



INDIA'S NATIONAL EDUCATION POLICY 2020

DIGITAL CONSULTATION : MY NEP 2020

Organized by
IQAC, Indian Institute of Teacher Education, Gandhinagar, Gujarat

IQAC, Indian Institute of Teacher Education organized a National Webinar on, 'DIGITAL CONSULTATION: MY NEP 2020' on 28th May, 2021, Friday.

The objective of the program was

1. To create awareness about the initiative of DIGITAL CONSULTATION which was envisaged by NCTE to draw in suggestions/inputs/membership under the bottom up approach for overall coherence in preparing the document on teacher policy for sustainable change in the Teacher Education sector.
2. To motivate the participants to register at the portal and then after the webinar post the suggestions and inputs based on the discussion and understanding of the concept.

The Speakers

1. Dr. Harshad A. Patel : Vice Chancellor, IITE and IQAC Chairperson
2. Dr. Ravindra Kadu, Chairperson, WRC, NCTE
3. Dr. Anil Kumar, Member, WRC, NCTE
4. Dr. Anil Kumar Sharma, Regional Director, NCTE

Target Audience and Participants

The target audience was teacher education professional, academicians, teachers and other stake holders in the education system. 106 participants registered from across the country representing 9 states including Gujarat, New Delhi, Uttar Pradesh, Rajasthan, Haryana, Bihar, Tamil Nadu, Odisha and West Bengal. The participants included members from two regional committees Western Regional Committee and Northern Regional Committee. Dr. Banwari Lal Natiya, Chairperson, NRC, NCTE and Dr. Nalini Patil, Member WRC, NCTE were among the esteemed guests. Faculty from higher education, teacher educators and many senior eminent educationists participate in the webinar

Program Brief

Program started with the brief introduction of the webinar and guests by Dr. Divya Sharma, Professor and IQAC Head, IITE, Gandhinagar. A brief overview is presented herewith.

Dr. Harshad A. Patel., Vice Chancellor and IQAC Chairperson, IITE, in his Presidential Address, commented on the beneficial suggestions right

from grass root level in framing of robust and National Education Policy document in 2020. He further commented that now NCTE holds the responsibility of drawing valuable suggestions/ inputs for two important aspects: National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). He also said that this is the time when the education fraternity at should actively participate and to contribute to the framing of policy. This modern digital era has given each and every stake holders an opportunity to put forth their suggestions. He welcomed and motivated the participants to submit fruitful suggestions in the webinar.

Dr. Ravindra Kadu, Chairperson, and WRC NCTE., thanked Vice Chancellor, for arranging the webinar at such a short notice and pointed that it is a good platform for bringing people together. He proposed that a joint proposal of suggestion from WRC can be sent to NCTE. Alternatively each individual can submit their suggestion through NCTE portal. He highlighted two parts – National Mentoring Mission (NMM) and National Professional Standards for Teachers (NPST) and noted that it's the need of the hour. He cited Professional Standards for Teachers Education proposed in NEP, 2020 mandate and gave suggestions as listed:

1. Professional Standards for Physical Infrastructure: Standards for physical as well as the ICT (Distance Education, MOOCs etc.) related standards to be defined with reference to quality and approachability of the students.
2. Set Priorities and Prepare Ideal Institutes of Teacher Educations
3. Bifurcate, align and propose Professional Standard for Teachers with 5+3+3+4 structure of NEP, 2020: Professional Standard for Teachers at different stage will help to address the needs of the students and will be as per expectation expectations of NEP 2020
4. Upcoming National Curriculum Framework to be aligned with NEP, 2020 and both should be taken into consideration for NPST.

