TEACHER EMPOWERMENT AND NEP 2020

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Abstract

Teaching is deemed as a noble career. Teaching is a career only for those, who do not hold money in high regard and have passion for knowledge. Genuine interest in the profession is the most important virtue that one must possess. For teachers, learning and teaching are a complementary process. No profession is free of challenges. Teachers have to face several hurdles in their careers. Teachers have to recognize/understand children needs & their requirements, deficiencies, weakness, difficulties, problems & strengths etc. Recognizing the 'power of teacher' NEP 2020 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. Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level and that the duration and rigour of programmes should be appropriately enhanced. The paper discusses the teacher educators for the present and future society. This article discusses about the teacher empowerment and NEP 2020.

Key Words: NEP 2020, Teacher Education, Empowerment

Introduction

Today, as a result of quick economic growth, influence of western culture, over mechanization, urbanization and craving for materialistic life there has been a loss of values and of the value system at the individual level and in the society as a whole. History speaks and universally accepted, the teachers are unchallenged custodian of the society and embodiment of evolutions and revolutions of the world. The kingpin in the schooling process is the teacher. If the teacher is personally committed to the values and practices them in his/her own life, the students will imbibe the values for which teacher stands. It is for this

reason only those teachers who leave deep impact on their students are remembered and also revered. Therefore, if values have to be nurtured in children it would be crucial that their teachers function as role models. The participation of teachers in the formulation and implementation of educational plans can yield rich dividends, especially in institutional planning and programmes of qualitative improvement. Several of the community improvement programmes and school programmes such as improvement of text books, adoption of better methods of teaching and evaluation, intensive utilization of available facilities, maintaining contact with community, individual guidance to students, inculcation of social and moral values etc do not need much investment in physical or monetary terms. But their success depends essentially upon the competence of the teachers, their sense of dedication and their identification with the interests of the students committed to their care. But unless they make every effort to cultivate these skills and values, they shall not be able to participate effectively in educational programmes and to discharge their responsibility to students and the society.

Education System: Changes Today

There have been a great number of changes in education systems worldwide recently. Schools used to be the source of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams (both final exams in secondary education and entrance exams for university admissions). Thus, teaching was mostly exam preparation or exam training, especially in the final years of the secondary schools. Together with the changes, new *expectations appeared towards our schools.* Nowadays schools need to teach their learners how to gain information and how to select and use them. This happens so quickly that students learn how to use the Internet together with their teachers. Parents are involved in decision-making so they take part in the life of the school. It is no longer enough to send the kids to school in the morning, pick them up in the afternoon. Parents have to have a view of what is happening in the educational institution. If we focus on the *teaching process*, we still realize that there are a great number of changes in this field as well, and all of them have an influence on the role of teachers. First of all, teachers in modern classrooms are no longer lecturers, they are facilitators, their main task is to set goals and organize the learning process accordingly. Then, in the past, teachers used to follow a syllabus which was compulsory for them. Now a days, teachers have a National Curriculum, a Core Curriculum and a local (school) curriculum that they have to consider, but - on the other hand - they have independence to choose the teaching materials (textbook),

make up a syllabus of their own and teach their pupils so that they can perform well both at examinations and in life. Curriculum design is a task teachers have to be prepared for, although the present generation of teachers has been growing into making up syllabi for years. Another difference between the past and present tasks of teachers is represented by the technical background they need to be able to use and handle effectively (computer, photocopier, power point, projectors, etc). Instead of teaching chalk face, they need to be an information technology expert, a technician or/and a photocopy master.

Autonomy & Continuous Opportunities for Teachers

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. 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, etc.

Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

Teacher Educational Institutions

In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

Objective of the NEP for Teacher Education

The objective of the policy is to achieve a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct.

Key Benefits: New Education Policy 2020

- ❖ Respect for diversity and local context in all curriculum, pedagogy, and policy.
- ❖ Equity and inclusion as the cornerstone of all decisions.
- ❖ Community participation.
- ❖ Use of technology in teaching and learning.
- ❖ Teachers and faculty as the heart of the learning process.

NEP for Teachers Recruitment

The New Education Policy aims to help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring teachers their livelihood, respect, dignity, and autonomy, while also installing in the system basic methods of quality control and accountability. The National Education Policy states that by 2030 the minimum educational qualification for teachers would be a four-year duration integrated BEd degree. If this

happens, only candidates with a four-year BEd degree and CTET or TET certificate will be eligible to apply for teacher recruitment in government schools.

Main aim of NEP 2020

NEP, 2020 aim to increase the GER to 100% in preschool to secondary level by 2030 whereas GER in Higher Education including vocational education from 26.3% (2018) to 50% by 2035. Today if the world is inclined to seek a long term means to build and promote peace on this planet earth, we have to opt for education and ultimately we should go for teachers as they will contribute by performing their role in building and promoting culture of peace among children / students and in their institutional environment that will further extend peace to the community, society, nation and lastly to the world. This is high time when Teacher Education programmes should combine knowledge, experiences and dreams pertaining to the building of peace and harmony on one hand, and joint effort of other people and agencies of education on the other, in such a way so as to change the culture of war to culture of peace and non violence in the world we live in. The present paper discusses the role of teacher education in promoting Peace and harmony among the people for a better and happy living.

Salient features of Teacher Education in NEP 2020

- Liberty,
- Responsibility,
- Pluralism,
- Equality, and Justice;

Promoting Multilingualism and the Power of Language in Teaching and Learning;

Life skills such as communication, cooperation, teamwork, and resilience;

Focus on regular formative assessment for learning rather than the summative assessment.

Quality Indicators

- ❖ Curriculum Planning and Design.
- ❖ Curriculum Transaction and Evaluation.
- ❖ Research Development and Extension.
- ❖ Infrastructure and learning Resources.
- ❖ Student Support and Progression.
- ❖ Organization and management.
- ❖ Healthy practices

a) Curriculum planning and design which includes goal orientation, curriculum development, programs options, academic flexibility and feedback mechanism.

 b) **Curriculum Transaction and Evaluation** which includes admission process, catering to diverse needs, teaching-learning process, teacher quality, evaluation of teaching, evaluation of learning, and examination reform.

 c) **Research, Development and Extension** which includes promotion of research, research output, publications output, consultancy extension activities, participation in extension and linkages.

d) **Infrastructure and learning Resources** which includes physical facilities, maintenance of infrastructure, library as a learning resource, computers as learning resources and other facilities.

e) **Student Support and Progression** which includes students' profile, students' progression, student support and student activities.

f) **Organization and Management** which includes goal orientation and decision making, organization structure, powers and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal, staff development programmes, resources mobilization and financial management

g) **Healthy Practices** which includes total quality management, innovations, value-based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives

Multiple Roles for Teachers

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. Few diverse Roles of Teacher's in the present completive global world are

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; accumulate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

10. Continuous Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

One of the biggest challenges for teachers is that their role in the *school management* has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents, they have to write projects to gain money for the school programmes, they have to be PR experts and need to do all these things for a modest monthly income. The main question is how these changes manifest themselves for the society, for the participants (teachers, learners, parents) of education.

Conclusion

The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage. By 2022 a set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions. NEP 2020 also talks of Teacher Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal, will also be formulated. Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority, but only based on such appraisal. 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. 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. 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 Teacher's autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.

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