

Implementation of NEP-2020 with special reference to Teacher Education

Prof. Geer Mohammad Ishaq
Director
Centre for Career Planning and Counselling
University of Kashmir
migeer@uok.edu.in

**“The mediocre teacher tells,
the good teacher explains, the
superior teacher
demonstrates, the great
teacher inspires”**

- William Arthur

Vision of Education in NEP-2020

- ❖ The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.
- ❖ It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.
- ❖ A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

Mission of HE as per NEP-2020

- Higher education must enable the development of an **enlightened**, socially conscious, **knowledgeable**, and skilled nation that can find and implement robust solutions to its own problems.
- Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy.
- The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment.
- It represents the key to more **vibrant, socially engaged**, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

Focus of NEP-2020

- Quality
- Excellence
- Relevance
- Access
- Equity
- Inclusion
- Affordability
- Accountability

Teacher is the pivot of education

- The teacher has to be at the centre of the fundamental reforms in the education system.
- The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens.
- It must do everything to empower teachers and help them to do their job as effectively as possible.
- The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

Pedagogy and Curriculum

- Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable.
- The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner.
- Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

Fundamental principles of NEP

- recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each **student's holistic development** in both academic and non-academic spheres;
- according the highest priority to achieving **Foundational Literacy and Numeracy** by all students by Grade 3;
- **flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **no hard separations between arts and sciences**, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- **multidisciplinarity and a holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;

Fundamental principles of NEP

- emphasis on **conceptual understanding rather than rote learning** and learning-for-exams;
- **creativity and critical thinking** to encourage logical decision-making and innovation;
- **ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- promoting **multilingualism and the power of language** in teaching and learning;
- **life skills** such as communication, cooperation, teamwork, and resilience;
- focus on regular **formative assessment** for learning rather than the summative assessment that encourages today's 'coaching culture';
- **extensive use of technology** in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;

Fundamental principles of NEP

- respect for **diversity and respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- full **equity and inclusion as the cornerstone** of all educational decisions to ensure that all students are able to thrive in the education system;
- **synergy in curriculum across all levels** of education from early childhood care and education to school education to higher education;
- **teachers and faculty** as the heart of the learning process – their recruitment, continuous **professional development**, positive working environments and service conditions;
- a **'light but tight' regulatory framework** to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-box ideas through autonomy, good governance, empowerment;

Fundamental principles of NEP

- **outstanding research** as a corequisite for outstanding education and development;
- **continuous review of progress** based on sustained research and regular assessment by educational experts;
- a **rootedness and pride in India, and its rich, diverse, ancient and modern culture** and knowledge systems and traditions;
- education is a public service; **access to quality education** must be considered a basic right of every child;
- substantial investment in a strong, **vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation.

HECI and its four verticals

- To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of **regulation, accreditation, funding, and academic standard setting** will be performed by distinct, independent, and empowered bodies. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (**HECI**).
- The functioning of all the independent verticals for Regulation (**NHERC**), Accreditation (**NAC**), Funding (**HEGC**), and Academic Standard Setting (**GEC**) and the overarching autonomous umbrella body (**HECI**) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work.

Vision for Education in J&K

To create a world-class educational ecosystem in Jammu & Kashmir by fostering the spirit of creativity and nurturing a culture of scientific temper and critical thinking which contributes to increased knowledge, wealth and employment in the society.

