Adolescents' as individuals in the 10-19 years age group

“Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health. Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. During this phase, adolescents establish patterns of behaviour – for instance, related to diet, physical activity, substance use, and sexual activity – that can protect their health and the health of others around them, or put their health at risk now and in the future. To grow and develop in good health, adolescents need information, including age-appropriate comprehensive sexuality education; opportunities to develop life skills; health services that are acceptable, equitable, appropriate and effective; and safe and supportive environments. They also need opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. Expanding such opportunities is key to responding to adolescents’ specific needs and rights.” (WHO: Adolescent health – WHO | World Health Organization <https://www.who.int> › Health topics › Adolescent health)

“Adolescence is a very special period of a person’s life where an individual assumes a sense of self-identity and is marked by a myriad of emotions including enthusiasm, idealism, self-doubt and anxiety. It is a transitional phase between

childhood and adulthood and is characterised by a number of physical, emotional, cognitive, intellectual and attitudinal changes. Adolescence Education (AE) has been conceptualised as an educational response to the need for support, encouragement, clarifications and information that adolescents often express in order to make sense of their rapidly changing world.

The guiding principles of Adolescence Education clearly articulate that adolescents should be recognised as a positive and valuable resource that needs to be respected and appreciated rather than being treated as a problem, AEP should contribute towards realising the transformational potential of education and that the programme should enable adolescents to articulate their issues, know their rights, counter, shame and fear, build self-esteem and confidence, and develop ability to take on responsibility for self, relationships and (to an extent) the society around them. The guiding principles also recommend that AEP should influence the entire school curriculum and ethos rather than being a stand-alone program.” (NCERT:)

35. As a result, there is an urgent need to align teacher education programs with the restructuring of the school curriculum and pedagogy design, i.e., the 5+3+3+4 school education structure. In this connection, the VBUSS's standing committee minutes may be studied and considered.
36. In view of the above, **it is necessary to offer the following programmes of teacher education in parallel:**
 1. 4-year B.Ed. (Elementary) Catering to the needs of Pre-School and Primary and Upper Primary School Children (AS per NEP 2020 it covers Foundational Stage (Pre-School and Class 1 & 2) ,Preparatory Stage (class 3-5) and Middle Stage (Class 6-8)
 2. 4-year B.Ed. (Secondary) catering to the needs of Upper Primary and Secondary and Higher Secondary School Children. (AS per NEP 2020 it covers Middle Stage (Class 6-8),Secondary Stage(Class 9-12)
 3. Bridge Courses ranging from six months to one year in length for applicants with a secondary teacher education who wish to obtain the appropriate qualifications in elementary teacher education and vice versa.

The above recommendation is based on the importance of a child's intellectual, social, and emotional maturity levels, as well as developmental phases. The intermediate stage is positioned as common in both programmes

because it is a transitional step. This type of positioning would aid in the development of communication and the interchange of ideas and practices. The following are the specifics of the programmes.

37. Importance of Introducing courses on Understanding Language, Literacy, Language Development and Multilingualism:

Language is not just a tool for communication, but it is also an essential component of human life. Thinking, language, and learning have a complicated relationship, and education is one of the key ways to bring them together. The study of language is not limited to the classroom. It pervades every element, subject, and activity of the school, as well as society in general. As a result, it is critical to educate student teachers about how language dynamics operate in the classroom, in children's homes, and in the greater society and nation. Furthermore, the four-year program's goal will be to help student teachers comprehend language in all of its forms: what does it mean to say "language"? What's the connection between language, mind, and society? As a result, a course on Language Understanding and (Early) Language Development should be introduced. This type of course will assist student teachers to comprehend language learning as the result of biological, social, and individual elements, and that humans acquire unique methods of representing experience through make-believe play, gestures, picture building, and speech. Learning a language is essentially the same as learning a trade. Understanding the nature of language, the interaction of language and society, the processes of language acquisition and learning, recognition of different literary genres, and appreciation of the importance of language acquisition and early literacy in the larger context of the school curriculum may be among the goals of such a course. Early education uses a language that the kid is familiar with in his or her local environment, but an informal multilingual classroom would assist children adjust to the early introduction of a second language more easily. A course like this can also inform student teachers about the value of multilingual pedagogical techniques in language learning.

38. Give adequate weightage to Action Research in the 4 –year programme:

Quality teacher training is possible when student teachers experience, think, and reflect on various processes of education and, most importantly, on their own engagement with the field. Critical reflection would lead to new knowledge and give rise to new practice. An inquiring attitude and

a scientific outlook are essential to having knowledge about oneself and how children learn, schools function and communities respond to various aspects of schooling. Student teachers' deep explorations of classroom discourse and activities would strengthen their delivery mechanisms and, in turn, empower them with self-confidence and metacognitive skills. Student teachers who actively participate in critical reflection and knowledge production can bring qualitative changes to the classroom environment and student learning. Hence, it is not possible to think about meaningful education without teachers having scientific and explorative minds and abilities. Therefore, prospective teachers should be given an opportunity to gain some experience of doing action research. School experience can become a rich resource for student teachers to understand the complexities involved in teaching, learning, and schooling. They can go beyond school and imagine the influence of various factors on children's education and their own teaching. To become a competent and reflective teacher, it is necessary to acquire basic knowledge of educational research. Having a course in Action Research provides an opportunity for student teachers to grasp the potential linkages between teaching, learning and research. Most importantly, such opportunities enable them to comprehend the interaction between:

- (a) the application and construction of professional knowledge,
- (b) academic and professional knowledge,
- (c) educational knowledge and methodological knowledge,
- (d) individual and collective knowledge, and
- (d) ideological, instrumental, and empirical knowledge.

To become a responsible professional in teacher education, it is necessary to instill in them an inquiring mind and attitude. The objective of such Action Research should be to teach students how to research their own practice and to adopt and master a research-oriented attitude toward their own work.

39. Designing Teacher Education Curriculum by aligning with Ancient Indian Philosophy and Culture

A cursory examination of the courses proposed in the above-mentioned curriculum framework reveals that the document has failed to capture

the essence of NEP 2020 and its concerns about Bharatiyata, as well as the importance of understanding ancient Indian knowledge systems in education and higher education. Like previous curricular framework documents, the suggested curriculum document construed teacher education in narrow disciplinary and neo-liberal skill oriented education and training. Therefore, there is an immediate need to translate the vision of NEP 2020 into a historically resourceful, sociologically imaginative, philosophically inspirational and emotionally sensitive curriculum theory and practice.

One of the seminal aspects of teacher preparation is to prepare teachers who can think, feel and act with a humane mind and heart with others and show concern for people. We need teachers who can represent our ancient values, wisdom, and knowledge. We need teachers who treat students as their own children and, without any selfish interests, work for them and transform them with passion and commitment. To reach such a level of maturity for student teachers is not an easy task. They need to undergo rigorous practice and study. Ancient gurukala values, lifestyles, and modern liberal constitutional values such as equality, liberty, and democracy must be synthesized and presented in teacher education curricula. As part of this, student teachers need to focus on studying Western and Indian science on the one hand and Indian and world religious traditions on the other.

The long established colonial curricular structures and the European mode of thought have encompassed and imprisoned teachers' education departments in narrow disciplinary practices. And most importantly, they treated Indian experiences and their social reality as being deviant in the sense of being ahistorical, mythological, uncivilized, and static. Over the years, teachers' education institutional practices have been to reproduce complacently such a programmed way of thinking. Given the dominance of the Western intellectual teacher training models, it is felt necessary to critique them thoroughly and explore the indigenous knowledge systems to make teacher education relevant to our contexts.

Curricular models of thought in teacher education should be generated through indigenous ways of life and cultural practices. Because Western theoretical models cannot capture Indian realities. Indian cultural and epistemological perspectives must be negotiated in the classroom. Teacher Education curriculum need to address how to make student-teachers

- i. intellectually and spiritually sound
- ii. ethically and morally sensitive and humane
- iii. service and community oriented
- iv. appreciate the beauty in children and nature
- v. imbibe practical skills and physically strong
- vi. live in harmony with Nature and other beings

The crisis in teacher education is mainly due to the gap between disciplinary and institutional ways of learning and the social world we live in. The disciplinary knowledge acquired over the years of formal training is increasingly becoming counterproductive in accounting for social realities. Since the existing teacher's education curriculum hardly develops any emotional and spiritual connection between the Indian intellectual traditions and the lives of people, it is desirable to focus our attention on:

The course on the Foundations of Education shall include:

Indian Ancient Knowledge drawing from Vedas, Upanishads, and Darshanas. We need to draw a vision of teacher education (Aims & Objectives) from ancient, medieval, and modern Indian thought with a focus on Indian Epistemology and Indian Ethics and Morality.

