



National Webinar
on
Implications of NEP 2020 for Teacher Education

25th February 2021 (11.00 a.m. – 4.30 p.m.)

Organized by

Indira Gandhi National Open University

In collaboration with

Vidya Bharati Uchha Shiksha Sansthan



REPORT

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About the Webinar

The National Education Policy 2020 envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country and a conscious awareness of one's roles and responsibilities in a changing world. The policy aims to ensure that all students at all levels are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. It has also been emphasized on the synergetic association between teacher education and school education. To deliberate on these issues, the School of Education (SOE), IGNOU, in collaboration with the Vidya Bharati Uchha Shiksha Sansthan (VBUSS), is organizing a webinar on 25th February 2021 to discuss the Implications of NEP-2020 for Teacher Education. The deliberations during the webinar will come out with suggestions, ideas and insights which will concretize policy directions for teacher education in the country.

About the IGNOU

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to build an inclusive knowledge society through inclusive education. It has tried to increase the Gross Enrollment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode. Today, it serves the educational aspirations of over 3 million students in India and other countries through 21 Schools of Studies and a network of 67 Regional Centres, around 2,000 Learner Support Centres and 20 overseas institutions. The University offers about 200 certificate, diploma, degree and doctoral programmes, with a strength of nearly 250 faculty members and 230 academic staff at the headquarters and regional centres and over 35,000 academic counsellors from conventional institutions of higher learning, professional organizations, and industry, among others.

About the VBUSS

Vidya Bharati Uchha Shiksha Sansthan (VBUSS) is a voluntary organization working in the field of higher education with focus on policy advocacy and structural reforms in India's Higher Education landscape. It has been working to realize the concept of quality education that determines the ideal and activities of higher education. Vidya Bharti has been striving to create centers of excellence which would be a combination of ancient and the modern; traditional and non-conventional; Oriental and Occidental.

Objectives

The objective of organizing the webinar is to discuss the implementation of NEP 2020 on various aspects related to teacher education. The webinar is planned to deliberate upon providing quality and affordable education to all sections of the society.

Webinar theme

Implications of NEP 2020 for Teacher Education.

Sub themes

The focus of the Webinar will be on the following themes:

Theme 1: Curricular Aspects & Teacher Preparation at various levels

Theme 2: Capacity Building / Professional Development of Teachers

Theme 3: Blended Approach in Teacher Education

Resource Persons

1. Prof. J.S. Rajput, (Padam Shri) Former Director, NCERT and Former Chairman, NCTE
2. Dr. Rishi Goel, Director, SCERT, Haryana.
3. Prof. Bhagwati Prakash Sharma, Vice Chancellor, Gautam Buddha University, Greater Noida, U.P.
4. Prof. Chand Kiran Saluja, Professor, Central Institute of Education, DU, New Delhi and Honorary Director, Samskrit Promotion Foundation (Delhi)
5. Prof. Ranjana Arora, Head Dept. of Teacher Education, NCERT, New Delhi.
6. Prof. V. D. Bhat, Former Professor, RIE, NCERT, Mysuru.
7. Prof. Rajaram Sharma, Former Joint Director, CIET, NCERT, New Delhi

Webinar Schedule

Inaugural session (11.00 AM -12.40PM)

11.00 - 11.05 AM	Welcome Address	Prof. D. Venkateshwarlu Director, SOE, IGNOU
11.05 - 11.10 AM	Address by the PVC, IGNOU	Prof. Satyakam Pro-Vice Chancellor, IGNOU
11.10 -11.25 AM	Address by VC, IGNOU	Prof. Nageshwar Rao Vice Chancellor, IGNOU
11.25 -11.50 PM	Address by Guest of Honour	Dr. Rishi Goel Director, SCERT, Haryana
11.50 -12.30 PM	Address by Chief Guest	Prof. J.S. Rajput Former Director (NCERT) & Former Chairman (NCTE)
12.30-12.40 PM	Vote of thanks	Prof. Vibha Joshi SOE, IGNOU

