



## **Building Ecosystem to Promote National Education Policy-2020 in Teacher Education Institute**

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### **Abstract**

National Education Policy (NEP)-2020 is a visionary document suggesting path breaking reforms about how students learn and how teachers teach. NEP-2020 is an opportunity to nurture an ecosystem which is student centric. Ecosystem which is expected to make educational outcomes more fruitful in terms of competencies and skill. 21st century skills, vocational education, art integrated education have to be interwoven in pedagogical aspects in classroom practices. Various initiatives at all levels of school education are undertaken by the Ministry of Education which resonates with the vision of NEP-2020. Education is the backbone of school education and any strategy drawn for school education cannot be successful unless teacher education institutes are carved with that strategy.

This working paper discusses short-term transformations identified in NEP-2020 for school education and how teacher education institutes can support them for more effective implementation.

**Keywords: Joyful learning, Assessment reforms, Teaching learning resource creation**

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**Introduction**

Education system is the foundation pillar in building a nation. Globalization and technological advancements have turned the table and so the education system needs to embrace these changes in its system. With the launch of National Education Policy 2020 (NEP-2020) it will take our education system towards international standards and will impact the overall growth of the nation. Future of education has 21st century skills, out of the box thinking, creativity, communication, skilled youth, employable skills, experiential learning etc. as milestones. NEP-2020 policy encompasses these elements and is committed to take the essence to classrooms. Various initiatives at all levels of school education are undertaken by the Ministry of Education which resonates with the vision of NEP-2020. The focus has shifted to learning from teaching. The Teacher Education Institute's environment is questioned here. This is a big erosion present in our education system. The current concern of the nation is effective implementation of NEP. Various initiatives at all levels of school education are undertaken by the Ministry of Education which resonates with the vision of NEP-2020. Education is the backbone of school education and any strategy drawn for school education cannot be successful unless teacher education institutes are carved with that strategy.

**Review of Literature**

Kaurav and others (2020) concluded that there is an extensive focus on reshaping the curriculum, examination system will be reform and much emphasis on the development of critical thinking and experiential learning to the students. Vaishale (2020) mentioned that the aim of launching our students at global level by making them equipped with universal knowledge is the best part. India Today (2020) published that the policy will have to design a learning ecosystem with geographical and cultural diversity of India as well as a varied learning pace of each student. Maruthavanan (2020) found that the awareness of NEP 2020 is not above average in Madurai district of Tamilnadu. Male secondary school teachers have more awareness than female secondary school teachers. Urban school teachers have more awareness than rural school teachers. Government school teachers have more awareness than

self-finance school teachers. Teachers who are having below 10 years of service have more awareness than those who are having above 10 years of service. Teachers who are living in a joint family have more awareness than teachers living in a nuclear family.

### **Identification of research gap**

Researches reviewed were encompassing the metacognitive analysis of NEP-2020 and current education scenario. Researches reviewed exhibited the need for policy formation to prepare future generations for the global world. Metacognitive analysis of NEP-2020 advocates for multidisciplinary approach, reshaping of curriculum, reformation in examination system and change in teaching pedagogy. The PISA report suggests that we have to move from rote learning to competency learning to meet international standards of education. Play way method, experiential learning, out of box thinking are the components identified from NEP-2020 by various researchers. Few studies have been conducted regarding awareness of NEP-2020 among teachers in context of certain variables which reveals that level of awareness is not above average. NEP-2020 is very progressive and needed but what the current status is regarding awareness, preparedness and challenges in taking policy vision to the classroom is not yet studied as well as preparedness of teacher education institutes is not taken into consideration. What kind of ecosystem needs to be cultivated in the teacher education institute to promote NEP-2020 is still untouched. Hence researcher came forward with the thought to identify preparedness of TEI for NEP-2020 para 4.6 and para 4.7 and how teacher education can play a vital role in promoting the ecosystem towards achievement of NEP-2020 para 4.6, 4.7

### **What does NEP-2020 document para 4.6, 4.7 says?**

#### **Experiential Learning**

In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. (NEP-2020, para 4.6)

Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom

transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture. (NEP-2020, para 4.7)

### Teacher Education Institute response

At present teacher education courses are drawn as per NCF 2005 and NCFTE2009. Pedagogy of subjects and Art in education are part of B.Ed courses. Teaching skill development, pedagogies of school subjects, techniques, assessment tools are various topics covered under pedagogy of subjects. Theory and practicum have to be linked and integrated in the training process. Much of what goes by way of practical is intrinsically related with pedagogy and much of the essence of pedagogy lies in the practical work. (Curriculum framework for quality teacher education (1999)). Practical work conducted has very little essence of innovation. More emphasis is given on theory teaching and practical work limits itself as a cause of submission for evaluation.

Questionnaire regarding awareness for para 4.6, 4.7 was designed by researcher and results were obtained from prospective teachers for sample size of 89. Following table shows the data obtained for the questionnaire