4-YEAR B.Ed. Programmes that are aligned with NEP 2020

Four Year Bachelor's Programme in Elementary Teacher Education with 12+ as the minimum eligibility to get entry in to the programme. This programme shall prepare teachers for pre-school and primary school. The focus in this programme would be primarily on Foundational Stage and Preparatory Stage and a little emphasis on middle stage, which is a transitory stage. This programme shall be the basic programme in Teacher preparation and training.

The content to be taught in this programme shall comprise the subjects taught at pre-school, primary school and upper primary school. Hence the following courses may be considered:

1. Specialization/ Disciplinary Studies:

Any one discipline of knowledge from Liberal Arts or Liberal Sciences or any other Advanced disciplines of knowledge like computer science as the core specialization. (*language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc –NEP 2020.*)

2. Content Enrichment Courses based on school subjects: All compulsory Courses

Note: These courses need to be taught from the point of view of elementary children's cognitive, social and emotional development. The focus shall be on the nature of the discipline and how the disciplinary knowledge historically evolved and developed. Curiosity, inquisitiveness, passion for exploration, creative imagination and critical thinking shall be the foundational values of the modes of transaction of the disciplinary subject matter. Therefore, the treatment of these content enrichment courses shall be qualitatively different from the way they are dealt in higher education classrooms.

- i. Elementary Hindi/Regional Language
- ii. Elementary English (Literature and Language)
- iii. Basic Mathematics
- iv. Fundamentals of Environmental Education
- v. Fundamentals of Physical Sciences

- vi. Fundamentals of Biological/Life Sciences
- vii. Fundamentals of Social Studies(Geography,Economics,Political Science and History)
- viii. Fundamentals of Computer Science
- ix. Aesthetics and Art Education

3. Pedagogical Studies:

All are Compulsory Courses: Teachers working in elementary schools are expected to handle all the subjects of elementary school. Since the subjects like Hindi/Regional Language, English, Mathematics, Environmental Science, Social Studies, Computer Science, Aesthetics & Art are considered as basic courses at the elementary level, it is essential to expose and train the elementary teachers in all these subjects.

- i. Approaches to Early Literacy and Numeracy
- ii. Pedagogy of Elementary Environmental Science
- iii. Elementary Hindi/ Regional Language Pedagogy
- iv. Elementary English Language Pedagogy
- v. Pedagogy of Elementary Mathematics
- vi. Pedagogy of Elementary Science
- vii. Pedagogy of Elementary Social Studies
- viii. Pedagogy of Elementary Computer Science

4. Educational Studies:

For Pre-School Stage:

- i. Understanding Child and Child Development
- ii. Health and Nutrition of the Child
- iii. Early Childhood , Care and Education in India
- iv. Preschool Education: Curriculum and Principles
- v. Methods and Materials for Pre-School
- vi. Working with Children with Special Needs
- vii. Working with Parents and Community

For Primary/Elementary School Stage:

- viii. Education in contemporary Indian Society
- ix. Childhood, Child Development & Learning
- x. Educational Psychology Theory and Practice
- xi. Philosophical, Sociological and Historical foundation of Education
- xii. Society Education and Curriculum
- xiii. Understanding Language and Early Language Development
- xiv. Understanding Self
- xv. Multilingual Pedagogy
- xvi. Disability Studies and Special Education
- xvii. Assessment and Evaluation

5. Cross-Cutting Issues and Areas of Concern:

- i. Gender, Equity and Inclusion
- ii. Work and Vocational Education
- iii. Yoga Education
- iv. Children's Physical and Emotional Health
- v. Language Across Curriculum
- vi. Working with Community
- vii. ICT and Digital Technologies
- viii. Continuing Professional Development
- ix. Teacher Ethics, Professional Values and Responsibilities

6. School Experience:

- School Internship and Practice Teaching in Pre-Schools ,Primary Schools and Middle/Upper Primary Schools.
- including School &Class Room Observations and Activities

4-year B.Ed.(Secondary) as Basic Degree in Teacher Education

Four Year Bachelor's Programme in Secondary Teacher Education with 12+ as the minimum eligibility to get entry in to the programme. This programme shall prepare teachers for Junior and Senior Secondary schools. The focus in this programme would be primarily on Class 9- 12. However, emphasis will also be on middle stage (Class 6-8), which is a transitory stage. This programme shall be the basic programme in Teacher preparation and training.

The content to be taught in this programme shall comprise the subjects taught at secondary level . The following courses may be considered:

1. Specialization/ Disciplinary Studies:

Any one discipline of knowledge from Liberal Arts or Liberal Sciences or any other Advanced disciplines of knowledge like computer science as the core specialization. (*language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc –NEP 2020.*)

2. Content Enrichment Courses based on school subjects: Two Optional Courses

- i. Advanced Hindi/Regional Language
- ii. Advanced English (Literature and Language)
- iii. Advanced Mathematics
- vi. Advanced Physical Sciences
- v. Advanced Biological Sciences
- vi. Advanced Social Studies/Sciences (Geography; Economics; Political Science; History, etc.)
- vii. Advanced Computer Science

3. Pedagogical Studies:

Any two Optional Courses :

Note: Students need to choose one course from languages group and one from non-languages group.

Such combination would help student teachers to conceptualize and imagine how to transact difficult concepts in school subjects. This approach is based on the contemporary constructivist and 'content and language integrated learning'. The knowledge store of the learner is subdivided into two components, a world knowledge and a language component which interact in order to make sense of the incoming stimuli. The perceptual stimuli which enter the processing space in a sensory mode have to be transformed into something cognitive. Literature and language studies enhance student teachers cognitive abilities , refines concetual apparatus and enable them to enter into the deep structures of disciplinary knowledge.

Languages Group:

- i. Hindi/ Regional Language Pedagogy
- ii. English Language Pedagogy

Non-Languages Group:

- i. Pedagogy of Mathematics
- ii. Pedagogy of Science
- iii. Pedagogy of Social Studies
- vi. Pedagogy of Computer Science

4. Educational Studies:

- i. Childhood, Child Development & Learning
- ii. Educational Psychology Theory and Practice
- iii. Disability Studies and Special Education
- iv. Education in contemporary Indian Society
- v. Philosophical and Sociological foundation of Education
- vi. History of Education in India
- vii. Education in Contemporary India
- viii. Learning and Teaching
- ix. Knowledge and Curriculum
- x. Aesthetics and Arts in Education

- xi. Understanding Self
- xii. Multilingual Pedagogy
- xiii. Assessment for Learning
- xiv. Creating Digital Resources

5. Cross-Cutting Issues and Areas of Concern:

- i. Gender, Equity and Inclusion
- ii. Work and Vocational Education
- iii. Yoga Education
- iv. Children's Physical and Emotional Health
- v. Language Across Curriculum
- vi. Working with Community
- vii. ICT and Digital Technologies
- viii. Continuing Professional Development
- viii. Teacher Ethics, Professional Values and Responsibilities
- ix. Reading and Reflecting on Texts

6. School Experience:

- School Internship and Practice Teaching in Middle/Upper Primary Schools, Lower and Higher Secondary Schools
- including School & Class Room Observations and Activities



APPENDIX

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The Report of the Regional Seminars have been referred to as the basic document. I must compliment the team behind it for such wonderful and systematic compilation of inputs from 24 regional seminars organized by VBUSS. Though the compiled report is quite comprehensive still I would like to share following observation/ suggestions to be included in the final recommendations to the Government:

Curricular Reforms in Teacher Education

With reference to Indianisation of the Teacher education Curriculum, it would be better if we can give specific suggestions with respect to the Indian constitutions and Indian Thinkers and build an argument to suggest inclusion of their philosophy as guiding principle for the Curriculum.

Integrated BA_B.ED or B.Sc_ B.Ed, We should give a serious thought to the provision of multiple entry/exit option as this is a professional Course and we may not be able to afford to miss the people in between the journey.