Session coordinator: Prof. Bharati Dogra, SOE, IGNOU

Rapporteurs: Dr. M.V. Lakshmi Reddy & Dr. Niradhar Dey, SOE, IGNOU

Special Session (12.50 PM - 1.55 PM)

Chairperson: Prof. R. P. Das, PVC, IGNOU

Moderator: Prof. Vibha Joshi, SOE, IGNOU

12.50 -1.15 PM	Address by the Guest of Honour	Prof. Bhagwati Prakash Sharma VC, Gautam Buddha University, Greater Noida
1.15 - 1.40 PM	Address by the Guest of Honour	Prof. Chand Kiran Saluja CIE, Delhi University, &Hon. Director, Sanskrit Promotion Foundation (Delhi)
1.40- 1.55 PM	Q & A	

Rapporteurs:Ms. Poonam Bhushan &Dr. Gaurav Singh, SOE, IGNOU

Plenary Session (2.15-4.00 PM)

Chairperson: Prof. Satyakam, PVC, IGNOU

Moderator:Prof Vandana Singh, SOE, IGNOU

2.15 – 2.45 PM	Theme1: Curricular Aspects &Teacher Preparation at Various Levels	Prof. Ranjana Arora Head Dept. of Teacher Education, NCERT, New Delhi
2.45 – 3.15 PM	Theme 2: Capacity Building / Professional Development of Teachers	Prof. V. D. Bhat Former Professor, RIE, NCERT, Mysuru
3.15 – 3.45 PM	Theme 3: Blended Approach in Teacher Education	Prof. Rajaram Sharma Former Joint Director, CIET, NCERT, New Delhi
3.45- 4.00 PM	Q & A	

Rapporteurs:Dr. Elizabeth Kuruvilla & Mr. Ajith Kumar C, SOE, IGNOU

Valedictory

4.00- 4.15 PM	Vote of Thanks	Prof. Y Nirmala, SOE, IGNOU
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Brief of the Sessions

Inaugural session (11.00 AM -12.40 PM)

School of Education, IGNOU organized the National Webinar on the Implications of National Education Policy, 2020 for Teacher Education on 25th February 2021 at 11.00 AM. The Chief Guest of the Inaugural Session was Prof. J. S. Rajput, the Former Director, NCERT and Former Chairman, NCTE. It was presided over by Prof. Nageshwar Rao, Vice Chancellor, IGNOU. It was coordinated by Prof. Bharti Dogra, School of Education, IGNOU and Dr. M. V. Lakshmi Reddy and Dr. Niradhar Dey, School of Education, IGNOU were the rapporteur for the session.

Beginning the inaugural session, Prof. Bharti Dogra mentioned about the collaborative efforts of SOE and Vidya Bharati Uchha Shiksha Sansthan (VBUSS) involved in organizing the event. She invited Prof. D. Venkateshwarlu, Director, SOE to initiate the proceedings with his welcome address.

At the outset, Prof. D. Venkateshwarlu welcomed all the dignitaries, the resource persons, and the participants. The dignitaries and the resource persons included: Prof. Nageshwar Rao, Vice-Chancellor, IGNOU; Prof. J. S. Rajput, former Director, NCERT and former Chairman, NCTE; Dr. Rishi Goel, Director, SCERT, Haryana; Prof. Bhagwati Prakash Sharma, Vice-Chancellor, Gautam Buddha University, Greater Noida; Prof. Chand Kiran Saluja, CIE (Delhi University) and Honorary Director, Sanskrit Promotion Foundation, Delhi; Prof. Ranjana Arora, Head, Department of Teacher Education, NCERT, New Delhi; Prof. V. D. Bhat, Former Professor, RIE, NCERT, Mysuru; Prof. Rajaram Sharma, former Joint Director, CIET, NCERT, New Delhi; Prof. Satyakam and Prof. R. P. Das, the Pro-Vice-Chancellors of IGNOU; the Director, VBUSS; and the Directors of all Schools of Studies, Divisions, Centers and other units of IGNOU as well as the present and the retired faculty of SOE, IGNOU, among others. In his welcome address, he touched upon the objectives and the theme of the webinar with a focus on the subthemes, viz. curricular aspects and teacher preparation at various levels, capacity building/professional development of teachers and blended approach in teacher education. He invited the speakers to throw light on the implications of NEP 2020 for teacher education with special reference to the sub-themes.