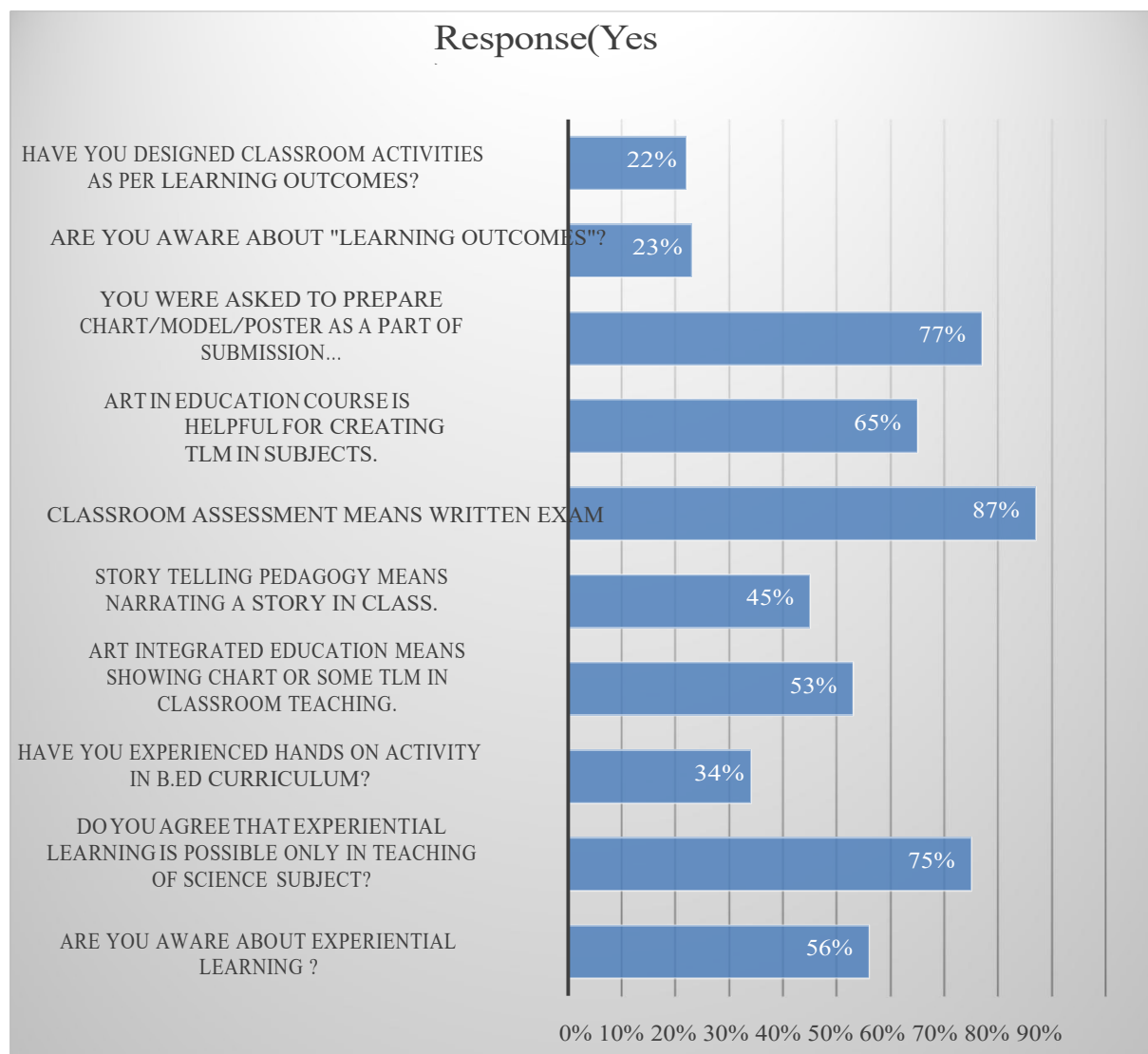
**Table-1**

Response percentage of teachers in "Yes" for the questionnaire

Questions	Response(Yes)
Are you aware about experiential learning?	56%
Do you agree that experiential learning is possible only in teaching of science subject?	75%
Have you experienced hands on activity in B.Ed. curriculum?	34%
Art integrated education means showing chart or some TLM in classroom teaching.	53%
Story telling pedagogy means narrating a story in class.	45%
Classroom assessment means written exam	87%
Art in education course is helpful for creating TLM in subjects.	65%
You were asked to prepare chart/model/poster as a part of submission in "Art in Education" paper.	77%
Are you aware about "Learning outcomes"?	23%
Have you designed classroom activities as per learning outcomes?	22%

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Following chart shows the result of the teachers' responses in percentage for the asked questions



### Result analysis

Outcome of a survey conducted by researcher reflected that 22% of prospective teachers have designed activities as per learning outcome. 23% of the sample is aware about learning outcomes. 77% prospective teachers confirmed that they were asked to submit chart/poster/model as submission for "Art in Education" subject. 65% prospective teachers agrees that Art in Education course is helpful in preparing TLM. 87% of the sample believes that assessment can only be in the form of written test. 45% prospective teachers means that story telling pedagogy is like narrating a story in the class. 53% of preservice teachers believe that Art integrated pedagogy means showing chart or some TLM in classroom teaching. 34% have experienced hands on activity during their B.Ed. Program and 56% are aware about

experiential learning terminology whereas 75% sample believes that experiential learning is possible only in science subject at school level. Results are very disheartening. Prospective teachers' response in the questionnaire is the reflection of TEI ecosystem. Results reflect that NEP-2020 for school education can only be successful if TEI resonates around the goals of NEP-2020.

### Ecosystem in TEI to promote NEP-2020

- ✚ At the outset, teacher educators need to abreast with NEP-2020. All TEI should have a constituted taskforce for the penetration of NEP-2020 in institute.
- ✚ Practical work should be designed in close connection with NEP-2020 para 4.6,4.7
- ✚ Micro credential assessment system should be established. Varied exposure and experience of practical work should be assigned to prospective teachers under micro credential assessment.
- ✚ Rigorous practice work based on student centric pedagogy should be practiced.
- ✚ TEI should come out from the traditional chart/model/poster mode of TLM and design advanced TLM which can be used for experiential learning.
- ✚ TEI can take the leadership for the transformations suggested in NEP-2020 and training/mentoring sessions for stakeholders need to be organized.
- ✚ TEI should up skill for becoming center for CPD of school teachers.
- ✚ Close networking with school sector should be established by TEI as prospective teachers need to be trained in terms of broad framework of school education.

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