



Perspectives of Teacher Education and Indian Teaching Traditions in the Context of NEP-2020

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ABSTRACT

The National Education Policy 2020 in India has identified teacher education as a key component of the education system. The NEP-2020 emphasizes the need to reform the existing teacher education programmes and proposes a multidimensional approach to improve the quality of teacher education. The National Education Policy (NEP) 2020 has been a significant milestone in the Indian education system it emphasizes teacher education and emphasizes the need to create a strong foundation for teacher training. This article focuses on the perspective of teacher education and Indian teaching traditions in the context of NEP-2020.

KEY WORDS

NEP-2020, Teacher Education, Perspective, Multidimensional, Traditions.

INTRODUCTION

The national education policy aims to revamp the teacher education system in India. It emphasizes the need for a four year integrated B.Ed programme that will combine general education and teacher education. The NEP-2020 recommends a four year integrated B.Ed program that combine disciplinary knowledge, pedagogy and practical training. The aim is to produce competent and knowledgeable teachers who can cater to the diverse needs of the students. It also emphasizes the need for Continuous Professional Development (CPD) of teachers throughout their careers. The policy proposes a decentralized approach to in-service training that will involve the establishment of local training centres and the use of digital technology for remote learning.

It also recognizes the importance of promoting research and innovation in teacher education. It proposes the establishment of a National Research Foundation(NRF) that will support research in education and teacher training. This will enable the teachers to keep up with the latest developments in their respective fields and improve their teaching practices.

Apart from these there has been growing requirements to use VEDIC and UPANISHADIC examples in teacher education programs to promote holistic learning and character development. Incorporating Vedic and Upnashadic examples in teacher education programme can have a profound impact on the development of teachers and students. Here are some ways in which Vedic examples can be used in teacher education programme:-

Emphasising the importance of self-awareness:- Vedic teachings emphasizes the importance of self-awareness and self realization. Teachers can be trained to develop self-awareness and mindfulness through meditation and other techniques. This will enable them to become better role models for their students and to promote self-awareness among them.

Developing Values Based Education: Vedic education emphasizes the importance of values. For example teachers can use vedic stories and principles to teach values such as truth, honesty, compassion and respect for all beings. Teachers can be trained to incorporate these values in their teaching practices and to promote values based education in their classrooms.

Encourages Critical Thinking: Vedic education encourages critical thinking and inquiry based learning. Teachers can be trained to promote critical thinking among students by encouraging them to ask questions, analyse informations, and draw their own conclusion. Question-answer method is the best way to encourage critical thinking among students. As we know that the question answer method is propounded by western philosopher Socrates but in reality this question answer method or system was already there in our Indian philosophy in the form of Upanishad whose name is “Prashna Upanishad”. And even mostly ancient texts are written in question answer format.

Hands on Experiment (Learning by Doing): Teacher can promote learning by doing strategies among his students by giving our own Indian tradition examples. Here, I would like to give example of Gurukul system which is mentioned in “Chhandogya Upanishad”. Once a Shishya (Satyakam Jaabal) came to the Guru (Rishi Gautam) and he spoke to his Guru. Guru ji, I want to take knowledge from you. Rishi Gautam took his simple introduction and performed his Upanayan Sanskar ,which meant that he was ready to take knowledge at the time of Gurukul. Now Sage Gautam told Satyakam “Satyakam take the herd of 400 weak and ill cows and nurture them well and return back to me when they grew to 1000, upon your return I shall start your education”. Without uttering a single word and like obedient Shishya he left with the cows. He took them to the forest and looked after them with loving care. After so many days Satyakam returned back to the Rishi Gautam with all 1000 cows and requested Guruji, please teach me. Rishi Gautam replied, child I have nothing to teach what you don’t know . You already enlightened with multiples of knowledge.

During the nurturing and caring, Satyakam took care of many things like what food or leave to feed the cow, then he got botanical knowledge, where to keep it, how to keep it and how to increase its generation, he got zoological knowledge. He got economical knowledge of how to manage and sell his milk. So, this is the best example of Guru Shishya learning by doing which is already in our Gurukul tradition which was later explained by western philosopher John Dewey.

Another way to use Vedic and Upanishadic example in teacher education is to organize workshops and seminars for teachers. These workshops can provide teachers with a deeper understanding of Vedic principles and how they can be applied in the classroom. They can also teach teachers how to use Vedic techniques to manage stress and improve their own well being.

The NEP 2020 focuses on the need for revitalizing teacher education programmes and promoting holistic and value based education. The incorporation Vedic and Upanishadic examples and teachings in teacher education programmes can play a crucial role in achieving these goals. The NEP-2020 also emphasizes the need for promoting Indian knowledge systems and traditions including Vedic and Upanishdic knowledge. Therefore, the integration of Vedic examples in teacher education programme is in line with the NP-2020 objectives.

CONCLUSION

In conclusion, the NEP-2020 proposes a multidimensional approach to teacher education that aims to enhance the quality of education in India and by using Vedic and Upanishadic examples and strategies in teacher education programs can promote holistic learning and character development among students. As the Acharaya Chanakya said- The power of a scholar lies in his knowledge, “Sikshak kabhi sadharan nahi hota, Pralay aur Nirman uski god me khelte hain.”

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