An compulsory paper on Inclusion, Assessment and Gender be included in the Curriculum The National

Education Policy (2020) also suggests several landmark aspects to strengthen the Engagement of TEIs and schools. Each of those will have to be considered while framing the

Internships of the prospective teachers:

- 1. Experiencing the re-structured model of school education:** The proposed structure of school education would now be divided into four curricular cohorts under the 5+3+3+4 structure termed as Foundational (3-8 years), Preparatory (8-11 years), Middle (11-14 years) and Secondary (14-18 years). Since the curricular goals of each cohort will be largely the same, our prospective teachers can be given a chance to work with children of every stage so as to get an orientation to the nuances of every curricular stage. Experiences in schools can structure in a way that may pave ways for the interns to teach at least one class of each group. Such an experience will be holistic for the pupil teacher to gain an insight of all levels across schooling.
- 2. Placement in School Complexes:** The National Education Policy advocates the idea of clustering the schools falling under geographical vicinity. It emphasizes having school complexes for sharing of resources such as libraries, science laboratories and equipment, computer labs, and sports facilities as well as human resources such as social workers, counsellors, and specialized subject teachers. It is envisioned that such school complexes would bring greater resource of efficiency, better functioning, coordination, governance, and better management of schools in the schooling system.

In the light of the above, it can be stated that the TEIs may also be associated with School complexes rather than being associated with one school in particular. Till now, the interns are allotted to schools which may be in diverse spread. By collaborating TEIs with school complexes, the interns will also get work towards enhancement of human resources as well as to the experiences of the intern. The interns will avail the opportunity to utilize the resources of a complex as a whole rather than being limited to any one particular school premise. A system of rotation of interns can be evolved for engaging the interns with all schools under a complex.

- 3. Productive teacher for contextual Flavor:** Schools will need teachers to teach in multiple languages to reach out to children from various backgrounds and milieu. An orientation to deal with children of diverse backgrounds need to

begin from the early training period. The interns can be given experiences to deal with children from different contexts and backgrounds. A flavor of addressing multi-lingualism, diverse contexts, localized experiences, and multi-specialization should be a part of the internship period.

- 4. Multidisciplinary pedagogy:** One of the key terms emphasized at all levels of education is “multidisciplinary” approach. The National Education Policy keenly promotes creating an interdisciplinary perspective in school life so that avenues of wider thinking can be built up in the children. Definitely, it urges for a mindset, which thinks beyond the rigid demarcations of the disciplines. The teacher interns will have to be educated to develop lesson plans, which follow a multidisciplinary approach. The experts of different disciplines will have to work in collaboration to help interns to develop lesson plans that are based on project-based, thematic pedagogy. The need is also to include vocational aspects in the education.
- 5. Digital and Global Teaching:** Technology revolution is sweeping in all fields, including education. The National Education Policy 2020 acknowledges the influence of technology in all realms of life and therefore promotes teaching in a blended online-of line mode. To reach out to the students from far end backgrounds, which are physically inaccessible, the policy promotes digitalization of teaching. Undoubtedly, the preparation of a teacher will have to follow the paradigms of blended teaching. They would need to develop acumen to distinguish between the need and use of online teaching to the situations where of line teaching is preferred. The School Internship Program can become the most fruitful phase to experience the nuances of blended teaching. SIPs can help the interns make decisions on situations and adopt online/of line teaching mode. On similar lines, the interns must also be given training to imbibe ODL platforms in their teaching. ODL and online education will provide a natural path to increase access to quality higher education. In order to leverage its potential completely, the prospective teachers will have to imbibe its norms and standards.
- 6. Preparation of vocational teachers:** Vocational subjects will now be included in school life as a part of academic experience. This means that schools will have to recruit teachers who are specialized in some vocation. The TEIs will have to adopt a procedure to bring in vocation education also into their ambit of training teachers. An pupil teacher should be provided various experiences

to amalgamate curricular, co-curricular as well as vocation courses into their training modules.

7. Tenure of Internship in different B.Ed Programs: The National Education Policy (2020) provisions. One-year, two-year and four-year B.Ed. options to be available for teachers' preparation. It envisions the two-year-B.Ed. for candidates having a Bachelor's degree, and the one-year BEd Programs to be offered only to those who have completed the equivalent of four-year multidisciplinary Bachelor's degree or who have obtained a Master's degree. Indeed, the nature of an internship will have to be adjusted accordingly. Although one agrees that the components denied under an internship experience should remain the same, the time duration may be reduced proportionally in a one-year B.Ed. Program. The internship should have all the components that necessitates for a meaningful engagement with schools, however care can be taken to reduce the duration of every component. This arrangement will ensure that every teacher education Program makes provisions for a holistic engagement and experience of the prospective teacher irrespective of her preparation duration. The excerpts drawn from NEP relect the vision of education at large, which this document also covers through its recommendations in the context of school internship experiences of a teacher. It is with this hope that the monograph may serve as a reference point for TEIS in diverse contexts across the country, a framework along with recommendations is being presented. The framework is purely suggestive and will have to be tweaked keeping in mind the local and contextual needs of the school complexes. At this juncture when the National Education Policy 2020 is paving its ways for the betterment of school and teacher education, the above framework can serve as an exemplar model to guide us for a better teacher education Program.

For implementing symbiotic relationship between TEIs and schools:

- Contribution of teacher education institutions to schools should be well deined.
- The teachers should be invited for an orientation to pupil-teachers about the dynamics of the school.
- To build a sustained partnership, the teacher education institutions should invite teachers for workshops/ seminars/ conferences.

- The schools should invite the faculty members as resources persons for interaction with teachers and students.
- As an incentive to the working teachers and school leaders, their career management, professional growth may be tied up with the mentoring role and assignments.
- Insights for TEIs regarding Paid Internship and other issues.
- Context of pupil-teachers including students with impairments or coming from low economic backgrounds should be included. As far as possible, teaching must be encouraged in one's own language.
- It's needed to restructure SEP programs as the annual Program of the School system and to implement practical lexible and Structured SEP Programs keeping in view the needs of both schools and TEIs
- In order to sustain and retain professionalism in teachers and to attract the best talent in the teaching profession, the internship system for pupil-teachers should be made a paid internship.
- The quality of Internship would improve with quality feedback and assessment.
- For Collaborative and Innovative approach in Internship -
- Other than internships, practical training opportunities to work with social, developmental organizations, NGOs, educationists, researchers, and overseas engagements can be explored.
- To provide contextual exposure to interns, curriculum analysis and course development in the internship Program can be encouraged.



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I. Structure of Teacher Training Programmes:

Duration of the Programmes:

- **Basic Teacher Education – Graduation Level:** 4 years (Dual Major Programme one with Education and another with liberal discipline in the area of Arts/Science/Languages)
- **Advanced Teacher Education- Master Level:** 2 years . There is a need to train teachers in understanding the complexities of disciplinary knowledge and to make them able to induct history, philosophy and social context of their disciplines. Hence Advanced Pedagogy Courses need to be designed at this level with multidisciplinary/Trans disciplinary perspective.

Specialties: (Two verticals)

- ***Bachelor's Programme in Early Childhood Education & Care and Primary:*** 3 years of pre-primary + 2 years Early Primary (Grade1&2) + 3years (Latter Primary -Grades 3,4&5) =

Total Eight years of Child Development

- **Master's Programme in Early Childhood Education & Care and Primary:** 3 years of pre-primary + 2 years Early Primary (Grade 1 & 2) + 3 years (Latter Primary -Grades 3, 4 & 5) = Total Eight years of Child Development
- **Bachelor's Programme in Middle & Secondary Stage:** 3 years of Upper Primary (Grades 6,7,8) + 4 years of Secondary (Grades 9,10,11&12) = Total Seven years of Child Development
- **Master's Programme in Middle & Secondary Stage:** 3 years of Upper Primary (Grades 6,7,8) + 4 years of Secondary (Grades 9,10,11&12) = Total Eight years of Child Development= Total Seven years of Child Development

Note : Develop Bridge Courses/ Certificate Courses to encourage mobility/transferability of students from one stream to another.

II. Restructuring Teacher Education Curriculum :

The long established colonial curricular structures and European mode of thought have encompassed and imprisoned teacher education departments in narrow disciplinary practices. And most importantly treated Indian experiences and its social reality as being deviant in the sense of being ahistorical, mythological, uncivilized and static. Over the years teacher education institutional practices have been to reproduce complacently such programmed way of thinking. Given the dominance of the Western intellectual teacher training models, it is felt necessary to critique them thoroughly and explore the indigenous knowledge systems to make teacher education relevant to our contexts.

Curricular models of thought in teacher education should be generated through indigenous ways of life and cultural practices. Since Indian realities cannot be captured through the theoretical models of the West, Indian cultural and epistemological perspectives must be negotiated in the curricular practice.

