

Chapter 1
Introduction

CHAPTER-1

INTRODUCTION

1.1 Introduction

Education is a backbone of every individual and it determines the destiny of a Nation. Education enhances one's knowledge, skills, attitude, personality, values, habits etc. Education plays a vital role in this modern and competitive world as it prepares a person to face challenges in day to day life.

“Education is the most powerful weapon which you can use to change the world”-

Nelson

Mandela.

“Education is the manifestation of perfection already in men”

Vivekananda.

Education is a basic ingredient for achieving full human potential. Providing universal access to an education of high quality is the key to India's continued ascent, progress and leadership on the global stage in terms of economic development, social justice and equality, environmental stewardship, scientific advancement and cultural preservation. India possesses the highest number of young people of any country entering school over the next decade and the extent to which high quality educational opportunities are presented to them will determine the direction of the future of India and its people.

Today, the seeds of such a dramatic transformation in education are being planted. Prompted by massive revolutions in knowledge, information technology, and public demand for better learning, schools nationwide are slowly but surely restructuring themselves. Just like proper plantation cannot be done without a skilled farmer, similarly inculcation as well as transaction of knowledge and values cannot be planted into the young and needy minds without a skillful teacher. For the internal development of a teacher and for the development of the skills he/she must accumulate the updated and improved pedagogical practices and also get his/her hands on the technological development which will help him holistically to become an effective teacher, guide, facilitator as well as inspiration to the students. It can only be possible with proper

educational planning and with better educational policies which can transform the educational system towards global education.

Education is a dynamic process as it changes according to the changing needs of the time, aspirations and circumstances of a country. What we needed 25 years back in our national system of education, is not needed today and what we are adopting today shall not be required in the coming A twenty (20) years for the national system of education. The growth of education depends upon its dynamic nature. At present thousands of graduates are not needed in the country, but being a developing country, we need more than 50,000 technical and skilled persons.

The world is undergoing rapid changes in the knowledge landscape. With the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide are expected to be taken over by machines, while the need for skilled labour, particularly involving mathematics, computer science, data science, and deep learning will be in rapidly increasing demand. With increasing pollution and climate change, there will be a sizable shift in how we meet the world's energy, water, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, and climate science. There will be a growing demand for humanities and art, as India moves towards becoming a developed country and among the three largest economies in the world.

Indeed, with the quickly changing employment and global ecosystem, it is becoming increasingly important that children not only learn, but learn how to learn. Education must thus move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Education must aim to be character-making, enabling learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment. The aim must be for India to have an education system by 2030 with access to the highest-quality education for all learners regardless of circumstances of birth or background. To achieve this, actions must be taken now and with urgency.

1.2 Historical Background of National Education Policy

National Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 and by the suggestions of Kothari Commission first education policy was passed in 1968. The second policy for education came in 1986 and it was revised in 1992.

Drastic changes had happened in the educational field in the past 34 years and the policies framed should be modified according to the needs of the people and the nation. Strong foundation should be laid in Education and then only it will produce an all-round development of future citizens. All Indians should receive a quality education at an affordable price. In this context, the education sector needs to drive itself towards the needs and demands of the 21st century.

After 34 years, the third National Education Policy was released on 29.07.2020. The new NEP 2020 suggests structural changes right from school education to higher education and regulatory bodies. Any change in the system or policy is not directly accepted by the people. After strong arguments and empirical reasons, it is accepted by all. Implementation of this policy after 34 years, has given rise to several arguments among the educational sectors, politicians, experts, stakeholders, common people, etc.

After framing the policy, it should be properly implemented in the educational set up. Then only it will make the desirable changes in the educational system. NEP 2020 is going to be implemented in the educational system successfully through the teachers. They are the real, direct and significant stakeholders. While implementing the policy, the stakeholders should be recognized and included in the process for its crucial effectiveness. It is essential also, to know their opinion about the NEP 2020. Hence, this study tries to find out the awareness level and opinion of teacher educators on NEP 2020.

1.2.1 Recommendations of National Education Policy 2020 towards Opening of Teacher Education Programmes in Multidisciplinary Centres -

1. Teacher education is truly vital in creating the team of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and

values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, while also being well-versed in the latest advances in education and pedagogy.