In the presidential address, Prof. Nageshwar Rao, Vice-chancellor of IGNOU highlighted the importance of the implementation of teacher education component of the NEP 2020. He emphasized the contribution of IGNOU to higher education in general and teacher education in particular through various programmes offered through different modes – ODL, Online and blended modes. He urged upon the need for promoting skill component among the students through improved pedagogic practices appropriate for the multidisciplinary institutional context. Stating that the teachers play a crucial role from entry stage through

exit stages of students, he opined that the teachers only could develop suitable plans for effective implementation of the policy. He appreciated the lead taken by the School of Education in conducting webinars and other academic deliberations of various kinds towards implementation of the NEP 2020. He desired that Prof. Rajput, with all his experience and acumen, will be able to provide adequate inputs and guidance towards developing appropriate action plans for development and effective implementation of teacher education programmes by IGNOU.

In his address, Prof. Satyakam focused on the fundamental philosophy, Indian tradition, knowledge, culture and values underlying NEP 2020. He stressed upon the need for developing awareness among the teachers about different aspects of the policy including the importance of mother-tongue as the medium of instruction at school stage. He called for evolving an integrated comprehensive approach to teacher education / training in multidisciplinary institutional environments.

Dr. Rishi Goel highlighted certain important aspects of NEP 2020 such as competence and character development of students and teachers, place of Indian thinking in the world order, role of teachers and quality of teacher education, establishment of Teacher Education Departments in multidisciplinary institutions and 4-year Integrated B.Ed. programme, among other things. For effective implementation of quality of school education and teacher education, he suggested the following:

- There should be Board examinations at the level of 5th and 8th standards (classes) along with 10th standard of school education.
- There should be one RIE in each state, a Department of Education in each of the Central Universities and State Universities, in addition to at least one College of Teacher Education in each state and a DIET in each of the districts all over the country.
- Admission of students in Teacher Education Institutions across the country should be done based on common entrance examination only.
- Collaborating co-scholastic aspects with the scholastic aspects of teacher education programmes
- CPD programmes are essential for teachers in rural, urban, and other areas as well as post-B.Ed. certificate as a part of in-service training.
- Integrating Early Childhood Care and Education in teacher training.
- Using MOOCs for the professional development of teachers.

However, he expressed major concern with special reference to the potential of private teacher education institutions, which were/are capable of transforming themselves into any kind of institutions such as composite colleges, multidisciplinary institutions overnight rendering quality/standards into a casualty. Touching upon the past experiences and the present ground realities in TE, he hoped that the

implementation of NEP 2020 will move forward systematically by drawing lessons from the past to address the crucial issues of quality education.

Prof. J. S. Rajput, in his address, pointed out important aspects of NEP 2020 such as: research, innovation, entrepreneurship in education; nurturance of student's talent based on aptitude; importance of Indian traditions, knowledge, culture and values; teacher's status and role in education and society; application of technological advancements in teaching-learning process; quality of school education and teacher education; role of regulatory bodies; societal and national expectations of education system; and examination reforms, among others. Appreciating NEP 2020 as a wonderful document, he stated that it includes all those points which we have been talking about for long for their inclusion in education.

