

Teacher Educators Role in NEP 2020

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Abstract:

“Today however, the status of the teacher has undoubtedly and unfortunately dropped. The quality of training, 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 standards where it could be.”

The teacher must be at the centre of the fundamental reforms in the education system. It will help to re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. Education is the process of learning or acquisition of knowledge, skills, values, morals, beliefs for to be the single greatest tool for social and individual. Students do not only look up to the teachers for course completion but also expect guidance for their further future interests. They spend most of the time in schools and that’s why no one can understand their aspirations better than teachers. Teachers are their first career guides. They advice students for the development of their thinking level as well as psychomotor skills. The objective of this reformation of the Indian education system is “no child will be left behind”. It is intended to fill the gaps in the current education scenario. So, we can say, NEP 2020 is brought for the ‘learning to learn’ approach. The new policy is mainly for the overall development of students. It also helps to focus on both academic and non-academic pursuits, by offering counseling and other services for them.

KEYWORDS: NPE 2020, GER, Enculturation, Empowerment, Career management and progression, Teacher – Centric Policies

Introduction:

“In Learning you will teach and in Teaching you will learn”. Phil Collins.

Union cabinet paved the way for transformative reform in school and higher education system by launching the new national educational policy (NEP) on 29th July 2020. They also renamed MHRD as ministry of education. After the old national education policy which was launched way back in 1986, this is the first education policy of 21st century that has replaced 34 years old education policy. The new NEP is based on four pillars which are Access, Equity, Quality and Accountability. In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi / pre- school replacing old 10+2 structure.

New national educational policy 2020 is very innovative policy, through this education scheme, they are trying to bring more than 2 corer students into the mainstream and with the help of this, they aim to achieve 100% GER (Gross enrollment ratio) from pre-school to secondary by the end of 2030 through this NEP 2020 government is looking forward to making India a “Global Knowledge Superpower” and it will be only done by making education system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities. “The test of good teacher is not how many questions he can ask to his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer.”- Alice Willington Rollins

The power of one:

Our demographic size and variables may defeat us however, there is one common factor that can turn the tide and lead the Indian education system out of its current morass of aimlessness and

inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focused education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is- the teacher. The Kothari commission, 1966 said, “of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant” the NEP 2020 too exhorts, “Teachers truly shape the future of our nation” thereby implying the teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

Instead of blaming teachers for poor learning outcomes in Indian classrooms, the NEP 2020 holds these dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and motivation. Recognizing the ‘power of teacher’ NEP2020 has put in place systemic reforms that would help ‘teaching’ emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and ‘restore the high respect and status’ to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teachers particularly for music, dance, art, craft, counselors, coaches, vocational education trainers, classical language teachers, social workers, technical and maintenance staff.

The NEP 2020 also encourages school complexes to hire local eminent persons or experts as “master instructors” in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture etc to meet the need of teachers to teach the newly introduced classical languages and vocational and skill subjects. School teachers must undergo 50 hours of CPD opportunities every year to keep themselves by attending workshops or on-line teacher development modules. School principals too must undergo CPD in modules

related to leadership, school management and for implementing competency-based learning.

In addition, international pedagogical approaches will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India though CPD

Enculturation of Teacher Empowerment:

Teacher empowerment means investing teachers with the right to participate in determining school goals and policies and to exercise professional judgment about what and how to teach. (Bolin, 1989) when teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners.

Recognizing the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their student which is a critical aspect of holistic development.

Innovative teaching methods- adopted by teachers to improve the learning outcomes will be recognized, documented, and shared widely as recommended practices. John Adam, the great American statesman and diplomat described teachers as the maker of man. Keeping in mind the importance of teachers in the education system, the NEP-2020 has underlined the role of teachers along with the desired attributes of teachers for nation-building. In this policy, the teachers have been put at the centre of the most needed fundamental reforms in the education system. The policy has also emphasized re-establishing teachers all levels, as the most respected and essential members of our society, as they shape the future generation of the country. The role of teachers is not confined to teaching in classroom of four walls, but also in developing course curriculum, producing quality books and study materials, innovation in teaching – learning methods, assessing students, mentoring students etc.

The NEP 2020 hence, has reiterated the restoration of high respect and status for teachers in the society with empowerment. Accordingly, an action plan for capacity building has been outlined so that man making become flawless. At the same time,

the NEP has elaborated on the required attributes for teachers to achieve the objectives of NEP and make it fruitful.

Teacher-centric policies of India NEP2020:

Teachers will be empowered with improved educational qualification, teaching (and learning) environment, technological skills and remuneration packages.

The 4-year integrated B.Ed. Degree or its approved variant will eventually be the basic qualification for all teachers.

A large number of merit-based scholarships will be given to attract outstanding/excellent students to the teaching profession, especially from rural areas.

TET (Teacher Eligibility Test) will be strengthened to ensure that only the best talent enters this profession. The passion and motivation for teaching will be specially gauged.

Teachers will be encouraged to use a bilingual approach (use the approved medium of instruction, along with the local language.)

Excessive transfers will be stopped, allowing teachers to build good bonding with their students and local community.

Sharing and /or hiring of teachers, especially specialized teachers, can be allowed in the newly proposed “school complexes, cluster” environment. The practice of hiring teachers on short-term contracts will eventually be phased –out.