Strengths of IASE, Srinagar

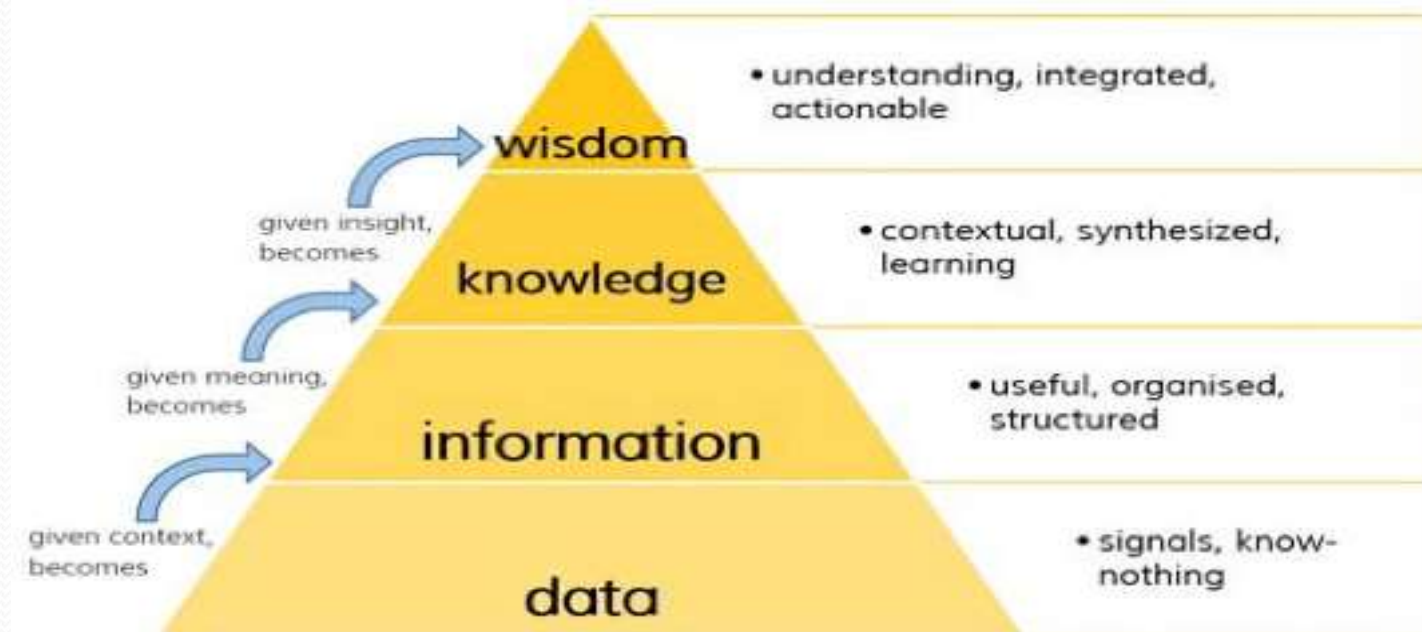
- **Started as a Teacher Training School in 1937** and promoted to Teachers Training College in 1948.
- The Institute was designated as **Govt. College of Education in 1968**.
- The Higher Education Department, Govt. of J&K issued orders for its upgradation in August 2016.
- In 2016 there was a **change in the affiliating University**, the college is presently affiliated to Cluster University Srinagar, and with its affiliation to Cluster University Srinagar it was designated as **“School of Education”**.
- The institution now aspires to be an autonomous University and has started working in that direction.
- Being **accredited by NAAC in 2004 with Grade ‘A’** and then Re-accredited in March 2012 with Grade-A (**CGPA 3.52 on a four point scale**), both the times it was rated by NAAC as High Performing Institution and the peer team placed on record great appreciation and recommendation for an autonomous status.
- The institution **has institutional memberships with APQN** (ASIA PACIFIC QUALITY NETWORK) since 2011 and INDIAN ASSOCIATION OF TEACHER EDUCATORS since 2016.

Strengths of IASE, Srinagar

- The institution is the **only Teachers Training College in the valley** and working hard to achieve its mission of “Excellence in Teacher Education”.
- Institute **offers B.Ed. and M.Ed.** besides PG programme M.A. Education.
- All the courses are in accordance with the recommendation of Justice Verma Committee Report and the recommendations of **National Curriculum Framework for Teacher Education** (NCFTE-2009).
- Both M.Ed & M.A. Education follow **Choice Based Credit System (CBCS)**.
- The institution also provides students an opportunity to choose among its Certificate Courses which are add-on courses.
- Institution is **imparting Orientation, Induction and Training of Trainers** courses for both School Teachers under Directorate of School Education and Assistant Professors from Higher Education Dept., J&K Govt. Educational administrators, ZRPs, CRPs, Teacher Educators.
- The institute has **linkage with DSEK, SIE and DIET**. The institution has a UGC Sponsored Women’s Studies Centre established since 2006. The WSC carries out teaching, training and research projects.
- The college **has a number of annual publications, Journals** – INQUIRY (ISSN No-0974-8997), Magazine- Shame-Ferozan, IQAC- Newsletter, Research Compendium.

Vision/Mission of IASE (Website)

- The main goal is to meet the curriculum based **information needs** to all its beneficiaries in order to support teaching learning and academic research programs.



Vision and Mission (Prospectus)

Vision

- Excellence in Teacher Education

Value Framework

- Enable all round individual development
- Foster Global competencies
- Encourage participative and democratic atmosphere.
- Contribute to National development
- Create an interdisciplinary learning environment.

Vision and Mission of IASE

- Silent about human development, intellectual enrichment, academic excellence, socio-economic development of the society, self-reliance, enhancing the quest for higher academic pursuits and specialization.
- To realize one's potential for self development in terms of physically, emotional, intellectual, aesthetic and moral attainments through educational experiences.
- To appreciate and imbibe the emerging values of contemporary times such as concern for ecology, equity, credibility, harmony and cultural pluralism.

