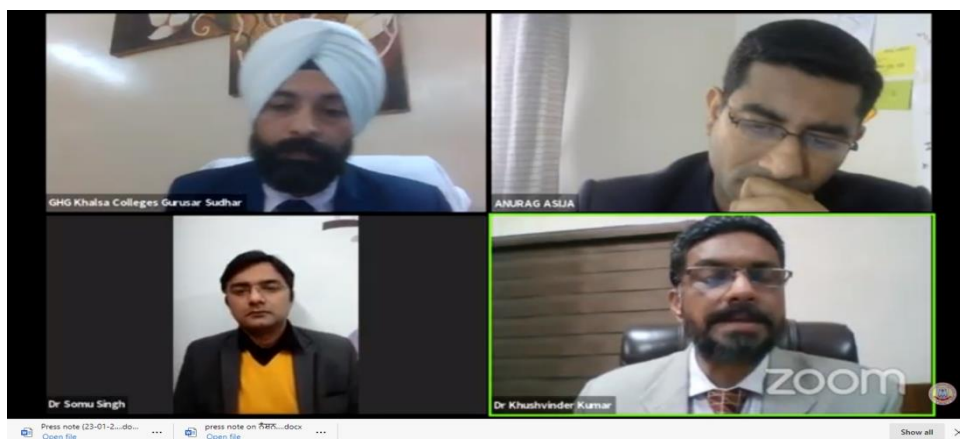
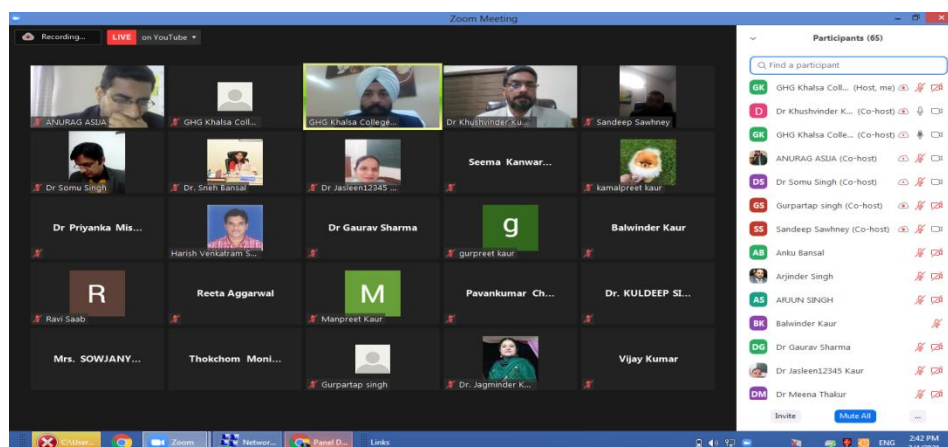


Recommendations Panel Discussion on Professional Crisis in Teacher Education in Context of NEP 2020 organised by GHG Khalsa College of Education Gurur Sar Sadhar in collaboration with CTEF (Punjab and Chandigarh Chapter)



About the Panel Discussion

In order to discuss the various challenges and opportunities of National Education Policy 2020 with special reference to teacher education, G.H.G. Khalsa College of Education, Gurusar Sadhar organized a panel discussion on the topic “Teacher Education in National Education Policy 2020: TEI’s at Crossroads” on February 04, 2021. The Panel Discussion was organized in collaboration with Council for Teacher Education Foundation (CTEF). **Nearly 150 participants across the nation attended the panel discussion**. The panelists for the seminar included:

- **Dr. Khushvinder Kumar, President CTEF, Punjab and Chandigarh chapter**
- **Dr. Amit Kauts, Dean Faculty of Education, GNDU, Amritsar,**
- **Dr. Sandeep Sawhney, Principal Doraha College of Education, Doraha**
- **Dr. Anurag Asija, Principal, D.A.V. College of Education, Fazilka**
- **Dr. Somu Singh, Asst. Prof. Banaras Hindu University, Varanasi.**
- **Dr. Pargat Singh Garcha, Principal of the college acted as Moderator for the panel discussion.**

The various issues raised by him in the form of questions included:

- What are the challenges that could be faced by teacher education colleges for providing multidisciplinary education NEP 2020 and how these challenges could be overcome?
- How do the structural changes in the teacher education programmes will affect the students with special references to integrated courses?
- Whether students are prepared to choose their career after +2?
- How to overcome the challenge of transformation of Standalone College into composite college?
- What is the planning at university level to convert standalone institutions into composite colleges?
- What are the new types of linkages with the schools that are perceived in the NEP 2020?
- How infrastructural development in educational colleges for them to convert into composite ones will affect the management and affordability of education?

