



Inter University Centre for Teacher Education (IUCTE), BHU, Varanasi

Road Map for launching Academic Activities to Achieve the Mission of National Education Policy (NEP-2020) and the Vision of IUCTE

*(This draft road map, which delineates the **thrust areas** along with **anticipated** (short-term and long-term) **academic activities**, and the **academic units** along with **Faculty specializations** required to realize the objectives of the IUCTE in the light of the National Education Policy and the Vision statement of this Inter University Centre, is being put for discussion and critical comments for further refinement)*

Introduction

University Grants Commission has established Inter University Centre for Teacher Education, Banaras Hindu University (IUCTE, BHU), Varanasi to work as a nodal center for the capacity and professional development of teachers working in Universities and colleges in the region. The speech given by Hon'ble Prime Minister of India, Shri Narendra Modi Ji at Banaras Hindu University on 25th December, 2014 while laying the foundation of the Inter University Centre for Teacher Education clearly set out purpose of this center. He emphasized in his address that India as a country with highest youth population should dream of developing “Quality Teachers” as there lies a huge demand of good teachers across the globe. He clearly proclaimed that “**ACHCHHI SHIKSHA-ACHCHHE SHIKSHAK**”. Hence the IUCTE adopting it as its **Motto** commits itself to evolve as knowledge center where not only policy framework relating to different aspects of preparation, induction and continuous professional uplifting of University and college teachers are developed but also latest techno-pedagogical interventions for teachers are evolved and disseminated to help them become world-class teachers.

The Vision Document of IUCTE was approved by the UGC in its 543rd meeting held on 9th August, 2019. It was launched in the public domain on 10th Feb., 2020 by Dr. Ramesh

Pokhriyal 'Nishank', Hon'ble Minister, MHRD. The Vision Document was developed by IUCTE and it was finalized under the able leadership of Prof. D P Singh, Hon'ble Chairman, UGC.

The Vision of National Education Policy (NEP-2020):

The National Education Policy (NEP-2020) was crafted to provide an integrative yet flexible approach to education, keeping the interconnections of different levels of education. The NEP-2020 is an end-to-end educational roadmap for the country with a broad view of encompassing holistic development, kindling the true potentials of the individuals. Multiple Entry-Exit and academic banks of credits, Four year B.Ed programmes to be made mandatory, were some new ideas in the policy to make the education system flexible, accessible and equitable for all. The policy glorified the Indian Knowledge systems of Nalanda, Takshashila and suggested to draw inspirations from such universities of high repute that would foster high quality education for all. The National Education Policy, 2020 emphasized to Ensure that all students at all levels of Education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

In this regard, *IUCTE intends to nurture a culture of professional excellence in the field of teacher education specifically and also in whole gamut of higher education in general.* Thus, the IUCTE is focussing on the recommendations of National Education Policy 2020 pertaining to teacher education. IUCTE is working on preparing the teachers who can realize and implement the goals of NEP-2020. *Hence the capacity building of teachers and those involved in the professional development of Teachers in higher education is a major task and that should be taken up to the Center.*

Keeping in view the **Vision Document of IUCTE** and the major recommendations of National Education Policy (NEP-2020) on various aspects of teacher education in HEIs, the following proposals for Short Term and Long term academic action-plans covering various dimensions of teacher education in HEIs has been developed:

Goals for Key areas:-

1. National Professional Standards for Teachers in HEIs:

“Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. The quality of teacher education,

recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession” (*para 5.1, NEP-2020*).

The National Education Policy (2020) has given two significant recommendations for quality assurance of teachers and teaching learning process: i) the provision of mandatory 50 hours of Continuous Professional Development (CPD) for every teacher (*para 5.15, NEP-2020*); and ii) development of a common set of National Professional Standard for Teachers (NPST) by 2022 (*para 5.20, NEP-2020*). The need for these provisions was being urgently felt as a large number of countries around the world that have excelled in the field of education, have ensured that their teachers are continuously updated and possess necessary knowledge, skills, values and pedagogical competence to shape the future of their young generation. Across the world the different countries have established that competent people enter into the teaching profession. Similarly they have also created congenial working conditions, opportunities of academic growth and training programmes for their teachers at regular intervals.

The vision and ideas of NEP-2020 may percolate in this NPST and pave new wave for Higher Education System. The spirit of the NEP-2020 must be retained in the NPST. Although NCTE has prepared a preliminary draft NPST for school education but for Higher Education Faculty there are no professional standards till date. *Therefore it is a new challenge and IUCTE intends to embark upon such an initiative which is aligned with the Vision of IUCTE (short term goals-point no. 14-17, page no. 16 and long term goals- point no. 7-9, 16 & 17, page no. 17).*

2. National Curriculum Framework for Quality Teachers and Teaching:

In NEP-2020, the central role of the teachers to develop the Nation into a global knowledge superpower has been emphasized multiple times. Hon’ble President, Hon’ble PM, Hon’ble MoE, Hon’ble UGC Chairman, Hon’ble Members of NEP-2020 Committee and other stakeholders have repeatedly emphasized the need for capacity building of teachers and improving the quality of teacher education across the spectrum from school education to higher education. For instance, for revamping preparation of school teachers, the National Curriculum Framework for Teacher Education 2021 is proposed to be developed by NCTE in consultation with NCERT (**para 5.28,**

NEP-2020). In the context of higher education, such a quality curriculum framework seems to be missing.