5. Proposed teacher education programs to be aligned with 5+3+3+4 in NEP, 2020: He pointed that children at each stage have diverse needs which require unique set of teaching methods, pedagogy and learning experiences.
6. Entry to teacher education courses to be provided only through competitive exams: Align Teacher Eligibility Test with professional standards related to qualities, proficiency, psychological abilities, and acquaintance to child psychology. Knowledge needed for the teacher to be predefined and the competitive exam should evaluate these components at the entry level in order to ensure the selection of efficient prospective teacher.
7. Internship and pedagogy to be given maximum importance: Evaluation of teaching skills to be made important. Distribution of pedagogy subjects to take place across 4 years. Clusters for internship to be identified based on quality and grading of the school. The teaching method should be matched with not only type of subject but with also type of student and level of students available in different internship cluster. This will help in improving the professional standards of the teachers. The prospective teacher should be engaged in maximum internship clusters.

Dr. Anil Kumar Sharma, Regional Director, WRC, NCTE congratulated and complemented IITE Team for the platform provided for deliberation in NPST and NMM. He defined standards as explicit elements of high quality effective teaching in 20th century schools which leads to improve educational outcomes for students by providing a framework. He said that standards help to develop common understanding and language for discourse between teachers, teacher educators, teacher organizations, professionals and the public and also inform the development of professional learning goals. Suggestions on NPST proposed by him are:

1. High quality standards to be the core

of teaching profession: Program for International Standard Assessment (PISA) approach should be binding force to ensure that the future teachers to be prepared on the principal of PISA.

2. Cultural change exchange framework to be established between India and other western countries like U.S., U.K. or Australian government in order to orient and refresh all international standard.
3. Internship, training on blended learning for all teachers irrespective of level must be made mandatory in letter and spirit.
4. Collaboration and use of teacher portfolio to be the ways and means of making the standard work.
5. Creative and innovative framework to be prepared in order to ensure that all teachers shall be trained on these lines

Dr. Anil Kumar, Member, WRC, NCTE thanked the Vice Chancellor for the organization of webinar. He motivated and guided participants for posting suggestions on NCTE portal. The presentation of Dr. Anil Kumar included brief overview of the concept. According to him Professional standards will provide a holistic view of what makes professional teacher, provide interpretation of what a professional might be doing seen through the lens of the teacher, essential tool for informing and supporting continuing professional development, help to drive culture change within the teacher education, will give detailed guidance on how to evidence the recommended teacher qualification.

Professional Standards to include: Input– Infra, student, teacher, curriculum, governing rules and regulations etc. Process-teaching learning and assessment; Output: competent student with desired ability. The role of teacher is of a facilitator and guide who creates conducive climate for learning and not p, the one of information provider. The changing role of teacher to be the focus of NPST document.

NPST document to be based on NEP, 2020: Role of NCTE is important and they should

base document on robust education research, observed effective practice across all parts of country, opinion and views of experts and practices.

He cited 4 parts of NCTE Portal and informed what is to be included:

1. Part I – Teacher Quality – Honesty, integrity, strong content knowledge, up to date skill, positive relationship with parents and pupil, ability to interconnected, interdependence and able to reflect for multidimensional task,
2. Part II – Self-development guide, research tool, self-assessment tools, digital illustrations, videos and demonstration posters.
3. Part III- content knowledge, pedagogy knowledge, curriculum planning and development, uses of required ICT tools and communication assessment, personal and professional development and practice, continuous professional development, learning environment, community linkages and professional engagements, advance skills, code of conduct, learning of Indian language as per 8th schedule of constitution.
4. Part IV- Other inputs/opinion – if you found suitable to be incorporated in the draft NPST. The points missed in the above document can be presented here. The portal allows you only 500 words to fill part 4.

He further gave examples for suggestions which are

Up to date Skills – TL Skills to be updated through online and offline programs, attending conference seminars, reflecting upon literature researches, self-reflection.

Self-Assessment tools – Academic audit, feedback for stakeholder

Pedagogy knowledge, curriculum planning and development- skill enhancement through online offline certifications

Continuous professional development –regular assessment by self and colleagues, mandatory refresher course after 3/5 years

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