Teacher Education curriculum need to address how to make student-teachers

- intellectually and spiritually sound

- ethically and morally sensitive and humane
- service and community oriented
- appreciate the beauty in children and nature
- imbibe practical skills and physically strong
- live in harmony with Nature and other beings

Considering the gaps in the existing teacher education curriculum the following ideas are proposed:

The crisis in teacher education is mainly due to the gap between disciplinary and institutional ways of learning and the social world we live in. The disciplinary knowledge acquired over the years of formal training is increasingly becoming counterproductive in accounting social realities. Since the existing teacher education curriculum hardly develops any emotional and spiritual connection between the Indian intellectual traditions and the lives of people, it is desirable to focus our attention on:

10. In the area of Foundations of Education we need to include:

- Indian Ancient Knowledge drawing from Vedas, Upanishads, and Darshanas We need to draw vision of teacher education (Aims & Objectives) from ancient, medieval, and modern Indian thought. Focus on Indian Epistemology and Indian Ethics and Morality
- Reading courses on MK Gandhi and Swami Vivekananda's work (intensive reading of texts)
- Courses on Introduction to Sanskrit Studies (Sanskrit language, literature, grammar and understand Sanskrit language from Yoga-Sutra)
- Courses on Introduction to India Studies (Indian Science, Arts and Aesthetics) to inculcate values of Nationalism, respect for diversity and to participate in its Development
- Social Work and Community Service from Ramakrishna Mission perspective to inculcate human values, including participation in literacy development activities
- Design *Liberal Arts and Science Courses* by drawing insights from history, sociology and philosophy.

- A course on World Religions and Cultures to understand the significance of “Dharma”,
- A course on Indian Constitution to understand Equality, Inclusiveness, Cultural Pluralism and Social Justice.

The long established curricular structures and mode of thought have encompassed and imprisoned teacher education departments in narrow disciplinary practices. Over the years institutional practice has been to reproduce complacently such programmed way of thinking. Given the dominance of the Western intellectual teacher training models, it is felt necessary to critique them thoroughly and explore the indigenous knowledge systems.

III. School as the heart of teacher education and teacher training:

Over the years the pedagogical models practiced in teacher education institutions of learning failed in inculcating harmonious relationships between student teachers, teacher educators and schools. There is an urgent need to recognize the multiple potential possibilities of school as resource for learning and training.

- Every College/Department of Education should have a Model/ Practicing/Lab School and a minimum of 10 schools in its network
- School teachers of such schools who are connected to students need to be on the Board of Studies (School Internship Experience) of the College/Department as Associate Members
- Student-teachers need to be supported with minimum subsistence/ fellowship during their School Experience period (i.e., for 6 months)
- Need to develop the culture of sustained engagement with school and school teachers / “Working with School”.
- Develop Model Schools as exemplary Ideal Gurukuls.
- Build Academic& Social Audit culture in colleges and schools.



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Recommendations Teacher Education Programs

- The existing system of teacher education must be relooked at to accommodate the proposed system of school education i.e., 5+3+3+4. The policymakers must look at how proposed B.Ed. programs i.e., 4 Years B.Ed. Integrated, 2 Years B.Ed., and 1 Year B.Ed. will fit into this scheme.
- Presently there is two nomenclature for four years B. Ed. programme (i) B.Sc.B.Ed/B.A.B.Ed. (ii) ITEP. This situation is creating a lot of confusion among stakeholders. To overcome this confusion, NCTE must immediately come up with a notification regarding the final nomenclature of B.Ed. Integrated program
- The 4 Years B.Ed. Integrated program must be offered with exit options i.e., after the first, second, and third year. After the third year, students must be allowed to either move towards graduation with research in the fourth year or carry on to get the Degree of B.Ed. Integrated. For reference, the program structure designed and developed by a committee constituted by U.P. State Government may be consulted and adapted.

- Following the norms prescribed by NEP 2020 that those opting for Graduation with Research (4 years) have to spend one year in Post-Graduation, the duration of the M.Ed. program can be curtailed to one year for those passing B.Ed. Integrated or Graduation with two years B.Ed.
- The NEP 2020 keeps silent about the role of teacher educators and flagship program to prepare teacher educators i.e., Master of Education (M.Ed.). Therefore, the role and place of teacher educators and the M.Ed. program in the new scheme of teacher education must be thoroughly detailed and defined in the proposed NCFTE 2021.

Admission in Teacher Education Programs

- Admission to different teacher education programs must not be solely based on subject knowledge. Instead, admission in the teacher education program must be based on the combined assessment of subject competence, personality, communication skills, and attitude towards teaching.
- Instead of conducting TET or CTET after completion of teacher education programs, the TET or CTET must be used as a criterion to get admission in teacher education programs. Passing TET or CTET must be the first requirement to get admission in any teacher education program. Only those passing this test will be allowed to get admission to teacher education programs. This simple change is capable of improving the teacher education sector in many ways (e.g., getting quality entrants, reducing the number of entrants, bringing down poor quality teacher education institutions, raising the status of the teaching profession, etc.)
- Instead of admitting students to teacher education programs on a fixed quota basis, a region wise preliminary survey must be conducted to decide the number of admissions. The number of entrants in the teacher education program must be kept in sync with the forecast of these surveys. This step will reduce the unemployment among trained teachers and also attract quality entrants to the teaching profession.

Regulatory/Administrative Reforms

- The Ministry of Education must devise a clear and focused Plan of Action (PoA) to implement the recommendations given in NEP related to teacher education.

- The PoA must specify immediate, mid-term, and long terms goals for teacher education.
- The Ministry must pick a team of teacher educators who are well versed with ground realities and empower them to prepare a detailed PoA for the successful implementation of the policy recommendations on teacher education. The team must be asked to work first on the immediate goals for teacher education.
- Teacher education must be seen as a continuum. Instead of dividing it into different segments (i.e., preparatory, middle, secondary, etc.), it must be treated as a whole.
- The concept of multidisciplinary institutions needs to be addressed at both policy and practice levels. A clear guideline must be provided that how unidisciplinary institutions will be converted into multidisciplinary institutions and what will be the role of main stakeholders in this process.
- The affiliating universities must be given an upper hand to decide that whether they need any more teacher education institutions/programs in their catchment area or not. The Universities must be asked to prepare a detailed note along with a potential employment opportunity survey that why a new teacher education institution or program is needed in their catchment area. Any new teacher education institution/program will only be allowed after getting a fact-based 'Yes' report from affiliating University. At present, NCTE decides about the opening of teacher education institutions, and Universities act as followers.

Professional Development of Teachers

- The specific focus must be given on the issue of the professional development of teacher educators. The Education Departments of the Universities may be given the mandate and financial support to take responsibility for continuing professional development of teacher educators.

Research and Innovations

- The 'research in teacher education' and 'research on teacher education' must be promoted. The Ministry must initiate a separate scheme of funding for this purpose.

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These are few suggestions regarding Teacher Education for implementation of NEP 2020, as discussed in standing committee meeting:

Curricular Reforms in Teacher Education:

1. The 4-year integrated B.Ed. program may be designed in the following ways:

1st year: Perspective course in each semester (2 papers) **2nd year:** one perspective course in each semester (2 papers) **3rd Year:** EPC courses such as Information and Communication Technology (ICT), Preparation of teaching-learning material, Art Education, Understanding Self, etc. **4th Year:** Pedagogy courses in the 7th semester and internship in the 8th semester. Drama, theatre, music sports, etc. to be integrated as a regular feature in each year.

2. The School internship program will be divided into three parts in an integrated teacher education program.

Part A: 2 years (semester 4) (2 weeks)

Part B: 3 Year (Semester 6) (3 weeks)

Part C: 4 Year (Semester 7) (15 weeks)

(**Note:** Detailed Model of School Internship Program of B.Ed. course developed by Banaras Hindu University is attached as Annexure No.-01)

- 3. Activities proposed: semester wise 4th semester:** School observation, Life of a teacher, Observation of school, regular teacher as well as pupil-teacher if available, school daily report.

6th Semester: 16 lessons, dynamics of the classroom, student diversity report, identification of problem for action research, school daily report, two lesson plans with ICT, Assessment practices observation, cumulative records, health status records.

7th Semester: Hands-on experience through participation in school activities, Miniature lessons 10, daily school diary, action research, unit test, Diagnostic test, remedial (5+5), participation in co-curricular activities, maintenance of school records, admission withdrawal records, attendance records, fee register, case study, total 80 lesson plans.

- i. 20 lessons to be delivered in rural schools out of 80 lesson plans.
- ii. Yoga and Meditation classes should be organized both in online and offline mode.
- iii. M.Ed. course seats should not be more than 25. This course should be designed on a specialization basis like policy planning, curriculum development, educational administration and management, pedagogical clinic, etc.
- iv. Teacher Education Programs should be reconstructed. It should be embedded with constitutional values as well as human values.