2. Heartbreakingly, the teacher education sector has been beleaguered with mediocrity as well as rampant corruption due to commercialisation. According to the Justice J S Verma Commission (2012) constituted by the Supreme Court, a majority of standalone teaching institutes 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 corruption rampant 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 revitalisation through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.
3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession and thereby attain a successful school system, substandard and dysfunctional teacher education institutions (TEI) that do not meet basic educational criteria must and will be shut down. This effort will be launched in a mission mode by MoE with strong political will, positive administrative intent, and an effective implementation strategy. All TEIs will be held accountable to adherence to the basic criteria for approval of their programmes; after giving one year for remedy, if any breaches are found, they will be shut down if the breaches are not remedied. There must be a sound legal approach developed to ensure this enforcement is carried out effectively. By 2023, India should have only educationally sound teacher preparation programmes in operation, developing professionally competent teachers.
4. Because teacher education requires multidisciplinary inputs and a marriage of high-quality content and pedagogy, all teacher preparation must be conducted within composite multi-disciplinary institutions. To this end, all large multidisciplinary universities - including all public universities as well as all Model Multidisciplinary Colleges - will aim to establish, develop, and house

outstanding education departments which, aside from carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes to educate future teachers, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, history, and literature, as well as various other specialized subjects such as science and mathematics. Moreover, all independent TEIs will be required to convert to multi-disciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. By 2030, every HEI offering a teacher education programme will be multidisciplinary and offer the 4-year integrated B.Ed. programme. The 4-year integrated B.Ed. will be a dual-major liberal Bachelor's degree, in Education as well as a specialized subject (such as a language, or history, music, mathematics, computer science, chemistry, economics, etc.). Each HEI offering the 4-year integrated B.Ed. may also design a 2-year B.Ed. on its campus, for outstanding students who have already received a Bachelor's degree in a specialized subject and wish to pursue teaching. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to both the 4-year and 2-year B.Ed. programmes. A 1-year B.Ed. may be designed for particularly outstanding candidates who have received a 4-year B.L.A. undergraduate degree in a specialized subject.
6. Multidisciplinary higher educational institutions will work towards establishing high-quality education departments and teacher education programmes, and will be strongly supported by government funding to achieve this goal. Such HEIs will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher educational institution will have a network of government and private schools and school complexes to work with in close proximity, where potential teachers will student-teach (among other synergistic activities between HEIs and school complexes, such as community service, adult and vocational education, etc.). Such HEIs will

develop holistic teacher education programmes based on their academic subject strengths related to education as well as in specialized subjects. Beyond the teaching of cutting-edge pedagogy will include grounding in sociology, history, science, psychology, early childhood education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more.

7. Admission to pre-service teacher preparation programmes, like all HEI admissions, will be carried out in large part through subject and aptitude tests as conducted by the National Testing Agency.
8. The faculty profile in Departments of Education will necessarily aim to be diverse. Not everyone would be required to have a Ph.D., but teaching experience and 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/political science) as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigor in conceptual development.
9. All fresh Ph.D. entrants, irrespective of discipline, will be required to have taken 8-credit courses in teaching / education / pedagogy related to their chosen Ph.D. subject during their doctoral training period. Exposure to pedagogic practices, designing curriculum, credible evaluation systems, and so on will be ensured, since many research scholars will go on to become faculty. Ph.D. students will also have a minimum number of hours of actual teaching
10. Experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country must be re-oriented for this purpose. Opportunities for Ph.D. students to assist faculty as teaching assistants must be created as part of all Ph.D. programmes.
11. In-service continuous professional development for college and university teachers will continue at the Academic Staff Colleges, recently renamed as Human Resource Development Centres (HRDCs); however, these centres will be integrated completely into the universities that presently host them, instead of

being seen as external entities as they are now. They will also be incorporated in the Regional Institutes of Education (RIEs) of NCERT. The HRDCs will either become into the Department of Education if one already exists, or become the seed for creating such a Department.

