



MAHATMA GANDHI CENTRAL UNIVERSITY

[Established by an Act of Parliament]

Temp Camp, Zila School Campus, Motihari, District – East Champaran, Bihar – 845 401

DEPARTMENT OF EDUCATIONAL STUDIES

(SCHOOL OF EDUCATION)

REPORT OF

e-Symposium

ON

NATIONAL EDUCATION POLICY 2020

WITH REFERENCE TO

IMPLEMENTATION STRATEGIES FOR TEACHER EDUCATION

(Hon'ble PM of India Call to the Nation for Neeti, Rananeeti, Roadmap & Resources)

Closed Group Discussion

An e-Symposium on NEP 2020 is organised by Department of Educational Studies under School of Education, Mahatma Gandhi Central University, Motihari, East Champaran, Bihar. It is held in the form of closed group discussion through Google meet on 20/08/2020 at 5.00 PM to 7.00 PM. Following subject experts and participant were present in the discussion from different universities:

- 1. Prof. Sanjeev Kumar Sharma,** - Chief Patron
Hon'ble Vice-Chancellor, MGCU, Bihar
- 2. Prof. G. Gopal Reddy,** - Patron
Pro Vice-Chancellor, MGCU, Bihar
- 3. Prof. Asheesh Srivastava,** - Director
Head and Dean, School of Education, MGCU
- 4. Dr. Mukesh Kumar** - Coordinator
Associate Professor, School of Education, MGCU, Bihar

- 5. Dr. Manisha Rani** - **Convenor**
Assistant Professor, School of Education, MGCU, Bihar
- 6. Dr. Pathloth Omkar** -**Organising Committee Member**
Assistant Professor, School of Education, MGCU, Bihar
- 7. Dr. Rashmi Srivastava** -**Organising Committee Member**
Assistant Professor, School of Education, MGCU, Bihar
- 8. Prof. Bhujendra Nath Panda** - **Subject Expert**
Dean of Research, RIE, BBSR
- 9. Prof. Ganesh Shankar,** - **Subject Expert**
Dean, School of Educational Studies, DHSGCU, Sagar, Bhopal
- 10. Prof. Vishal Sood,** - **Subject Expert**
Dean, School of Education, HPCU, Dharamsala, HP
- 11. Prof. Seema Dhawan,** - **Subject Expert**
Professor of Education, HNBGCU, Garhwal
- 12. Prof. Subrata Saha,** - **Subject Expert**
Head Department of Education, RBU, Kolkata, WB
- 13. Dr. Vimal Kishor,** - **Subject Expert**
Dean, School of Education, CUJ, Jharkhand, Ranchi
- 14. Dr. Sudeshna Lahiri,** - **Subject Expert**
Associate Professor, School of Education, University of Calcutta, Kolkata, WB
- 15. Dr. Alok Gardia,** - **Subject Expert**
Associate Professor, Faculty of Education, BHU, Varanasi, UP
- 16. All Research Scholars, M.Phil and M.A. Students** -**Participants**
School of Education, MGCU, Bihar

Inauguration of the programme – The Program was inaugurated by the **Chief Patron & Chairperson Prof. Sanjeev Kumar Sharma, Hon'ble Vice-Chancellor, MGCU, Motihari, Bihar** with a brief speech encompassing the appreciation on the conduction of this programme and the newly released New Education Policy NEP 2020. HVC emphasised that after introducing of NEP 2020, now it's time for moving towards implementation in a planned and effective way. HVC also appealed to the stakeholders of education in the university to reflect upon the implementation steps which they are expecting from the Central

Government, State Government and all the Universities in relation to the successful implementation of the NEP 2020.

Words of blessings for the programme- The **Patron Prof. G. Gopal Reddy, Pro Vice Chancellor, MGCU, Motihari, Bihar** showed his gratitude to the Government of India for the much needed and very positive steps towards transformation of education sector. He appreciated the NEP 2020 which in the words of Prime Minister aims to transform the ‘intent’ and ‘content’ of education sector. He requested all the stakeholders to focus on the steps needed for smooth and fast implementation of NEP 2020 and highlighted that NEP has been released as a document but it will remain a document if not assimilated in the mind and hearts of people and taken action upon.