- What are the major grass root problems that have not been given heed in the NEP 2020?
- How the minimum requirement of credits will be justified in dual degree mode of integrated courses?

The inputs to above issues are summed as per below:

Inputs by Dr. Khushvinder Kumar, President, Council for Teacher Education, Foundation (Punjab & Chandigarh Chapter)

- Proper guidelines must be provided by the national bodies like NCTE for implementing the NEP in its true spirit
- Merging pedagogies with the content would be a challenge for educational institutions therefore major curriculum revision workshops are the need of the hour.
- There must be proper strategies on sharing the workload between the teachers of pedagogy and those who will be teaching the content part.
- There must be clear cut distinction between the diverse education programmes like one year, two year B.Ed programme or integrated four year B.Ed programme. The regulatory bodies must prepare some blueprint for each course for making the things more clear.
- In the integrated courses one main subject can be substituted with pedagogy in order to make a balance between content and pedagogy subjects for minimum credit hours.
- More brainstorming sessions are required in the form of seminars, webinars and workshops at the institution, university and the government level in order to draw out various challenges in the implementation of the policy and also look for solutions to those challenges.
- As the stakeholders of education all the teaching fraternity must be prepared to reflect on the NCFTE 2021 document as soon as it gets released.
- Various teaching institutions must make a contact at the local level amongst themselves in order to share the probable problems they would face after the implementation of this new policy and after that must raise their concerns to the regulatory bodies at different levels.
- A team work required at various levels viz. University and institutions in order to transform colleges from standalone colleges to constitute.

- There is a need on the part of all the teachers, experts, members of senate and syndicate to find a common platform to address the issues pertaining to the implementation of NEP 2020.

Dr. Amit Kauts, Dean Faculty of Education, Guru Nanak Dev University, Amritsar

- There must be proper integration between the pedagogical aspect with that of content. For this the faculty of both the fields needs to ponder upon the ways to integrate the pedagogy with the content otherwise the very purpose of framing an integrated course in teacher education would be lost. This integration must be given a careful thought by all the stakeholders of education.
- All the educational institutions especially the standalone institutions must nurture grooming of their faculty members and for this redesigning of curriculum is prerequisite.
- Faculty of composite institutions must be given training for pedagogical aspects and that of teacher education institutions must be well prepared for the content aspect of a particular integrated course.
- The colleges whose management already runs a degree college there the teacher education institute could be run as the department of education.
- The other standalone institutions without a sister concern in the form of degree college could collaborate with the degree colleges in their vicinity for this MOU could be signed between the managements of both the institutions.
- For standalone colleges it would be easier to convert into the composite college if they take one unit of integrated course in social sciences eg. BABED, as less resources would be required for the same.
- As integrated teacher education programmes are professional in nature the educational institutions must take serious note of them.
- There must be planning at the university level in order to convert standalone institutes to composite one. Universities must frame guidelines which can ensure quality for the integrated teacher education programmes.
- Some stringent rules must be framed to maintain the quality of teachers especially for those who teach basic disciplines. Moreover these teachers could be encouraged to obtain some diploma in teacher education programme so as to make them eligible for integrated teacher education programmes.

- Blue prints need to be prepared for each teacher education programme and the task of preparing this blueprint could be given to faculty of teacher education institutes.
- In order to successfully run the integrated teachers education programmes, functional linkages within different departments must be encouraged.

