

Redefining Roles of Educators in light of the NEP-2020 in India

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Abstract

The National Education Policy-2020 has reaffirmed the role of teacher as the host of desired transformations. NEP-20 of India aims to transform the nation by improving its previous education policy. The NEP seeks to inculcate 21st century skills in students 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. Teachers actually shape the future of students, so they also build the future of our nation. Teachers in India are now the most respected members of society and only the most gifted and knowledgeable persons are teachers. In order to provide students with the prescribed knowledge, skills and moral values, society provided all they needed by teachers or gurus. The spirit of higher status for teachers and respect for them and respect for teachers must be revived so that teachers are encouraged to include better people in their profession. The Policy puts teachers at the core of the learning process and underlines the importance of empowering strategies to orient them for the revived aspirations of the learners and the policy maker's continuous professional development of teachers every year. Besides, teachers have been assured of more autonomy and freedom in pedagogical and curricular aspects. Acknowledging the importance of quality teachers, it paves the way for a robust merit-based structure of tenure, promotion, and salary structure to incentivise outstanding performers. It reaffirms that the teacher is a disseminator of multidisciplinary knowledge and a crusader for revamping of entire education system so as to sync it with the spirit of the policy to integrate the essence of cherished ancient traditions with the modern education.

Keywords: Teacher's Role, Student, Education, NEP 2020

Introduction

According to Dr. Radhakrishna, teachers play an important role in the creation of the country and that is why they deserve more respect. In these contexts, the new education policy (NEP20) requires efforts to be a teacher for a masterly position, to create such an environment. It is required that education should be a mission for the teacher, not a profession.

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.

NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st

century needs and aimed at bringing out the unique capabilities of each student 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.

The main highlights of NEP 2020

- 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.
- An autonomous body, the National Educational Technology Forum (NETF) - will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education.
- National Mission for Mentoring & Professional Education- a National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers. Professional Education- All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
- Teacher Education- 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 course.
- 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.
- Adequate Number of Teachers: 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.
- 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.
- National Professional Standards for Teachers (NPST): 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.

- Requirement of Special Educators: 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/Divvying 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.

Roles of Educator in NEP-20

1. Prioritize 'multi-disciplinary' learning

With NEP envisioning all higher education institutes being multi-disciplinary by 2040, this approach has to start in the school itself. Millions of students in our higher education system currently acquiring education in a single stream like 'arts,' 'science' or 'commerce.' Training students for an interconnected world requires teaching them to see the big picture, connect the dots and analyze problems from different perspectives through an integrated approach to learning. NEP is implemented, we will move closer to a world where a course on 'Urban Planning' will one day be taught by multiple faculty members - from engineering to liberal arts professors. By guiding students to embrace multi-disciplinary learning early-on, teachers can eventually lead them to more career opportunities.

2. Integrate technology in teaching

Teaching will have to change dramatically to increase participation in the classroom and promote 'inquiry-based, discussion-based methods' envisaged by NEP. Teachers who have adopted online through the Covid-19 crisis can elevate their impact by exploring aspects of a hybrid classroom to build engagement. With 'flipped classrooms,' for instance, course lectures could be prerecorded and shared as a video, with class time utilized for discussions on how to apply that knowledge. With AI based learning tools, teachers will be able to tailor instruction and assessments for every single student. They will be able to personalize assignments so students learn according to their strengths or create learning paths unique to each student. By strategically using technology, teachers have the opportunity to grow their impact and effectively benefit every student.

3. Make learners 'lifelong learners'

NEP recognizes with its focus on 'how to think' 21st-century skills. As a child's earliest mentors, teachers are best placed to help students develop these critical skills in their formative years and will now have an opportunity with NEP to do so. By embracing the spirit of NEP, teachers can empower lasting change for students that set them up for future success. In the words of one of India's most famous teachers, A.P.J. Abdul Kalam, "Learning needs freedom to think and freedom to imagine, and both have to be facilitated by the teacher."

4. Updating Teaching Knowledge

For teachers, update teaching knowledge is important for professional development. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities

5. Motivated, Energized and Competent Teachers

NEP 2020 recognises that the success of higher education institutions is the quality and engagement of its faculty. HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework. Excellence will be further incentivized through

appropriate rewards, promotions, recognitions, and movement into institutional leadership. Faculty not delivering on basic norms will be held accountable.

6. Creating Classroom Environment Learners Friendly

Teachers also play an important role in the classroom when it comes to the environment. Students-Teacher interaction depends on content. If the teacher prepares a warm, happy environment, freedom for thinking, students are more likely to be happy. Teacher should always give the positive reinforcement and for students, motivation for learning.

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.

7. Role Modeling

Students always observed to Teachers and he/she is the role model for students. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

8. Mentoring

Mentor-Mentee communication, interaction is very important for encouragement and better development. Mentoring is the best way for student's carrier development. Teachers must have the autonomy to innovate and teach in the style that best suits them and their students. Teachers must have robust opportunities for CPD, and access to learning the latest advances and ideas in both pedagogy as well as subject content.

Conclusion

Teachers are mainly responsible for all round development of students. They should update themselves by learning to deal with many psychological, sociological and educational problems of students with the help of the latest literature and by participating in professional development programs. Orientation courses/ refresher courses should be organized which help the teachers to excel in their profession. No country can make any progress if teachers are ignored, so teachers must be motivated to have a positive attitude towards their teaching profession. Teacher's attitude towards profession should form one of the important criteria of recruitment procedure for educational institutions, so that teachers with positive professional attitude came forward to deliver effectively. The less effective teachers should be encouraged, so that they work with interest, full intention and zeal. They should be given different prizes to develop the proper attitude towards teaching. The teacher is one of the most important components in the educational process and has a direct bearing on the minds of the students, so he/she should have job satisfaction. Sensitization programs regarding job satisfaction should be organized for the least effective teacher. The Role of Teacher is to shape the minds of the younger generation. Teachers must be passionate, motivated, and well qualified, and well trained in content, pedagogy, and practice. Teachers play very important roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Role of Teacher Passionate and motivated Pedagogy, and Practice. Creating Classroom Environment Well qualified, well trained in content, monitoring and facilitator.

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