Integrating Information and Communication Technologies:

- 1) Teacher Educators should use quality e-content / e- resources available on internet for theory as well as practical purpose like videos on YouTube.

- 2) Teacher Education institutions should upload videos on YouTube for students. Short videos from National Repository of Educational Resources (NROER) can be taken from different subjects to make teaching effective and interesting.
- 3) At least 40% of content (study material) must be prepared for online teaching. .
- 4) Lesson plans should be ICT based.
- 5) Prospective teachers and teacher educators should be equipped with skills required for online teaching learning such as classroom conduction on Zoom, Google meet & Google classroom etc. along with tools and techniques of online assessment (examination/Test) like Google form, rubrics etc.
- 6) Prospective teachers & teacher educators should be aware of creative commons (authentic sites) to search online materials/e-contents.
- 7) Highly automated learning management system should be created for the credit transfer and other academic works.

Regulatory/Administrative Reforms:

- 1) Existing malpractices in Teacher Education should be checked.
- 2) The ITEP of NCTE launched before NEP 2020 should be abolished in totality to ensure professionalism in Teacher Education.
- 3) All Departments/ Faculties of Education that run B.Ed./M.Ed. courses should be named as Department/Faculty of Teacher Education.
- 4) All B.Ed. degrees of 1 year, 2 year & 4 year should be renamed as Bachelor of Teacher Education (B.T.Ed.). The newly proposed (in NEP 2020) four year B.Ed. Integrated Program may be renamed as '*Four Year B.T.Ed. Integrated Program*'.
- 5) M.Ed. should be renamed as Master of Teacher Education (M.T.Ed.) and it should be the mandatory requirement for appointment of teacher educators.
- 6) Equivalency of degree of '*Four Year B.T.Ed. Integrated Program*' (B.T.Ed.) or B.Sc.- B.Ed., B.A.-B.Ed., B.Com.-B.Ed. with undergraduate disciplinary degrees like B.Sc., B.A., B.Com. etc. and M.T.Ed. & 'B.Ed.- M.Ed. Integrated'

with Post Graduate degree in disciplinary subjects should be ensured by UGC and Government of India so that the pass out graduates and post graduates of teacher education courses do not suffer from problems of “acceptance of degree” / de recognition of degrees for further disciplinary studies and recruitment agencies.

- 7) The institutions imparting four year teacher preparation program in multi-disciplinary universities only should be allowed to continue 2 year, 1 year B.Ed. program as envisaged in NEP 2020.
- 8) Availability of Model School/ Laboratory School should be mandatory for recognition of teacher education courses in Teacher Education Institutions.
- 9) Integrated B.Ed. - M.Ed. of 3 Year program should be designed.
- 10) Graduates who want to pursue the teaching profession but have not opted for the integrated program , option should be available for them also.
- 11) Efforts to be made to attract dedicated and meritorious students to the course/ teaching profession.
- 12) Stipend for every student of Teacher Education Program should be assured throughout the course.
- 13) Improvising of interns should be promoted.
- 14) Basic Shiksha Adhikari/ District Education Officer should be responsible for allotment of school for interns.
- 15) Reputed schools should be allotted for interns in proportion to government and Public Schools.
- 16) Provisions to Increase the accountability of teacher educators regarding their duties.
- 17) Entrance exam should be based on judging the teaching aptitude.
- 18) Good Coordination among regulatory bodies should be there.
- 19) Exit option for students who opt for four-year Integrated B.A./B.Sc./B.Com. Bachelor of Education program should be made available.
- 20) Each Teacher Education Institute should adopt one nearby village for academic development of villagers.

Pedagogical Practices:

- 1) Blended learning with problem-solving approaches in theoretical and practical subjects should be applied.
- 2) Few lesson plans can be based on the constructivist approach.
- 3) There must be regular interaction between teacher educators and Secondary school teachers to identify and face academic challenges.
- 4) Activity-based teaching-learning should be promoted.
- 5) Learning outcomes should be focused on.
- 6) Questioning technique must be used that leads to self-exploration and self-expression.
- 7) Exposure of oral presentations should be given to prospective teachers & teacher educators to improve the communication (to remove passiveness).
- 8) Spelling mistakes, sentence framing mistakes, grammatical errors are the areas where rethinking is needed. Reading skills should also be focused.
- 9) Focus should be on communication skill & Presentation skill -interaction with peers, teachers, elders, and in the specific situation (one's own ideas, thought, information, and knowledge).
- 10) Organize co-curricular activities for the development of skill at regular intervals.
- 11) Various activities like seminars, workshops, FDP, refresher courses should be organized in online and offline mode to ensure and enhance the quality of teacher education.
- 12) Focus should be on internship. It should be realistic.
- 13) Pedagogical clinics should be opened on priority basis in premier Teacher Education Institutions.

Research and Innovations:

Focus should be on following areas of research in education discipline to strengthen teacher education system

- 1) Indian knowledge tradition, Indian system of education, ancient system of teacher education, ancient teaching-learning practices and methods.

- 2) How best practices of Ancient Education System be incorporated in present scenario & future too?

Institutional Building/Strengthening:

- 1) Teacher Education Universities should be established in each state. Existing Teacher Education Institutions should be strengthened.
- 2) Appointment of teacher educators should be made against vacant posts as soon as possible to ensure quality.
- 3) New teacher education courses should be started only after ensuring proper infrastructure, human resources & instructional facilities.
- 4) Scarcity of money is the main cause to assure quality. Allocate the funding to 6% of GDP.
- 5) Programs of teacher education should be run by selected universities with proper infrastructure and good strength in faculty and government should extend financial support for it.
- 6) The state should provide proper infrastructure/human resources for quality improvement.

Suggestions: Compiled & Edited by

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The following are my inputs:

1. The proposed structure for 4 year ITEP programme may be offered in 3 streams in consonance with for the proposed Structure of School Education in NEP 2020.
 - i) 4 year ITEP for Foundation classes (including ECCE)
 - ii) 4 year ITEP for Preparatory and Middle classes
 - iii) 4 year ITEP for Secondary classes

The curriculum framework needs to specifically address the content and pedagogies needs for each stage.

The pedagogic practices need to incorporate Indian systems like Vedic mathematics at appropriate stages.

The content should attempt to give references to indigenous knowledge and historical references to Indian knowledge systems and Indian Scientists, Philosophers and Mathematicians.

2. The Teacher Education Curriculum should help in developing the following skills-

- i) **Psycho -Educational skills:** the capacity to create education settings, recognize discipline or environmental issues, generate experiences that promote concrete links with problems identified, and to promote reflection, critical thinking and the comprehensive assessment of learning.
- ii) **Vocational and Leadership skills:** an ability in terms of training, innovative and creative management of available resources and teaching and assessment methods, as well as knowing how to impact, influence, listen, ask, explain and communicate effectively.
- iii) **The 4 C's:** Critical thinking, Creative thinking, collaboration and communication
 - a. **Critical thinking:** means skills in using different types of reasoning; making judgements; making decisions based on the assessment of evidence and arguments; and problem solving.
 - b. **Creative thinking:** relates to the skill of creating new ideas and the ability to reformulate and refine one's own ideas.
 - c. **Communication:** refers to the skills of communicating clearly and effectively in different formats and settings.
 - d. **Collaboration:** is linked to the skills of working effectively and flexibly in various teams and with different people.
- iv) **The ICT Competencies:**
 - a. Competencies related to the design of ICT-enabled education settings refer to planning and organizational skills around elements that lead to the construction of ICT-enabled education settings for meaningful learning and comprehensive education for students.
 - b. Competencies relating to implementing ICT-enabled learning experiences in education settings relate to skills that facilitate the design and planning of an education setting and that are then reflected in a teacher's education practice.
 - c. Competencies to assess the effectiveness of ICT-enabled education settings are linked to skills that enable teachers to evaluate

effectiveness to promote meaningful learning in students as a result of ICTs being incorporated into their practice.

3. The assessment techniques in the curriculum should include authentic / alternate techniques with emphases on formative and diagnostic assessment techniques along with summative techniques. The teacher education curriculum should help the student teachers to move away from 'assessment of learning' to 'assessment for learning' and 'assessment as learning'.

Assessment of School internship / Practice teaching needs to be made more objective and for which we need to identify evaluation criteria and design suggestive rubrics.