Dr. Sandeep Sawhney

- As the child at the +2 level won't be able to choose his or professional career, therefore some strategies must be framed by the regulatory bodies to allow the student to leave the course in between if he finds himself misfit for a particular integrated course.
- The committees at different levels are needed to be framed for solving the grass root problems of teacher education institutions. The recommendations of multiple committees must be put forth the regulatory bodies so as to provide effective solutions to the problems of different educational institutions.

Dr. Anurag Asija, principal, D.A.V. College of Education, Fazilka

- The implementation aspect of the national policy of education 2020 must be the focus of regulatory bodies.
- Standalone institutions need to act in an innovative way for their future existence.
- There are several lacunas in the definition of Composite institutions as given in NEP, the definition contradicts when it comes to the ITEP courses, therefore proper guidelines must be provided by regulatory bodies for the same.
- The role of universities, government and DPI must be clearly defined when comes the transition of standalone colleges to composite colleges. Representations can be given to above authorities that even Standalone College can be converted into degree colleges.
- Similar representations should be given to the government authorities for allowing the collaboration with degree colleges without mentioning the distance of 15 Km.
- Representations to universities should be given for granting liberal arts courses to standalone colleges also.
- National Council for Teacher Education and Universities should be directed to follow the NEP and 4 year integrated B.Ed. program/teacher education programs must be allowed in the existing teacher education colleges also which are well equipped,

experienced and specially meant for this purpose so that they become multidisciplinary.

- Existing B.Ed. colleges must be given B.A./B.Sc./ B.Com courses to convert them into multidisciplinary institutions.
- As per NEP 2020, the existing B.Ed teacher education Colleges of education be allowed to be converted to multidisciplinary Institutions and the University and NCTE should direct these Colleges to fill the application Performa of Integrated 4 year B.Ed program this year and fulfill the norms of affiliating university as well as NCTE for 4 Year integrated TE courses that is B.A/ B.Sc./ B.Com /B.Ed.
- It is also submitted that some of B.Ed colleges having D.El.Ed are already multidisciplinary as per the following clause of NCTE and hence .It should be clearly declared that if they are eligible to apply for 4 year integrated Programme /INTEP or not.

Inputs by Dr. Somu Singh, Asst. Prof., Banaras Hindu University, Varanasi

- The confusion regarding the various B.Ed courses needs to be taken into consideration. The National Curriculum Framework 2021 must address this confusion for effective implementation of the scheme.
- This policy draft should be implemented after taking into consideration views of various stakeholders.
- In order to make teaching profession attractive merit based scholarships must be introduced. Scholarships must be provided to all the students regardless of the teaching course viz. One year, two year or four year integrated course. Also there must be a job guarantee option for the merit holders.
- Entrance tests at the National level must be introduced for attracting the best minds in the field of teacher education.
- An administrative model must be worked out within each institution so that the control for running the teacher education courses must be in the hand of educational institutions.
- There must be clear cut guidelines from the regulatory bodies if the students who have enrolled themselves for different teacher education courses are eligible to pursue postgraduate programmes.

- NCFTE 2021 document must address the new role of NCTE in context of National Education Policy 2021.
- There must also be clarity in the aspect of how much autonomy will be given to higher education institutions to run teacher education programmes.
- The higher education departments including the universities and institutions must frame an integration model for integrating content with the pedagogy in the workable shape.

Summary of Input Received through feedback link shared with the participants

- Maximum participation on the part of all the stakeholders of education is required.
- Need for quality Research and innovation in the field of education.
- Language should not be a barrier in learning. Language used in educational institutions must be in accordance with the diverse nature of the learner. There is a need to promote multilingualism in the educational institutions.
- Redesigning of the curriculum is needed in order to implement NEP 2020.
- In-service teachers' training programmes must be given importance for implementing NEP successfully.
- Community engagement should be encouraged through the implementation of NEP 2020.
- More and more discussions are required on NEP 2020 in the form of workshops, seminars, group discussion etc.
- In order to implement NEP 2020 in its true sense more practical based curriculum, dialogue oriented and reflective teaching is required.
- More focus is required on skill development rather than theoretical knowledge.
- There is a dire need to invest in quality teacher educators for making NEP a success.