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NEP 2020 and Status of School Teacher

Abstract

The National education policy 2020 provides an education system of India with a concept of transforming our nation in a sustainable manner for an equitable and vibrant knowledge society by imparting high-quality education to all. The National Education Policy allows teachers and faculty to play a vital role and act as the heart of the learning process. Teachers provide a helping hand to shape the future of our children and so help build the future of our nation. Teachers in India are the most respected member of our society. Teachers are the most learned class; thus, society gave teachers or gurus to give students their knowledge, skills, and ethics optimally. The challenges the teacher's community faces today are teacher's education, recruitment, deployment, service conditions and empowerment of teachers, which leads to poor quality and motivation of teachers that do not reach the desired standards. The high respect for teachers and the high status of the teaching profession has to be taken care of and must be restored so as to act as an inspiration for others to enter the teaching profession. For the best possible and bright future for our children and our nation, the empowerment and motivation of teachers are required in nation-building. The New Education Policy paves the way to recruit the very

best and with the brightest brain to enter the teaching profession at all levels, giving a chance for better livelihood, respect, dignity and autonomy while providing better quality control and accountability in the system. The present paper focused on NEP 2020 and the STATUS OF SCHOOL teachers, as a teacher has a broader role in shaping the minds and souls of the younger generation. The fruitful interaction between students and teachers is very important in the new education era. Also, study some observations related to NEP 2020.

Key Words: Status of school teachers, NEP 2020, Education System

Introduction

The National Education Policy 2020 is the first education policy of the 21st century that caters to the needs of our country's many developmental imperatives. This policy suggests the revision and revamping of various points and details of the education structure, and its Regulation and overall governance, to perform a new system that it is matched with the aspirational goals of the 21st-century education system, including SDG 4, on other hands, conserving India's rich diversified culture, traditions and preserving unique value systems. The national education system policy lays a foundation for the development of the Creative potential of each individual. The role of education in the system plays a vital role in the development of cognitive capacities, both the 'foundational capacities' of literacy and numeracy, along with "higher order" cognitive capabilities, like critical thinking and problem-solving and also develop social, ethical and emotional capacities and dispositions.

Teachers play a pivotal role in the fundamental reform and maintenance of standards of the education system. The New Education Policy enforced from April 2022 will certainly improve learning, educate and re-establish teachers more towards teaching pursuits. It provides a solid foothold to enhance and empower the teachers, enabling them to impart the best teaching to the student at the national and international levels. The New Education Policy helps us understand all aspects of legging, from selecting and recruiting quality brains in the teaching profession and empowering them for innovative thinking, livelihood generation, and developing discipline and work culture in the education system.

An excellent teacher takes education as a mission. Unilateral offers do not fill up this mission. Instead, it needs collaboration and cooperation of all stakeholders involved through the innovation in the teaching system. It may be the outcome of an individual thought process. Still, its completion and supplementation depend solely on the collaboration

of paraprofessionals with another teacher to develop a team to achieve innovative ideas. Teamwork is generated if all the team members work together on a defined goal in which the teacher is a leader of the group, has a great responsibility to drive the team towards refining of education policy, to make the student's vision able and capable to seek/generate employment for their livelihood security.

A teacher must have a broad vision and show multidisciplinary approval to follow the mandate of NEP to impart holistic education to the students. This can only be possible if a teacher being specialized/commanded in one subject must have a comprehensive idea with authentic knowledge in other fields of education. It enables the teacher to instill exposure to the students in an area other than their subject of study. With such efficiency, a teacher can integrate the knowledge of the different fields to provide a comprehensive outlook. As such, students can be inspired to think and interact beyond his/her area of study/specialization.

To value real-world learning is an essence of a good teacher. The NEP-2020 provide experimental learning or real-world learning. To earn up this, the curriculum should be revised in light of recent development in the field. To better understand the student's different learning methodologies such as articles, online resources and videos, training workshops, conferences and events, e-learning programmes, best practice techniques and idea sharing, all focused on an individual to improve and hence effective professional development.

These are continuous development as innovations emerge in each scientific and non-scientific field. To be updated in his/her field of learning, teachers should always be inspired to improve his/her knowledge with the latest development to have recent concepts in their profession. This can be offered to the teachers through National and International workshops, meetings, seminars, or physical or online programme modules. Each educator should be interested in participating in at least 50 hours of continuous professional development programme (CPD) every year to enhance their professional skill and teaching abilities. CDP enables learning to become constant and proactive rather than passive and reactive.

This National Education Policy 2020 provides for reforms at all levels of education, from school to higher education, and it focuses on:-

- No rigid separation between art and science curricular and extracurricular, vocational and academic streams.

- Emphasis on promoting multilingualism since learning of the school.
- Students' assessment reforms.
- Equitable and inclusive education to socially and economically challenged disadvantaged groups.
- Transparency in the recruitment of teachers.
- Setting up an authority to evaluate the teaching-related standards of schools.
- Setting up of multidisciplinary education and research university.
- Single regulation for promotion of higher education sector teachers and tight regulation for judging the standard of education and institution.
- Internationalization of education.