Teachers will not be put on duties that have no direct relation to teaching, like electioneering or cooking mid-day meals.

Teachers will be given more autonomy and flexibility in choosing the finer aspects of pedagogy, which will suit the community and classroom environment that they deal with. There will be consistent programs to efficiently update teachers with the latest trends and technology in teaching.

NEP 2020 promises better recognition, rewards, incentives, opportunities for growth and parity across all disciplines, for teachers. ‘Special educators’ will be created to teach/ support students with disabilities, and those who need special care. Gifted or specially- talented students will have ‘Special Teachers’.

Teachers will have critical roles in handling the socially and economically disadvantaged groups

(SEDGs) and school drop-outs, to ensure “education for all”.

Teachers will have better representation and say in the school management committees.

There will be clearly laid-out professional standards for teachers (national professional standards for teachers- NPST).

Aspects of a teacher:

1) Empowering teachers:

Well-qualified teaching staff, with skills of teaching like psychometric qualities benefitting a teacher and will have favorable opportunities to grow in their career.

1.1) Technology to empower teachers:

Teachers will be adequately trained to handle smart classes of the information/ digital age. Without any hindrance to their routine teaching activities, they will receive consistent training via physical mediums as well as digital platforms like smart phones (smart apps). DTH, Digital bulletins, virtual conferences and online training sessions.

1.2) The continuous professional development (CPD) program:

This is a specialized program to strengthen and integrate all activities that improve professionalism all activities that improve professionalism of teachers, platforms (especially online platforms) will be developed and developed for teachers to share ideas and best practices. Each teacher will be expected to participate in, say 50 hours of CPD programs every year for their own professional growth.

2) Career management and progression:

Teachers of innovative skill will be benefited by the system, their performance will be recognized, and may given salary raises, promotion, or incentives. Multiple parameters like peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community etc, will be developed by the state/UT government.

3) Improved academic qualification:

Every teacher will be given additional training based on his/ her role or engagement with the system.

4) **Specialized teachers to coach gifted students, exceptional talent:**

Teachers will help gifted students to reach greater heights, using their potential talent. Specialized teachers should be allotted to train the students, research based teaching is important.

5) **No disparity across disciplines; no hard separations:**

This rule is applicable to both teacher and student communities. Ensuring equity, NEP2020 strictly prohibits disparity in every aspect of teaching and learning. Every subject for teaching will have equal value, respect and chances.

6) **Involvement to handle school drop-out cases:**

In India drop-out cases from school have always been high, which the new education system will address with vigorous drive and focus. In this new policy government is funding and offering special support to bring all dropouts back to school, and to block future cases.

7) **Caring the disadvantaged/ underprivileged/ transgender/physically or mentally – challenged:**

Specially qualified & trained teachers will be employed to teach/support the physically or mentally challenged students. The pupil teacher ratio (PTR) will be adjusted to student's advantage in such cases/areas (like 25:1 rather than the standard 30:1).

8) **The learning environment must empower teachers.**

Teachers are empowered when there is a shared understanding of learning goals that will ultimately help students to transfer their skills to the real world. Teachers are empowered when they have the tools they need to help students make connections between what they learn in the classroom and what they experience in the real world.

Conclusion:

The policy has been formulated after a very detailed consultative process, unprecedented in depth and scale; consultation involved over 2 lakh suggestions from 2.5 lakhs gram panchyats, 6600 blocks, 6000 ULBs, 676 districts. The MHRD had initiated a collaborative, inclusive, and highly participatory consultation process from January 2015.

In May 2016, “committee for evolution of the new education policy” under the chairmanship of late shri T.S.R. Subramanyaian, former cabinet secretary, submitted its report. NEP 2020 aims to achieve 100% gross enrollment ratio in school education by 2030. The initiatives that will be undertaken for this include provision of effective and sufficient infrastructure, alternative and innovative education centers to ensure that children who are dropping out of school are brought back into mainstream education, universal participation in school by carefully tracking students, as well as their learning levels. Counselors or well-trained social workers connected to schools / school complexes and teachers will continuously work with students and their parents to ensure that all school-age children are attending and learning in school. With time, knowledge is expanding, especially with new inventions and thoughts. Passion for knowledge & lifelong learning is another attribute that is needed for a teacher to be successful in their career. Students come to academic institutions to acquire knowledge that may be available in books or other resources, but may be difficult for a student to acquire without the help of a teacher. A teacher should be a good communicator to deliver as well as to receive. Many a time, students can't properly put their queries / questions in the classroom, where a teacher is to take a role in bringing the queries / shortcomings of an individual student and help him in his understanding the matter in easy language. It must do everything to empower teachers, and help them to do their job as effectively as possible. The new education policy must help to develop the good repo between teacher and student in classroom. Only the best will be chosen for this noble profession, and they will be empowered with consistently updated knowledge, highly enabled environment that's conducive to learning, sufficient autonomy and flexibility in customizing the pedagogy, greater opportunities for career growth and competitive remuneration packages. The role of teachers as career counselors as per their role they have to handle different levels of curriculum. Task oriented teaching and learning method should be followed by the teachers for the overall development of students. The role of a teacher is to inspire, motivate, encourage and educate learners.

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