In implementing this policy, he emphasized the need to draw the curricular content from the contributions of great Indian thinkers / philosophers, prevailing situation of Indian education system, the inherent potential of children, the role and status of teachers, Indian and international literature, among others, for both school and teacher education. He stressed upon promoting the intellect, talent, and competency of the students, raising the status of teacher as an indicator of quality of education, and enhancing the role of teacher in nurturing the talent of the children with a view to transform the nature and character education system itself.

Prof. Rajput attributed all failures of education system and teacher education system to the teachers, the teacher educators, and educationists only as they only have to own and share the responsibility thereof. In spite of it, he appreciated the great Indian talent pervading in premier global institutions like NASA and places like Silicon Valley, even though 35-40% schools are not working up to desired level of efficiency. He hoped that India will top the world in its development if 80% of schools function to the expected level of efficiency in implementing this policy. Towards this end, he emphasized that only teachers could play effective role in bringing fundamental reforms in education system and in changing the lives of children and the society in right direction. He stressed that if a nation has to witness a change towards qualitative development it is possible only through the quality teacher education. So, if teacher training / education system fails everything fails. In the light of lessons from the past experiences, he cautioned that the quality of education and teacher education should not be allowed to become a casualty anymore.

In order to provide opportunity of lifelong learning to the children they need to be trained after consulting their minds. Their ideas, imagination, curiosity, and creativity need to be nurtured to the fullest extent to promote good education. They need to be trained in head, hand, and heart; body, mind, and spirit; and self, society, and nature. Well-trained teachers only can promote all these aspects in them. And, if the teachers themselves are not qualified, then they do not have right to talk about quality issues of education. For effective implementation of the policy, he expected the system to gear-up to rise to the occasion of huge

impending demand for trained teachers at all levels. In this context, he also cautioned that the students and other stakeholders should not recognize the substandard institutions (schools and TEIs), if any that exist, and raise their voice against such institutions in the interest of quality education. He suggested that the Universities such as JNU, DU, IGNOU, etc. must also come together, discuss and study different aspects of the policy to chalk out the paths for effective teacher education. He hoped that the NEP 2020 will be implemented in its true spirit through high-quality teacher education programmes aimed at transforming humanity into a divinity through character building, value education, and peace education, among others.

The inaugural session ended with a vote of thanks by Prof. Vibha Joshi, School of Education, IGNOU.

Special Session (12.50PM -1.55PM)

The special session of the webinar was chaired by Prof R P Das, PVC, IGNOU and was moderated by Prof Sutapa Bose, SOE, IGNOU. The rapporteurs for the session were Ms. Poonam Bhushan and Dr Gaurav Singh.

Prof R P Das initiated the session by highlighting, the significance of implementing the NEP, 2020 in letter and spirit for its success. He also highlighted the need for Indianization of Indian education.

Prof. Bhagwati Prakash Sharma, VC, Gautam Buddha University underscored the role of education in the development of a country. He stated that the task of a teacher should be to develop “academic addiction” amongst learners. He further pointed to the need for developing quality and innovation in higher education and integrating the education system with the rich cultural heritage and national ethos.

Prof. Sharma emphasized on the need for “Andragogy”, or teaching of adult learners, and that it should motivate learners to self-directed learning, using different methods like the fish-bowl method and other methods that should be tried out.

Prof. ChandKiran Saluja, CIE (Delhi University) and Honorary Director, Sanskrit Promotion Foundation, Delhi spoke about “The Treasure Within” by Jacques Delors and the significance of the four pillars of learning. He also drew a parallel between the tenets of Indian civilization and the recommendations of the Report. The session ended after a few observations made by the participants.

Plenary Session (2.15PM – 4.00 PM)

The Plenary Session was chaired by Prof. Satyakam, PVC, IGNOU and was moderated by Prof. Vandana Singh, SOE, IGNOU. Three resource persons, Prof Ranjana Arora, Head, Dept of Teacher Education, NCERT, New Delhi, Prof V.D. Bhat, former professor, RIE, NCERT, Mysuru and Prof Rajaram

Sharma, former Joint Director, CIET, NCERT, New Delhi delivered their lectures on various themes. The rapporteurs for the session were Dr.Elizabeth Kuruvilla and Mr. Ajith Kumar.C.