Introduction of the theme- The theme was introduced by **the Director of the e-Symposium Prof. Asheesh Srivastava, Head & Dean, Department of Educational Studies, School of Education, MGCU, Motihari, Bihar**. He summarised about the symposium and the topics and questions and the parts of the NEP 2020 on which the program is all about, like how to ensure improvement of integrity and credibility of teaching profession and the 4-year Integrated programs & NCFTE, Diverse faculty profile & HEIs, ensure the availability of a range of experts in education, what should be the nature of university department of education and in what way to cope up with the PhD entrants with respect to multidisciplinary inputs in the higher education.

Points of Discussion for Teacher Education (TE) (20th August, 2020)

- ❖ Teacher education creating a pool of school teachers
- ❖ Quality concerns by regulatory efforts
- ❖ Improvement of integrity and credibility of teaching profession
- ❖ Multidisciplinary inputs
- ❖ 4-year Integrated programs & NCFTE
- ❖ Mentoring & professional development

- ❖ Diverse faculty profile & HEIs, ensure the availability of a range of experts in education
- ❖ Fresh Ph.D. entrants and credit-based courses.

Specific Inputs and focus on NPE 2020 given by Panellists on implementation strategies of Teacher Education (Actionable actions not conceptual actions):

Prof. Bhujendra Nath Panda:

- ✚ Steps towards attracting the nation's talented and gifted students for teaching profession through various scholarships, less transfer of teachers and priority to the local teachers for the same.
- ✚ A national eligibility test would be taken for the teachers.
- ✚ Foundation, preparatory, elementary and secondary integrated programs should be there.
- ✚ Stand-alone institutions would be cut. There will not be only one education programme but many.
- ✚ Separate National Curriculum Framework for Elementary level, Secondary level Teacher Education programs.
- ✚ Holistic prospective is required as a part of Teacher Education.
- ✚ He said that one may have the content but if one is not able to deliver, he has lost the opportunity to bear a learner who could have changed the society for good. So transversal competencies and related goals to be developed among teachers.
- ✚ Professional standard setting, national testing agency and professional leadership programs should be properly taken care of in preservice and Inservice teacher education programs.

Prof. Ganesh Shankar:

- ✚ Special focus is needed or to be given on the aspect of how to achieve professional training of teachers and the regional language education which has been incorporated in the NEP 2020.
- ✚ Hard work is required for preparing teachers.
- ✚ NCERT and NCTE have to prepare content-based curriculum.

- ✚ Separate courses should be there for teacher training.
- ✚ Teacher education is important for all the four levels of education- foundation, preparatory, middle, and secondary and 1 year and 2-year B.Ed. courses for lower level or elementary teacher preparation are also required.
- ✚ Personality development is possible by means of choice-based credit systems and other flexibilities given in the document.
- ✚ Qualitative curriculum needed where moral values, indigenous knowledge etc. will be inculcated.
- ✚ Post-Graduation will also be revised according to 4-year graduation and 3year graduation programs.
- ✚ We should include the contents of NPE 2020 in all teacher education programs.

Prof. Vishal Sood:

- ✚ Teacher must be grounded in Indian values, culture and must be well versed with the modern pedagogical skills too.
- ✚ He emphasized that conceptual learning should be there at each level which is important for the students and for the teachers too.
- ✚ Effective and close collaboration of schools with teacher education institutes is required.
- ✚ Develop clear-cut mechanism for sharing school teacher experience with teacher education institutes and coordination between them.
- ✚ Teacher educator training to be done in a multidisciplinary aspect and need to state the role of teachers in UGC and HRDC.
- ✚ Varied learning experiences are required and for the same, involvement of Community members, NGOs, social workers and other relevant stakeholders should be there and they must be invited in university program, not for one-time program but for regular programs.
- ✚ Special attention is required for D.El.Ed and M.Ed. programs along with proper guidelines.
- ✚ Teaching and Pedagogy courses of 2 or 4 credit must be added for all discipline in Ph.D. program.

Prof. Seema Dhawan:

- ✚ Emphasized that without integration quality is not possible in teacher education and integration should be there in skill, knowledge, resources, institutions, quality, quantity etc.
- ✚ Provide pedagogical training to new teachers and training must be according to the level and full focus on performance.
- ✚ Transparency and openness are required for quality perspective of teachers.
- ✚ Provision for self-assessment opportunities should be there in teacher education.
- ✚ Guidelines to train the teachers for motivating students required for self-development and self-learning.
- ✚ Integration of School, SCERT and Teacher Education Institution.
- ✚ Multiple entry and exit provisions are needed to be clear cut for teacher education.
- ✚ Collaboration is an important concern in teacher education.
- ✚ Teacher student relationship should be reviewed. Teacher must be accountable and responsible for nurturing of the student and for better education environment.