4. **Outcomes based Education:** All other Professional programmes have migrated to 'Outcomes based Education' and it is time teacher education also follows suit. The OBE model measures the progress of graduates in three parameters, through: (i) Program Outcomes (PO) (ii) Program Educational Outcomes (PEO) and Course Outcomes (CO). The curriculum framework for teacher Education should have clearly defined PO's, PRO's and CO's. OBE empowers students to choose what they would like to study and how they would like to study it. Not only does it adapt to a learner's strengths and weaknesses, but it also provides sufficient time to attain proficiency and fluency in the subject matter. Additionally, the model allows the learner to transfer their credits and switch to another institution that is accredited with the OBE syllabus. Institutions are recognized, benchmarked, and can be easily compared with one another based on this accreditation. A robust technique to map the five levels of learning outcomes i.e. PO-Course mapping, CO-PO mapping, Assessments - CO mapping, Syllabus - CO mapping, Questions - CO mapping needs to be developed specifically for teacher Education programme and its courses..
5. A framework for M.Ed. programme also needs to be designed. A recommendation to include Advanced Pedagogies in School subjects may be introduced. The frame work may consider different streams based on the stream chosen in B.Ed. suitable to prepare teacher Educators for relevant programmes. ●

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Input by Prof. N. Panchanatham for the consideration of standing committee on various sub themes of Rejuvenation of teacher education. National Seminar by Vidya Bharathi, USS.- March 5-6, 2021 in Bhopal.

I. Curriculum Reforms in Teacher Education

1. Teacher Education curriculum reform needs to concentrate on value-based education
2. It should be internationally competitive
3. It should focus on student centric approach
4. 150 methods-pedagogy should be involved
5. Patriotism should be inbuilt in the content and pedagogy
6. Importance should be given to local language
7. History, rituals, institutions and language should be given priority in the teaching learning process of curriculum
8. Curriculum reforms should focus on student teachers and in turn students' mental health building process

9. It has to reflect Indian culture and identity
10. Changes in all spheres should be included
11. Reforms need to provide consistency in teaching learning process
12. Multi-level tie-ups, interactions, collaborations should be in place
13. Skills related to content should dominate
14. World class curriculum for teacher education based on input of stakeholders.

II. Integrating Communication and Information Technologies

1. Provision should be given to integrate students, teachers, process, information and technology
2. Integration should result in measurable improvements in quality of teaching
3. Industry 4.0 based integration of teaching-learning process through ICT
4. Regular use of ICT devices in schools both by teachers and students
5. Uninterrupted supply and use of internet in schools should be highlighted in teacher education environment
6. Barriers should be removed from the usage of ICT and student teachers should be trained for the same through integration
7. Required budget should be allocated for integration and for which training should be given in teacher education
8. Many models of ICT integration should be taught to student teachers
9. ICT and integration skills should be provided to teacher educators and student teachers
10. Education Management Information System should be introduced

III. Regulatory Reforms

1. Regulatory reforms should be online
2. Well experienced and genuine leadership should lead regulatory bodies
3. Teachers should be well paid or at least on par with Government regulations

4. Student's feedback should play vital role in administration
5. Stakeholders need to participate in regulatory activities and administration
6. All institutions of teacher education should undergo NAAC and other ranking process
7. Regulatory reforms should identify even a single and simple flaw.
8. Fool proof regulatory mechanisms should be introduced
9. A strong alumni association should monitor colleges of education
10. Teacher education can not be a business model

IV. Pedagogical Practices

1. Teachers are committed to continuous improvement in teaching practices
2. Practicing pedagogical transparency
3. ICT integrated pedagogical practices
4. Hundreds of new pedagogical practices
5. Innovation in Pedagogical practices
6. Student centric pedagogical practices
7. Continuous research in pedagogical practices
8. Tailor made pedagogical practices
9. Experimentation of pedagogical practices
10. Awarding result oriented pedagogical practices

V. Research and Innovations

1. Research innovation in curriculum designing and pedagogy
2. Research outcome-based teaching learning process
3. Continuous research on stakeholder's expectation
4. Research on technology and teacher education
5. Research on comparison of international standards
6. Research on Professional knowledge and understanding of teaching-learning process

7. Research on new theories and implications of old theories
8. Research on digital technology of teacher education
9. Innovation driven research in teacher education
10. International standard in educational research

VI. Institution Building and Strengthening

1. Teacher education Institutions need to have all modern and basic facilities
2. Institution should be strengthened as Teacher professional development encourages teachers to be active participants in their own learning, and ensures that students and teachers alike are eager to learn.
3. Institution building measures for improving quality of teacher education such as , reorganization of course, innovations, development of positive attitude of student teacher, removal of isolation of teacher education, close down of inferior quality of institution, emphasis of in service training, etc to be taken care.
4. Using Student Feedback to Shape Learning environment of teacher education institution. 5. Every Institution of teacher education should attach a model school
6. Commitment to professional development of teachers and Institution building go hand in hand. 7. Institution building and strengthening process need to give top priority to Micro teaching process involving modern ICT facilities.
8. Teacher education Institution building activities include Institutional building that improve Institutional performance, and to change institutional mechanisms through which societies are regulated.
9. Teacher Education Institution has birth, development, growth and finally it has to revitalize and renew itself for its sustainability.
10. Teacher education Institutions should establish trust in society.



APPENDIX 7

Prof. J.N. Baliya
Dept. of Education,
Central University of Jammu

Suggestions for Key Actionable Tasks to be initiated in Teacher Education for Effective Implementation of NEP -2020

Sl. No.	Para No.	Key Issue(s)	Actionable Tasks	Time Phasing
1.	Para 15.3 & Para 15.4	All multidisciplinary universities and colleges - will aim to establish, education Departments, will also run B.Ed. programmes, in collaboration with other departments.	<ol style="list-style-type: none"> 1. Establishment of Teacher Education Department in HEIs with the specialization in multi disciplines. 2. 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. 3. Regulatory System should be empowered to take stringent actions against substandard and dysfunctional teacher education institutions (TEIs) with no dilution of basic conditions as laid down. 	Six months
2	Para 15.5	The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers.	<ol style="list-style-type: none"> 1. The 4-years integrated B.Ed. should be a dual-major Holistic Bachelor's degree, in Education as well as a specialized subject such as a language, History, Music, Mathematics, Computer science, Chemistry, Economics, art, physical education, etc. 2. Beyond the Teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, Science, psychology, early childhood care and education, foundational Literacy and numeracy, knowledge of India and its, values/ethos/art/traditions and more. 	one year

3	Para 15.6	Networking of Government of Private institutions for Internship programmes	Each higher education institution should have a network of government and private schools to work closely with, where potential teachers will student teach along with participating in other internship activities Such as community service, adult and vocational education etc	six months
4	Para 15.7	Uniform standards for teacher education	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.	to be evolved
5	Para 15.8	Departments of Education will necessarily aim to be diverse and but teaching/ field/research experience will be highly valued.	Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes need to be attracted and retained in teacher education institutions to strengthen multidisciplinary education of teachers and provide rigour in conceptual Development	to be evolved
6	Para 15.9 & Para 15.10	Strengthening of In-service continuous professional development for college and university teachers	<ol style="list-style-type: none"> 1. 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. 2. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication and so on will be ensured since many research scholars will go on to become faculty or public representatives /communicators of their chosen disciplines. 3. Ph.D. programmes at universities around the country should be re-oriented for this purpose. 4. The use of technology platforms such as WAYAM/DIKSHA for online training of teachers should be encouraged 	to be evolved

APPENDIX 8

Prof. H.C.S. Rathore
Vice Chancellor,
Central University of
South Bihar, Gaya

Suggestions for Key Actionable Tasks to be initiated in Teacher Education for Effective Implementation of NEP -2020

Sl. No.	Para No.	Key Issue(s)	Actionable Tasks	Time Phasing
1.	Para 10.8	The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.	<ol style="list-style-type: none"> For enhancing GER from 26.3% to 50% in next\ fifteen-year, there are two ways to achieve this aim: <ol style="list-style-type: none"> Opening new institutions; Strengthening existing institutions to cater more students Option-2 is economic in nature and can be achieved by opening: <ol style="list-style-type: none"> Teacher Education in existing multidisciplinary colleges/HEIs and giving the graduating students to earn 4-Year Integrated B.Ed. programme. (the model discussed in this document will best fit in this condition by adopting CBCS) Teacher Education Institutions (TEIs) can be also efficiently utilized in attracting students towards higher education and to raise the GER. 	To be evolved