1.3 Statement of the Problem

Taking the scenario into consideration, the investigator has taken the problem to identify the awareness level and opinions of the teacher educators. The problem is stated as: **“A study on the awareness and opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres.”**

1.4 Need and Significance of the Study

In India, National Education Policy (NEP) 2020 was announced recently by the MHRD, with a tremendous transformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, and multidisciplinary and also to meet the needs and demands of the 21st century. The NEP 2020 is based on the foundation pillars such as access, affordability, equity, quality and accountability.

The present study aims at explaining the awareness level and opinion of teacher educators on NEP 2020 towards opening of teacher education programmes in India. The presence of the positive opinions or the absence of the same will depend on their awareness level and also may have profound implications on the part of authorities (MHRD). The favorable opinions on the present policy might help the authorities and planners, who were involved in making it, to continue the same without making any drastic change in the implementation strategies of this very policy in the near future. But the absence of the favourable opinion might help the planners to restructure the present policy in order to refine it. Therefore, the present investigation is very vital from the planning point of view.

1.5 Operational Definitions of Key Terms

1. Awareness

Conceptual Definition- It is defined as the quality or state of being aware: knowledge and understanding that something is happening or exists. It is the state of being conscious of something. More specifically, it is the ability to directly know and perceive, to feel, or to be cognizant of events.

Operational Definition- For this present study awareness can be defined as the scores of the teacher educators on the questionnaire regarding the opening of teacher education programmes in multi-disciplinary centres constructed by the investigator.

2. Opinions

Conceptual Definition- It is defined as a thought or belief or judgment about something or someone. It can also be defined as a view, judgment, or appraisal formed in the mind about a particular matter.

Operational Definition- For this present study opinion can be defined as the scores of the teacher educators on the opinionnaire regarding the opening of teacher education programmes in multi-disciplinary centres constructed by the investigator.

3. Gender

Conceptual Definition- It is defined as the characteristics and roles of females and males that are socially constructed.

Operational Definition- Gender for the present study can be defined as how the scores vary for both the gender accordingly.

1.6 Objectives of the Study

1. To study the awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres.
2. To study the opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres.
3. To study the difference in awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres with respect to their respective disciplinary backgrounds.

4. To study the difference in awareness of teacher educators regarding the opening of teacher education programmes in multidisciplinary centres with respect to their gender.
5. To study the difference in opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres with respect to their respective disciplinary backgrounds.
6. To study the difference in opinions of teacher educators towards the opening of teacher education programmes in multidisciplinary centres with respect to their gender.

1.7 Hypotheses of the Study

1. There exists no significant difference in awareness between science and social science teacher educators towards the opening of teacher education programmes in multidisciplinary centres.
2. There exists no significant difference in awareness between male and female teacher educators towards the opening of teacher education programmes in multidisciplinary centres.
3. There exists no significant difference in opinions between science and social science teacher educators towards introduction of multidisciplinary centres.
4. There exists no significant difference in opinions between male and female teacher educators towards introduction of multidisciplinary centres.

1.8 Delimitations of the Study

Due to the unavailability of the resources and the paucity of time, it is not possible to cover every aspect of the associated variables related to problem under investigation. Hence the study is delimited to-

1. The study is confined to teacher educators of Odisha only.
2. The number of teacher educators is only 80.
3. Gender and disciplinary background of the teacher educators are taken as the demographic variables out of many variables.

4. Only awareness and opinions of the teacher educators related to the opening of teacher education programmes in multi-disciplinary centres are taken into consideration.

1.9 Chapterization of the Study

Chapter 1 has dealt with a brief introduction, statement of the problem, need and significance of the study, operational definition of key terms, objectives, null hypothesis, and delimitation of the study.

In chapter 2 a brief review of related literature and how the related literature helped the investigator to design the present study are discussed. While presenting this chapter an attempt had been made to arrange reviews, based on the key concepts extracted from the problem selected for the study.

In chapter 3 the methodology adopted for the present study is discussed. This chapter includes methods of research, research design, variables of the study, population of the study, sample of the study, sample of the study, tools used for the collection of data, data collection procedure, scoring procedure and plan for analysis of data together with the statistical techniques used in the study are discussed.

Chapter 4 deals with the analysis and interpretation of the data.

Chapter 5 presents a brief summary of the study. It will also present need and importance, findings, educational implications and suggestions for further research.