Prof Satyakam mentioned about the role and importance of languages in education, challenges in providing education in mother tongue, and need for capacity building of teachers.

The first theme of the plenary session on ‘Curricular Aspects & Teacher Preparation at Various Levels’ was delivered by Prof. Ranjana Arora, Head Dept. of Teacher Education, NCERT, New Delhi. She focused on existing pattern and programmes of teacher education in the country. She also discussed about NISHTHA programme (in-service teachers’ education programme). While discussing about the various teacher education programmes recommended in NEP 2020, she emphasized the need for teachers to be critical thinkers and effective communicators. Curriculum of teacher education needs to be revised and emphasis should be given to equitable and inclusive education, competency-based teaching, foundational literacy, holistic development of children, experiential learning, alternate forms of schooling, multilingualism, ICT, and computational and mathematical coding. She also discussed about various pedagogic practices such as activity-centered approach, experiential learning, toy-based pedagogy, and hands-on experience. She emphasized on continuous professional development, skill development and enhancement of research skills.

The second theme of the session on ‘Capacity Building/Professional Development of Teachers’ was delivered by Prof. V. D. Bhat, Former Professor, RIE, NCERT, Mysuru. He mentioned about some points that attracted his attention in the NEP 2020, especially the continuous professional development of teachers. He also mentioned that teachers truly shape the future of the children hence teachers should be given more autonomy. He said that CPD should be based on the contextual demands and teachers should have multiple opportunities to attain maximum proficiency. He felt the need for development of training resource bank to avoid duplication across the states in designing and developing the training resources. He talked about platforms to develop and share teachers’ ideas and need to develop user-friendly platforms at different levels, proper mechanism for collecting and uploading best practices on the platforms and recognition of best practices and incentives for teachers who complete CPD beyond 50 hours.

In the third session on Blended Approach in Teacher Education, Prof. Rajaram Sharma, Former Joint Director, CIET, NCERT, New Delhi stated that every one of us utilize technology in day-to-day lives as it offers us a great advantage of reaching out to many individuals. He focused on how teacher education could be benefitted from the use of technology. He discussed some common issues such as the following:

- I. (i) How shall we distinguish between Education, Schooling, Teaching Training and Learning?
- (ii) How can ICT support each of these?

Stating that there are subtle differences between these terms, he summed up that whether it is education, schooling, teaching, and training, all of these must result in learning and technology facilitates all these processes. Citing an example of how to teach preparation of question paper using technology, he accentuated the use of technology in teacher education programmes.

II. What practices constitute the core of teacher preparation and can technology support these practices?

In addressing this issue, he stated that curriculum analysis, lesson plan, content management, classroom management and assessment constitute the core of teacher preparation. Here the teacher has to stress the point that when s/he teaches, is it reaching to everyone. This becomes more challenging when we depend on technology.

III. What are the possibilities of technology for effective teaching, training, and learning?

In addressing this issue, he highlighted the role played by ODL institutions in training teachers. The pertinent question that was raised in this connection was:

- How do we enhance the effectiveness of training and learning?
- Can technology form a kind of medium to display the outcomes of these programmes?

He also ascertained the need to prepare a checklist containing the technology to be used. At the same time, one has to ensure the authenticity and validity of these materials. He raised a question that how many different technologies can mix and match so that all the objectives can be achieved.

He concluded that blended approach is needed, but one has to check the effectiveness of one's own use of technology to achieve the pre-determined outcomes.

In the end, Prof. D. Vekateshwarlu, Director (SOE) thanked all the participants and Prof. Y. Nirmala, SOE gave vote of thanks.