Sl. No.	Para No.	Key Issue(s)	Actionable Tasks	Time Phasing
2	Para 15.3. & 15.4	By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. All teacher education programmes must be conducted within composite multidisciplinary institutions. 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. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics	<ul style="list-style-type: none"> (i) Instead of closing all the single discipline Teacher Education Institutions (This closing will also invite legal complexities), identifying potential TELs from these and giving them time and opportunity to grow as multidisciplinary HEIs and to offer 4-year Integrated B.Ed. programme. (ii) As per the points mentioned above, the focus should be on identification of potential institutions and giving them time to upgrade as per NEP expectations. (iii) Those institutions will be especially identified which doesn't have education department but have potential to establish such department. 	one year
3	Para 15.5.	The 4-year integrated B.Ed. will be a dual major holistic Bachelor's degree, in Education as well as a specialized subject.	<i>'Four-year Integrated Bachelor of Arts (B.A.)– Bachelor of Education (B.Ed.) Undergraduate Professional Degree Programme' which is a combination of two degrees i.e. B.A. and B.Ed., integrated as per clause (c) of the Guiding Principles mentioned in UGC Specification of Degrees, published in the Gazette of India, dated July 05, 2014. Here, the B.A. components will be at par of the B.A. degree awarded with Honours in a subject of Arts/Humanities/Social Science within the subjects offered awarded by other recognized Indian universities. Students who pass this programme will be considered eligible to get admission in Masters' Degree of the respective Liberal subjects/Education in the concerned Departments/Schools/Centers of the Central University of South Bihar/other recognized Indian universities/Institutions, provided fulfilling other criteria.</i>	

Sl. No.	Para No.	Key Issue(s)	Actionable Tasks	Time Phasing
3	Para 15.5.		<p><i>The 'Four-year Integrated Bachelor of Science (B.Sc.) – Bachelor of Education (B.Ed.) Undergraduate Professional Degree Programme' which is a combination of two degrees i.e. B.Sc. and B.Ed., integrated as per clause (c) of the Guiding Principles mentioned in UGC Specification of Degrees, published in the Gazette of India, dated July 05, 2014. Here, the B.Sc. components will be at par of the B.Sc. degree awarded with Honours in a subject of Science/Mathematics within the subjects offered, awarded by other recognized Indian universities. Students who pass this programme will be considered eligible to get admission in Masters Degree of the respective Liberal subjects/Education in the concerned Departments/ Schools/ Centers of the Central University of South Bihar/other recognised Indian universities/Institutions, provided fulfilling other criteria.</i></p> <p><i>For example, the draft CUSB Ordinance gives the following specification for the degree of B.A.B.Ed.</i></p> <p><i>The final grade card of the student will reflect the CGPA in overall B.A./B.Sc. component, CGPA in B.A. Honours/B.Sc. Honours component, CGPA of B.Ed. component and combined CGPA of integrated B.A.-B.Ed. programme, separately.</i></p> <p style="text-align: center;">----</p> <p><i>Since, the University has adopted the system of grading, hence, the marks shall not be reflected in a grade sheet of a student. However, for wider uses, and if required, the students or the prospective employer or end user may take the following reference for calculating maximum marks and obtained marks for a Programme/Course:</i></p> <p><i>For Maximum Marks –1 Credit Course = 25 marks course 2 Credit Course= 50 marks course 3 Credit Course= 75 marks course 4 Credit Course= 100 marks course</i></p> <p><i>The Central University of South Bihar has already prepared a draft ordinance for the new model of 4-year B.A.B.Ed./B.Sc.B.Ed. programme which can be placed for observation during the development of the standard model of 4-Year B.Ed. programme by the Ministry of Education, Govt. of India.</i></p>	

Sl. No.	Para No.	Key Issue(s)	Actionable Tasks	Time Phasing
4	Para 15.7	Uniform standards for teacher education	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.	



Annexures

Report of the Regional Seminars on **National Education Policy-2020 and Teacher Education**

organized in association with

Vidya Bharati

Uchcha Shiksha Sansthan (VBUSS)

Vidya Bharati Uchcha Shiksha Sansthan (VBUSS) as an initiative to facilitate the effective implementation of National Education Policy-2020 has organized a series of regional seminars across the country in association with various institutions/colleges/universities on the core theme “NEP-2020 and Transforming Teacher Education”.

Many institutions/universities received this initiative in the positive spirit and organized seminars/conferences/webinars at various places. Till date total 24 (Twenty-Four) such discussions have been held at places like Banaras, Bengaluru, Bhagalpur, Chennai, Gandhinagar, Hyderabad, Indore, Lucknow, Gaya, Jaipur, Kolkata, Pune, Jammu, Kalburgi, Bilaspur, Ranchi, Gorakhpur, Guwahati, New Delhi, Ujjain, Meerut, Nagpur, Jabalpur, Bhubaneshwar, etc. Following Institutions have partnered to organize the events:

Sl. No	Place	Partner Organisation	Dignitaries Participated	Date
1.	Varanasi (U.P.)	Banaras Hindu University	Prof. N. K. Taneja Prof. Harikesh Singh Prof. P. C. Shukla Prof. P. N. Singh Shri K. N. Raghunandan ji	20/02/2021
2.	New Delhi	Indira Gandhi National Open University	Prof. Jagmohan Singh Rajput Dr. Rishi Goel Prof. Ranjana Arora Prof. Chand Kiran Salooja Prof. V. D. Bhatt	25/02/2021

Sl. No	Place	Partner Organisation	Dignitaries Participated	Date
3.	Gandhinagar (Gujrat)	Indian Institute of Teacher Education	Dr Nitin bhai Pethani Dr Harshad Patel Dr Prakash Chandra Agrawal	08/02/2021
4.	Hyderabad (Telangana)	The English and Foreign Languages University	Shri. D. Ramakrishna Rao Prof. S.M. Rahamatullah Prof. C.B. Sharma Dr. K Lakshmi Narayana Sri. Swami Shithikanthananda	29/01/2021 to 30/01/2021
5.	Bilaspur (Chhattisgarh)	Guru Ghasidas Central University	Prof. Anjila Gupta Prof. Baldev Sharma Prof. Ravindra Kanhere Prof. V. S. Rathore	19/02/2021
6.	Indore (Madhya Pradesh)	Devi Ahilya University	Prof. Renu Jain Prof. Shasikala Banjari Prof. Ravindra Kanhere Dr. Rama Mishra Dr. Sashiranjana Akela	09/02/2021
7.	Gaya (Bihar)	South Bihar Central University	Shri Sunil Ji Ambekar Prof. H.C.S. Rathore Prof. Chand Kiran Saluja	20/02/2021
8.	Guwahati (Assam)	UGC-HRDC, Guwahati University		22/02/2021
9.	Chennai (Tamilnadu)	Tamilnadu Teachers Education University (TNTEU)	Prof. N. Panchanatham Shri. T. Chakravarthy Smt. K. Hemalatha Shri. K N Raghunandan ji	07/02/2021
10.	Lucknow (U.P.)	Shakuntala Mishra National Rehabilitation University		21/02/2021
11.	Jammu and Srinagar	Central University of Jammu	Prof. Ashok Aima Prof. J.P. Sharma Prof. C.B. Sharma Prof. Chand Kiran Saluja Sh. Pardeep Kumar	25/02/2021
12.	Ramtek, Nagpur (Maharashtra)	Kavikul Guru Kalidas Sanskrit University		25/02/2021

Sl. No	Place	Partner Organisation	Dignitaries Participated	Date
13.	Kolkata	Maulana Abul Kalam Azad Institute of Asian Studies	Prof. Bimal Kumar Roy Prof. Debi Prasad Mishra Prof. Abhijit Chakrabarti Prof. B.N. Panda Prof. Kaushal Kishore	23/02/2021
14.	Bengaluru	Karnataka State Higher Education Council (KSHEC)	Prof. B. Thimmegowda G. R. Jagdish Dr. Pankaj Jain	19/02/2021 to 20/02/2021
15.	Bhagalpur (Bihar)	Tilka Manjhi University	Prof. S. K. Chaudhary Prof. Nand Kumar 'Indu' Prof. sanjay Kumar Rajhansh Shri Khyalairam ji	05/02/2021 to 06/02/2021
16.	Kalburgi (Karnataka)	Sharana Basava University		23/02/2021
17.	Prayagraj (U.P.)	Uttar Pradesh Raj rishi Tandon Open University	Prof. Kameshwernath Singh Shri Yateendra Ji Prof. Harikesh Singh Prof. S. P. Gupta Prof. P. K. Sahoo	20/02/2021
18.	Jaipur (Rajasthan)	JECRC University	Prof. Bharat Ram Prof. K. C. Sharma Shri B. L. Natiya	20/02/2021
19.	Kudlum, Ranchi (Jharkhand)	Aditya Prakash Jalan Teachers Training College	Prof. Ramesh Kumar Pandey Shri K. N. Raghunandan Shri Ramavtar Narsariya Shri Dilip Jha	10/02/2021
20	Pune (Maharashtra)	S.P. Mandali's Tilak College of Education.	Prof. Nitin Karmalakar Prof. C. B. Sharma Prof. K. C. Sharma Shri S. K. Jain	30/01/2021
21	Bhubaneswar (Orissa)	Regional Institute of Education- Bhubaneswar	Dr. Rishi Goel Dr. P.C. Aggarwal Dr. K.C. Mohanti	27/02/2021
22	Meerut	Chaudhary Charan Singh University		09/02/2021
23	Ujjain (Madhya Pradesh)	Vikram University		29/01/2021
24	Jabalpur (Madhya Pradesh)	Rani Durgavati Vishwavidyalaya		04/02/2021