Prof. Subrata Saha:

- ✚ Quality is needed in the curriculum at every stage of objective formulation, transaction and implementation.
- ✚ He suggested that we need a national policy for teacher education in which it is clearly mentioned that what is needed, what is given and what is achieved.
- ✚ Suggested that emphasis must be given on the pedagogy with practicability and integration of pedagogy with technology should be there.
- ✚ For accreditation purpose clear cut objectives are required according to local and national needs.
- ✚ Well thought out plan and program for accreditation, assessment and evaluation is required.
- ✚ Involve some other stockholders like local schools, community, guardians at large their views and observations are taken into account for evaluation.
- ✚ Mentioned about the on-site job- counselling for the teacher educators to be installed as the country requires pool of teachers.

- ✚ Teacher educator must be skilled and efficient persons so that strategies are designed and capsulated.

Dr. Vimal Kishor:

- ✚ Requirement of focus on M.Ed. programme also.
- ✚ Somewhere we are lacking in teacher training so it is a matter of concern.
- ✚ Pointed out the need of clear-cut curriculum framework.
- ✚ Senior professors and retired teachers should be involved in teaching as they have vast experience. Involve them and use their experience for improvement of Teacher Education Programme.
- ✚ Good teachers and their involvements are required in terms of different languages and other aspects.
- ✚ Mentioned that points which are lacking or missing in this policy document, we can raise all those points in curriculum framework in the form of plan of action.

Dr. Sudeshna Lahiri:

- ✚ More flexibility should be there in multidisciplinary approach.
- ✚ Identity should be maintained while adopting multidisciplinary approach in teacher education.
- ✚ We have to work together for this multidisciplinary aspect.
- ✚ Inquisitive to know about the degrees, diplomas, certificates in case of drop outs in teacher education programs.
- ✚ Research is required in the field of pedagogy which is an emerging field.
- ✚ Revamp is required in the course and curriculum for taking teacher education from subject to multidiscipline.
- ✚ Miracle can be done with teacher education programs also by giving example of engineering which came out from science.
- ✚ For dual degree, dual evaluation mode should be there by NCTE and UGC.

Dr. Alok Gardia:

- ✚ Promotion based on merit and good performance.
- ✚ Promotion and salary will not occur on the base of length of job but based on merit and performance.
- ✚ Paradigm shift is there in hierarchy of NCERT to SCERT which is liner to branchial by inclusion of teacher education departments done by central and state universities.
- ✚ Mentioned that there should be provision of teacher training in every year for professional development by giving example of Vygotsky's Scaffolding in context of professional development to support budding learners.
- ✚ 50 hours of professional development activities for career development.
- ✚ Support should be provided to maladjusted teachers so that their attitude can be find tuned towards imparting better education.
- ✚ Focused on three types of mentoring.
 - i. Student Mentoring
 - ii. Teacher Mentoring
 - iii. Institutional Mentoring.

***Collective specific inputs level wise-**



- ✚ Sufficient fundings should be provided as per need at each level.
- ✚ Steps towards attracting the nation's talented and gifted students for teaching profession through various scholarships, less transfer of teachers and priority to the local teachers for the same.
- ✚ Close collaboration mechanisms should be adopted by involvement of Community members, NGOs, social workers and other relevant stakeholders for varied learning experiences.
- ✚ Well thought out plan and program for accreditation, assessment and evaluation is required.
- ✚ Strategies are designed and capsulated for skilled and efficient teachers at each level.

- ✚ Proper mentoring and coordination are required.
- ✚ More flexibility should be there while adopting multidisciplinary approach. It will generate motivation and interest among the learners and further it will promote joyful learning in a constructive way.

Note: *This event (closed group discussion) held through virtual platform and under the leadership of Prof. Asheesh Srivastava, Dean, School of Education, MGCU, Bihar. The discussion signed off with vote of thanks to all with the kind permission of Chairperson Prof. Sanjeev Kumar Sharma, Hon'ble Vice-Chancellor, Mahatma Gandhi Central University, Motihari, East Champaran, Bihar.*

A teacher affects all eternity; you never know where his influence stops. – Henry Adams

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