Although, at present there is no system/concept of pre-service teacher preparation for Higher Education, yet in-service continuing education/professional development of University and College teachers has been a priority since 1950 and is also strongly advocated by the NEP-2020. In fact, this is also one of the prime objectives of the IUCTE. *Hence, development of a “National Curriculum Framework for Quality Teachers and Teaching in Higher Education” and implementing it for the in-service continuing professional uplifting of teachers in Higher Education is another important thrust area (short term goals-point no. 6, page no. 15 and long term goals - point no.16, 21, page no. 17).* IUCTE is prepared to take a leadership role in such initiatives, and work closely with other stakeholders in the design and implementation aspects.

3. Ancient Indian Knowledge systems:

NEP-2020 has a sharp focus on Indian Knowledge Systems, Languages, Culture and Values. Higher education plays an extremely important role in promoting human as well as societal wellbeing. It must enable the individual to develop social and moral awareness, character, ethical, constitutional and universal human values of truth (Satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), intellectual curiosity, scientific temper, creativity, life skills, lessons in seva/service and participation in communities (*para 11.8, NEP-2020*). Quality higher education therefore contributes to develop the cooperative communities, happier, cohesive, cultured, productive, innovative, progressive and prosperous Nation. A holistic education would aim to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.

IUCTE is committed in this direction and has set this mandate in its vision document (*core values, short term goals-point 1, page no. 15*): In order to implement this the IUCTE proposes: (a) *Development of modules to train Teachers to enable them to promote Indian traditional knowledge and moral values in the formal HE educational curriculum; and (b) Initiation of research projects to explore the traditions of holistic and multidisciplinary learning from our Ancient Indian Knowledge Systems and Gyan–Parampara for development of the said training modules*

4. Continuous Professional Development and Internationalisation:

NEP-2020 emphasizes on Continuous professional development of teachers in HEIs. It is proposed that 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 expanded to meet the needs of enriched teaching-learning processes for quality education (*para 15.10, NEP-2020*). Each teacher may be expected to participate in, say, 50 hours of CPD opportunities every year for their own professional development (*para 5.15, NEP-2020*).

In the light of above, IUCTE may design programmes/courses for continuous professional development for Teachers and Teacher Educators with appropriate inputs to energize the faculty, motivate and inspire them to be the best, motivated, and capable faculty in HEIs (*short term goals-point 14, page no. 16 and long term goals - point no. 7, 9, page no. 17*). NEP-2020 also advocates internationalization of education. As part of its mandate and in sync with its Vision Document, IUCTE may establish MoU's and partnerships with globally recognized world bodies deeply involved in improving the quality of education such as UNESCO, UNICEF, World Bank, etc (*short term goals-point 11, page no. 15 and long term goals - point no.14, page no. 17*). Additionally, IUCTE's collaborations may be strengthened with top ranked Universities/Institutions in the field of Teacher Education nationally and globally.

5. Strengthening Faculty at the Entry Level:

NEP-2020 recommends that all fresh PhD entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen PhD subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, and communication skills will be soon ensured since many research scholars will go onto become faculty or public representatives/communicators of their chosen disciplines. PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. PhD programmes at universities around the country will be re-oriented for this purpose (*para 15.9, NEP-2020*).

One Major focus area may be in the form of relevant complementary and supplementary skill development initiatives in the Teacher Education space, there by enriching Teacher Education preparatory programs with multidisciplinary aspects.

IUCTE proposes to develop a training programme in Pedagogy in Teaching at the Entry Level for young faculty members for a period of three months initially including few other electives like “ICT integration in Higher Education” and “Cooperative and Collaborative Pedagogy for Higher Education” for improving the quality of teachers and teaching in HEIs. It will orient them on various generic aspects of teaching-learning, pedagogic techniques & teaching and learning methods, instructional methodologies, assessment and evaluation techniques, ICT enabled teaching learning, and equip them with knowledge of University rules and regulations, basics of governance and administration which is in sync with the Vision of IUCTE (short term goals-point 13, page no. 15 and long term goals - point no. 7, page no. 17).

6. Technology in Education

A. Digital Content, Online Courses, Technology Platform, Digital Infrastructure and Capacity Building

NEP-2020 has proposed a dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building within Ministry of Education, Government of India to look into the E-education needs of both school and higher education. Further, a lot of emphasis has been placed regarding the use of technology platforms such as SWAYAM/DIKSHA for online training of teachers so that standardized training programmes can be administered to large numbers of teachers within a short span of time (*para 23.6, NEP-2020*). Another important role of online digital education is to strengthen the ODL mode of education that may contribute significantly in this aspect. “Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning (*para 24.3, NEP-2020*).” The recommended measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality programmes.

In the light of above, *IUCTE may develop model courses (short term goals-point 10, page no. 15 and long term goals - point no. 13, page no. 17) for Teacher Education to strengthen online education and liaison with the dedicated unit in MoE, Government of India to provide support for*

capacity building of Teachers and Teacher Educators ensuring its accessibility to the diversity of learners.

B. National Educational Technology Forum (NETF)

The National Educational Technology Forum (NETF) will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, and administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

IUCTE as an Apex body for Teacher Education may serve its role by becoming a core and integral member of the National Educational Technology Forum (NETF), especially to support teacher professional development (in-service professional development) (short term goals-point 8 & 9, page no. 15 and long term goals - point no. 10 & 12, page no. 17).

The above mentioned programme on Technology in Education has been conceived in the light of recommendations of NEP-2020 and Vision Document of IUCTE. Such programmes can be undertaken once after the digital infrastructure of the center is established at the permanent campus.

This background note has outlined the thrust areas and paved way for drawing the road map to implement the recommendations of National Education Policy (NEP-2020) and Vision of IUCTE.