These institutions represent a national cross section. Academic deliberations happened across these institutions were opulent with resourceful and erudite academics. There were no short of highly designated academics like the vice-chancellors, senior academicians, thousands of teacher educators and faculty members to participate in these programs. These academicians, especially teacher educators, have deliberated in details about present status of teacher education in the country as well as the transformations required in order to implement the recommendations of the national education policy-2020 with respect to teacher education. These discussions/recommendations of the discussions have been thematically summarized as follow:

Curricular Reforms in Teacher Education

- 1 There is a need to explore and research about our traditional learning methodologies and to integrate those with modern techniques and practices. At present, teacher education curriculum is heavily loaded with western philosophies, epistemologies, models of teaching and practices.
- Focus should be on the Indianization of curriculum, syllabus and textbook not only in school education but also in teacher training. For this, Indian knowledge systems to be included in the Teacher Education Curriculum at various stages.
- There is a need to relook the content and syllabus of history of education in India as it is highly influenced by western world and biased interpretations towards education in India. Selected approach has been adopted to given manufactured fame to western philosophies, epistemologies and factual information is missing about Indian knowledge tradition.
- *Bhartiyata, Bhartiya parampara, Jeevan-mulya*, etc. should be the integral part of curriculum and practices.
- As per NEP-2020, learners shall be trained for Creative thinking, Critical thinking with speed and accuracy in this competent world. These higher order mental faculties can be nurtured with the help of traditional knowledge base of India, like, Vedic Mathematics in Teacher Education System. It is also recommended that various awareness and training programme related to Vedic Mathematics to be employed in pre service and in-service teacher education programme along with ancient pedagogical approaches so that teacher will be trained in it.
- There are a lot of field problems, issues and confusion about four-year integrated teacher education programme across the country. Even the institutions offering

such programmes are facing regulatory/academic/administrative difficulties. The conflict between NCTE and UGC is creating problem in such teacher education programme. There is no clarity about vertical mobility, exit option, and nature of integration. At some places old stapped model of B.A.B.Ed./B. Sc.B.Ed. is being practices and few are looking forward for norms of a four-year integrated programme with true professional integration. These issues are long pending with NCTE and need to be resolved immediately. The ITEP of NCTE launched before NEP 2020 should be abolished in totality to ensure professionalism in Teacher Education.

- While framing of The National Curriculum Framework (NCF) and the National Curriculum Framework for Teacher Education (NCFTE), evidence-based inputs about the changes in teacher education need to be incorporated. There must be cohesiveness and coordination between the teacher education curriculum and school education curriculum.
- The new curriculum and pedagogy need to focus on the exploration of project-based learning, problem-based learning, discovery approaches, differential Instruction, and inquiry models, among others, to set up a more constructivist model of education that supports students effectively in the 21st century.
- M.Ed. should be renamed as Master of Teacher Education (M.T.Ed.) and it should be the mandatory requirement for appointment of teacher educators.

Integrating Information and Communication Technologies

- Innovation and ICT must be harnessed to strengthen education systems, disseminate knowledge, provide access to information, promote quality and effective learning and deliver services more efficiently. ICTs are not mere tools to represent content; rather they can provide powerful methods of re-imagining content and changing pedagogy.
- Online education needs to be promoted not only as a mode for in-service teacher training and professional development opportunity but also be allowed in blended mode for pre-service teacher training, especially when training of masses is required in a short span of time. Regulatory hurdles and institutional inertia are to be removed.
- ODL institutions must come forward to provide high quality teacher education programme in blended mode as well as start programmes in online mode for the professional development of in-service teachers.

- The courses to be developed for Ph.D. students may be developed in online and blended mode by ODL/Online Institutions and should focus on pedagogy as well as inclusivity.
- Specialized assistive technologies are to be provided to disabled and teachers must be acquainted about it.

Regulatory/Administrative Reforms

- The regulatory body for teacher education has almost failed in discharging its duties and being criticized at many platforms as a body supported mushrooming the sub-standard teacher education institutions across the country. If, it is being subsumed under NHERA and converted into an academic body, academicians preferably teacher educators should be given the responsibility to run the body and ensuring academic excellence and guidance. Non-professional involvement in teacher education regulating bodies' governance is leading to failure in the field of teacher education.
- Lack of coherence in teacher education giving rise to unbridgeable gaps. Such gaps must be filled forthwith. There should be coherence and coordination between the various agencies related to teacher education and other stakeholders.
- As NEP has recommended structural change in education system and now pre-primary education will be the part of formal structure of education, the teacher training at pre-primary level needs to be structured and strengthened. The child-centric pedagogical training is required to a large number of anganwadi/balwadi workers already in system, which can be facilitated through existing institutional arrangement for mass training. A curriculum framework is required immediately for in-service and pre-service training of workforce to cater the needs of pre-primary education.
- The responsibility of pre-primary education should be given to primary schools and not to aanganwadis. Aanganwadi with proper investment on infrastructure and teacher training may be upgraded to preparatory school.
- There are discrepancies in regulations for regulating teacher education programme by two regulatory bodies i.e., NCTE and RCI. The nomenclature, norms and structure are not uniform. Every teacher education programme should be inclusive in nature.

- Blanket closing the self-financing institutions may not be a viable option as it will impact negatively the GER in higher education. Rather quality parameters should be strengthened and their effective implementation should be ensured.

Pedagogical Practices

- Practices like Observing, monitoring and assessments of teaching practice of the trainees by the teacher educators need to be strengthened and greater flexibility is required in curriculum. Efforts are required to provide research-based learning experiences which inculcate innovation, creativity, reflection in turn, produce high quality teacher education. Internship curriculum to be inclusive of entrepreneurial skills, community based social activism through community learning centres.
- Behavioural aspects require more emphasis in teacher training curriculum as it is essential to know learner, their behaviour and techniques to be adopted for behaviour modification and nurturing children with ethos, values and pride for our country.
- Sanskrit as a pedagogic study to be included in teacher education programmes at par with the other languages.
- There is a need to shift from “teacher-led learning” to “learner-led-learning”.

Research and Innovations

- In order to bring qualitative improvement, there is a need to transform the whole research eco-system in teacher education. More encouragement, freedom and emphasis are required on experimentation in research. New innovative pedagogies, technologies, need to be integrated, experimented and findings should be published for greater benefits.
- Institutions having expertise and experience in offering modular programme, may be assigned task to develop modules (online/offline/blended) for in-service teacher training. Some modules may be offered to all practicing school teachers specifically in Indian knowledge traditions, Indigenous pedagogies, integrating value inculcation in subject specific pedagogies, etc.
- Skill oriented/ability enhancement short duration courses need to be promoted and should be free from traditional bondage with programme specific/semester specific requirements.

Institutional Building/Strengthening

- The public institutions should not be destroyed in order to boost privatization. The long pending recruitments in public institutions, infrastructural development will ensure equitable and affordable teacher education, which is being sold shamelessly at majority of the private institutions in the country.
- There is confusion regarding status of DIETs as most of the DIETs are coming under school education and affiliated to SCERT, what will their future? This need to be deliberated and thought. It will be better, if the DIETs are strengthened and upgraded as institutions of higher education and along with in-service teacher training, this huge infrastructure built on public expenditure can be used for pre-service teacher education also.
- A long pending recommendation of establishing one Regional Institute of Education in every state is still pending and only 5 RIEs are functioning till now. Such public funded institutions can be the centres of innovation, experimentation and a model for other teacher education institution as policy is focusing on multidisciplinary.





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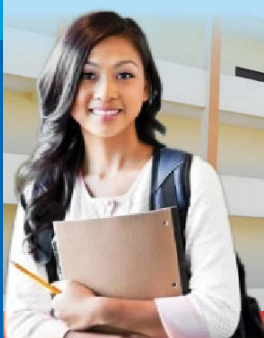
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