Status of School Teachers' Teacher Employment & Recruitment

The candidate willing the employment as a teacher, either in Govt. or Private schools, must clear the relevant TET. He has passed the interview, demonstrate in classroom practical orientation and must have knowledge of the local language. For such procedures, NEP 2020 provides the following-

- Teacher Eligibility Tests (TETs) should be extended to cover the standards of teaching from the initial level of schooling via fundamental, Preparatory, Middle, and Secondary levels of school education.
- For the teachers of particular subjects, the TET, as well as NTA test in respective subject/discipline, should also be conducted for recruitment.
- NEP 2020 provide the idea of recruiting personal teachers in school with a comprehensive concept of different activities like music, craft, dance, art, counsellor, coaches, vocational training, technical and mechanical maintenance etc.
- The NEP 2020 also allows the school administration to hire an eminent person in a particular field of school activities to impart specialized expertise in teaching to enhance the quality and standards of education of the students at any level of their education system.

Teaching Career & Professionalism

The NEP 2020 aims to create higher performance and standards for a teacher, indicating the role of a teacher at different stages of learning/expertise and the competency required at the respective stage of teaching.

- It has been proposed that by the end of 2022, the central Govt. will explore the provision to determine the teacher career management, tenure of service, professional development skill, salary, promotion, rewards and recognitions.
- The NEP 2020 also provides the criteria to evaluate the teachers and the preparation of their appraisal report. Further, it has indicated that the promotion and salary increment will not be based merely on seniority but on their appraisal report.
- It is also viewed that the school teachers must go every year for at least 50 hours of CPD opportunities to keep them updated and aware of the recent developments in their specialization/interest.
- Provides teachers there is a provision for the principals of the school to under CPD module training in the field of education management, leadership development and academic administration to improve their competency in the related to education management.
- In addition to the following internal efficiency improvement and training system, the teachers will be exposed to the information concept of primary and secondary education standards through a pedagogical approach by NCERT or through CPD.

Enculturation of Teacher Empowerment

Teacher empowerment defines the improvement in teachers' capability to take them, enable them to understand the school's goals, instill creativity and positivity, enthusiasm and determination among the students, and exercise professional skill and judgement about the teaching contents and methodology (Bolin, 1989). The teachers should be given a congenial environment to engage in the reform process and control their work. This ensures an understanding of the teachers' responsibility and makes them feel empowered and motivated to take challenges and work harder enhancing their commitment to their students.

- The NEP 2020 gives the freedom to the teacher to select the required pedagogy for teaching the students. The additional teacher can

reform and restructure the prescribed pedagogy, keeping in view the students' socio-economic, socio-emotional learning and cultural development from time to time as per the need of the hours. This will lead to the holistic development of the students.

- The idea of using innovative teaching methodology used by teachers will be accepted and recognized by the competent authority. It will be disseminated for the benefit of other schools and stimulate the generation of new innovative teaching methodologies among teachers of the other organization.
- The collaboration of teachers from different schools will be engaged. The sharing of the teaching experience among the teachers will be encouraged to get the closer association of teachers for the benefit of the institution and the personality development of the students.
- The school management will be directed to develop vital infrastructure, safe and hygienic facilities. A congenial atmosphere in school and school complex ensures the best delivery of teachers as vibrant, caring student-teacher relations and parents participation to get the best output as a visionary and competent student outcome.

Service Environment and Culture

- The primary goals of reconstructing or improving the service environment and culture of schools will be to enhance the teacher's teaching and guiding capability so they can efficiently perform their duties and also to ensure that they are parts of vibrant, caring, and inclusive communities of teachers, students, parents, principals and other supporting staff, all of whom have a common objective that is to impart the quality education and become a part of the workforce for the upliftment of students learning process and in overall nation building.
- The first step is to improve and follow decent and pleasant school service conditions. Implementation of safe and satisfactory Infrastructures with proper working toilets, clean drinking water clean, attractive and spacious spaces, provision of computing devices, internet, libraries and sports amenities and recreational resources will be provided to all schools irrespective of any discriminations among any educational institutes, to ensure teachers and students including children of all genders and children with disabilities must receive a proper, safe, inclusive and effective learning environment and provided with a basic amenities required to inculcate the

inspiration to teach and learn in their school. In-service training will provide and develop inputs on safety, health and the environment at the workplace in schools to ensure the fulfilment of pending demands so that all teachers are sensitized to this requirement.

Special Educators

There is an urgent need for additional special educators for specific 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 children's special requirements. 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 and in-service mode, either full-time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities.

National Curriculum Framework for Teacher Education

- The 4-year integrated B.Ed., the bare minimum degree requirement for school teachers, is designed to be a multidisciplinary and integrated dual-major bachelor's degree in Education and a specialised subject. The National Testing Agency (NTA) will administer appropriate academic and aptitude examinations for admission to this programme.
- The establishment of an education department and the operation of B.Ed. Programmes in conjunction with other departments, including those of psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics, have been mandated for all multidisciplinary universities. In order to improve the quality of their B.Ed. The programme will also conduct cutting-edge research in a variety of educational areas.
- A wide variety of academic material, pedagogy, and a solid practicum are all taught as part of the B.Ed. Degree. Additionally, the curriculum will cover effective pedagogical methods for teaching essential reading and numeracy skills, multi-level instruction and assessment, teaching youngsters with disabilities or who have unique interests or talents, using educational technology, and learner-centred and collaborative learning.

Conclusion

The change in the Indian educational system would be significantly aided by National Education Policy 2020. In India, the development of the pre-primary through higher education systems would be substantially influenced by NEP. The National Education Policy 2020 and the Status of School Teachers were researched in the current article. The present study also concentrated on the status of the teacher because teachers play a more significant role in forming the minds and souls of the younger generation. In the modern educational period, a positive student-teacher relationship is crucial. Teachers must be inspired and empowered to ensure the finest future for our students and our country.

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