Major NEP-2020 Initiatives

- Multidisciplinary Educational Research University (MERU)
- Contribution towards increasing the GER to 50% by 2035
- Transform into Research Intensive University
- Institute Academic Credit Bank
- Offer 4-year multidisciplinary Bachelor's programme
- Establish Start-up/Innovation incubation Centres
- Provide exposure to vocational education (B.Voc)
- Smart classrooms and fully automated libraries
- Provide residential/hostel facilities
- Internationalization (attracting foreign students)

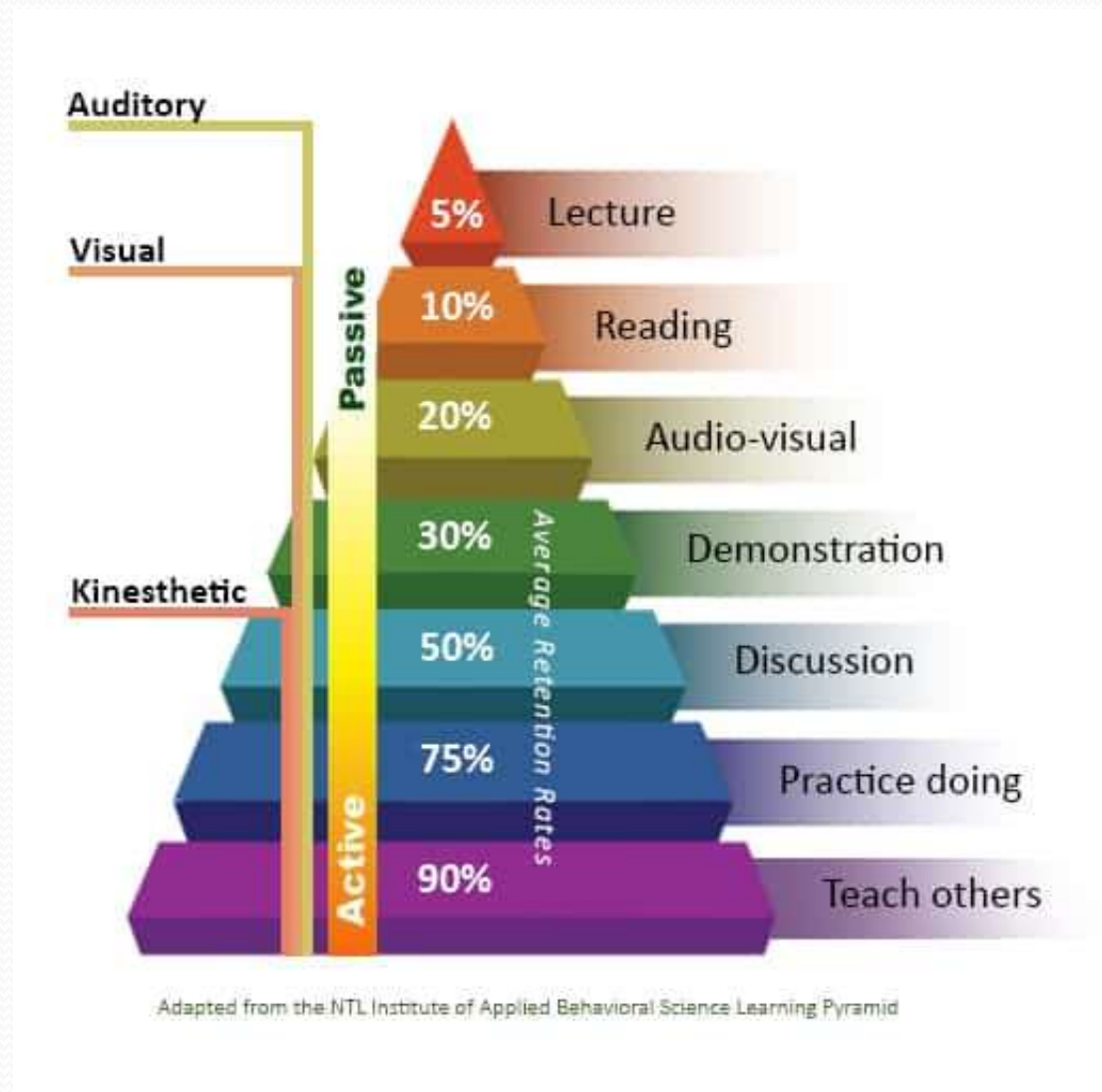
Requirements for NEP initiatives

- Infrastructure and Equipment
- Manpower/Workforce
- Funds and Grants
- Training and Expertise
- Organizational Structure
- Leadership and Governance
- Policies and Procedures
- Approvals and Agreements
- Assessment and Accreditation
- Monitoring and Evaluation

Types of Learning

- Outcome-based Learning
- Competency-based Learning
- Problem-based Learning
- Project-based Learning
- Inquiry-based Learning
- Work-based Learning
- Team-based Learning
- Design-based Learning
- Challenge-based Learning
- Activity-based Learning
- Evidence-based Learning
- Experiential Learning

The Learning Pyramid



Adapted from the NTL Institute of Applied Behavioural Science

**Tell me and I forget.
Teach me and I
remember,
Involve me and I learn**

Benjamin Franklin

Thanks

