

Role of Teacher for Quality Education in Context of Nep 2020

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ABSTRACT: Teachers play a vital role in building the future of India. The NEP-2020 stresses the empowerment of teachers as critical to the future of the country. Teachers must be grounded in Indian values, languages, knowledge ethos, and traditions and at the same time must also be well-versed with the advancements in education and pedagogy. Trained teachers develop better ranges of practical concepts, skills, and strategies for teaching and assessments. The presence of outstanding and enthusiastic teachers that cultivate excellence and innovation is the core determinant of quality. The aim is to achieve the best, motivated, energized and capable faculty in HEIs towards advancing students, institutions, and profession. Providing an enabling environment for appointments, professional development, career progression, retention, autonomy, a culture of excellence, appropriate incentivizing for outstanding and innovative teaching, research, institutional service, and community outreach are crucial to achieve our learning targets.

KEYWORDS-NEP, teacher, quality, education, 2020, India

I.INTRODUCTION

The National Education Policy (NEP), 2020, of India aims to transform the nation by improving its previous education policy. The NEP seeks to inculcate 21st-century skills in children and make the country's education more inclusive and flexible. It recognizes that teachers play a crucial role in achieving these goals and emphasizes the need to improve the quality of education in India. Here are a few tips on how teachers' role is key to the success of India's National Education Policy.

1. Contribution to curriculum development

According to The Sentinel, the role of teachers is no longer limited to teaching inside the four walls of the classroom. As facilitators of policy, they will act as contributors to making policies. This will help every educator to reduce the burden of their daily job challenges and will help them in the process of creating better individuals for society.[1,2,3]

2. Implementing the New Curriculum

Teachers play a crucial role in implementing any education-related policy or act on the ground level. The NEP 2020 focuses on a holistic approach to the development needs of students. It entirely depends on teachers what strategies they adopt in classrooms to ensure these developmental goals are met according to policy.

Teachers will be responsible for inculcating 21st-century skills, knowledge, and learning outcomes in students according to their grade level, as per NEP 2020.

3. Creating an environment of innovation and creativity

The best outcome of teaching can be measured only if it is not limited to bookish knowledge and grades. Instead, it should promote pupils to think about the practical aspects of a concept and connect bookish knowledge to real-world problems. The role of teachers in the classroom according to NEP 2020 will be to promote and create an environment where students can think with a creative, critical, logical, and innovative mindset. This way, teachers can prepare students for their future life obstacles and challenges.

4. Identity individual interests and treat them accordingly

Every student has their own unique potential and individual differences. Teachers must identify these differences in their abilities, interests, and needs to provide a personalized learning environment that can help them reach their goals. According to the new policy, teachers will receive training to identify the development needs of each individual and train them accordingly. By providing personalized learning, teachers can leverage the individual potential of their students.

5. Inculcate lifelong skills and knowledge

The ultimate goal of education in terms of a country's economic and social development is to teach students skills and knowledge that will benefit them throughout their lives. They must be able to solve problems and issues from personal to

societal levels. This can be achieved only if teachers encourage self-directed learning attitudes in their students, helping them keep growing and learning throughout their lives.

6. Implement vocational education

Not only in the NEP 2020, but previous policies have also emphasized the vocational aspects of education. It helps students create employment opportunities for themselves by inculcating skills obtained from local art, craft, cultural, and geographical resources, enhancing entrepreneurial skills among them. Teachers need to focus on the vocational aspect to achieve this.

Teachers' role is critical in helping students achieve their goals and in the transformation of the nation. The chances of success in reforms in policies and the nation are only possible because of the people facilitating it at the grassroots level. Therefore, teachers play an essential role in executing it properly at the grassroots level and creating the impact that's required to be created.

Role of Teachers in National Education Policy 2020[4,5,6]

In the context of the National Education Policy 2020, a teacher assumes a pivotal role. The policy underscores the active involvement of educators in shaping students not only academically but also holistically. Teachers are instrumental in implementing innovative teaching methods, fostering critical thinking, and cultivating a joyful learning environment. Recognizing the educator's significance, the policy acknowledges their role in nurturing creativity and instilling a profound understanding of subjects. The input of teachers is highly regarded in the creation of inclusive classrooms and the adaptation to the evolving needs of students. As facilitators of knowledge and values, teachers make substantial contributions to the broader objectives of the National Education Policy, actively influencing the future of education in the nation.

II.DISCUSSION

Education is the key for development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Producing such teachers is a major challenge for governments across the globe today. With the ever increasing amount of knowledge today, a teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative Teacher education programs are required today. The teacher education program has to be critiqued, studied, reformed, rethought and reoriented today. Quality and excellence in the education sector is one of the major initiatives of the Government of India. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in all levels of education. The present paper focuses on changing role of teacher educators in view of NEP2020. It also highlights the various roles which teachers should played in classrooms given by NEP2020. The Study put forth suggestions to overcome various challenges faced by Teacher education. The present paper is analytical in nature. Relevant books, articles and various research papers have been used. Data and information have been collected from concerned sources as per the need of the study. Interpretive approach has been followed in this study. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. " Clinton stated in his Call for Action for American Education in the 21st Century (1996) that, "Every class should have a talented and dedicated teacher"[7,8,9]

Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4- year integrated B.Ed. programmes. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes. Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas,

especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.

The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.

Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy. The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s).

To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

Schools/school complexes will be encouraged to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.[10,11,12]

A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programmes and offerings will also align with the vacancies thus projected. The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.

III.RESULTS

State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment. In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.

To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully

concentrate on their teaching-learning duties. To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.[13,14,15]

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure.

Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other. Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments. A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as

certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well. Approach to Teacher Education. Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.[16,17,18]

IV. CONCLUSION

By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor 's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor 's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. [19] Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum training and student-teaching components of the programme. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.

Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.

Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.[20]

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