NEP 2020: EMPOWERING TEACHER IN 21st CENTURY EDUCATION

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ABSTRACT

The world is full of competition and achieving life goals requires capable, efficient and skilled teachers to help our future generations to achieve their long and short term life goals. Rather than blaming teachers for poor classroom learning outcomes in India, NEP 2020 attributes the dire state of teacher education, recruitment, turnover and working conditions to a lack of quality and motivation among teachers. Recognizing the 'power of teachers', NEP 2020 introduced institutional reforms to help 'teaching' become an attractive profession for bright and talented youth. The report proposes several reforms to empower teachers and "restore dignity and prestige" to the profession, ultimately attracting the best minds and talent to teaching as a profession. NEP 2020 will focus on active pedagogy, development of core competencies and life skills including 21st century skills, experiential learning at all levels, low-cost board exams, comprehensive scorecards, and critical and advanced students. This paper emphasizes the fact that the ambitious goals of 21st century education can be achieved by empowering teachers in all aspects of quality education, career development, independence, performance and role expectations.

Keywords: NEP 2020, Teacher Education, Quality Education, Indian Classroom
INTRODUCTION

The knowledge landscape of the world is changing rapidly. Dramatic scientific and technological advances such as big data, machine learning, and the rise of artificial intelligence have the potential to replace many manual jobs with machines around the world, especially Mathematics, Computer Science, and the ever-increasing need for skilled labour. Data science will be increasingly in demand along with interdisciplinary competencies across the sciences, social sciences and humanities. This National Education Policy 2020 is the first education policy of the 21st century which aims to address the growing development requirements of our country. This policy proposes its vision and renewal of all aspects of the educational structure, including regulation and governance, to create a new system in line with the ambitious goals of 21st century education.

Higher education promotes human and social welfare and is a democratic, social, cultural and humane country that upholds the freedom, equality, fraternity and justice provided for in the Constitution. Higher education contributes significantly to the sustainable livelihood and economic development of a country. As India becomes a more developed economy and society, more young Indians are expected to pursue higher education. According to the requirements of the 21st century, quality higher education should be in order to cultivate good, thoughtful, balanced and creative people. It enables individuals to study one or more professional areas of interest at an in-depth level, as well as character, ethical and legal values, intellectual curiosity, scientific temperament, creativity, service spirit and the development of 21st century competencies. The...
range of disciplines includes science, social sciences, arts, humanities, languages, professional, technical and vocational subjects. High-quality higher education should enable individual achievement and development, constructive social participation and productive contribution to society. It should equip students with more meaningful and fulfilling life and work roles and enable them to become financially independent. In order to develop a holistic individual, it is essential that each stage of learning, from pre-school to higher education, includes a specific set of skills and values for all participants. Kurien and Chandramana (2020) gave a view that NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking. So, in our view, it does not take a lot of imagination to estimate the impact of these working conditions on the quality of education imparted or on sustaining a full-time academic programme, but they are evidently unworthy of the attention of the NEP 2020. Sharma and Gulati (2022) states are hopeful and even the Higher education Institutions are optimistic that they will be able to amalgamate the modern and traditional values which are the asset of NEP 2020 among the next generations.

At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is,
therefore, more than the creation of greater opportunities for individual employment. It represents a key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In this context, The NEP 2020 recommends that Teachers have a major role to play in creating an environment that fosters a mindset of lifelong learning. They have the power and influence to spark curiosity, to help students develop the ability to explore and ask questions. Teachers can bring this shift by making learning interactive, encouraging children to share knowledge and think for themselves through activities like class debates etc.

**THE POWER OF ONE**

Size and demographic variables may fail us, but the time has come to turn the tide and take India's education system out of its current swamp of aimlessness and inflexibility into a progressive, flexible and multidisciplinary education system. There are common factors that can lead to an education system that focuses on technology and skills. It has the ability to produce competent, creative, skilled, employable and ethical learners. This is the common element of the teacher. The Kothari Commission stated in 1966: "Among the many factors that affect the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most important."

NEP 2020 also encourages that "teachers truly shape the future of our children and thus the future of our country" and encourages teachers to play the most important role in nation building by producing quality human resources in the classroom. You are fulfilling it is because of this prominent role that Indian teachers are most respected in the society. Only the most intelligent and
knowledgeable of them became teachers. Society has given teachers or leaders what they need to impart knowledge, skills and ethics to their students. The quality of education, recruitment, transfer, working conditions and empowerment of teachers is not as good as it should be, and as a result, the quality and motivation of teachers is less than desirable. The high respect for teachers and the high status of the teaching profession should be revived in order to create the best motivation to enter the teaching profession. We need the motivation and ability of teachers to ensure the best possible future for our children and our country. NEP 2020 focuses on teacher status, scope, role, dignity, autonomy, role expectations, professional development, career advancement and teaching skills to achieve quality higher education.

Ahmad and Tehseena(2023) is of the view that 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 passionate Teacher and motivated Practitioner. Creating a classroom environment with well qualified, well trained in content, mentoring and facilitator. Thus, The NEP emphasizes the teacher’s contribution, their sacrifice and efforts to uphold the dignity, respect and honour of this profession.

**STATUS OF TEACHER**

New education policies must help restore teachers at all levels as the most respected and integral members of our society. Because teachers truly shape the next generation of our citizens. Every
step should be taken so that teachers are empowered and able to do their work as efficiently as possible. The new education policy ensures livelihood, respect, dignity and independence, while instilling basic quality control methods and system accountability to attract the best and brightest to the teaching profession at all levels should be beneficial. Kumar et al. (2022) analyzed that 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.

MORE INVOLVEMENT

Teachers should be at the center of fundamental reforms of the education system. In collaboration with parents and other key community stakeholders, teachers will also be more involved in school/district governance, such as serving on the school board/district management board. To prevent teachers from spending too much time on non-teaching activities, teachers will no longer be involved in jobs that are not directly related to teaching. In particular, teachers will not engage in laborious administrative or food-related work for more than a reasonable minimum amount of time so that they can fully focus on their teaching and learning tasks.
ROLE EXPECTATIONS

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.

AUTONOMY

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.

CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Teachers are given continuous opportunities to improve themselves and learn about the latest innovations and developments in their fields. These are offered in various modes including local, regional, state, national and international workshops and online teacher development modules. Platforms, especially online platforms, will be created to allow teachers to share ideas and best practices. Each teacher is expected to attend at least 50 hours of CPD opportunities each year for professional development based on their interests. CPD opportunities are particularly evident in basic literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and relevant teaching such as experiential learning, art integration, sports integration and storytelling. Systematic coverage of the latest teaching methods in a basic approach.
CAREER MANAGEMENT AND PROGRESSION (CMP)

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.

MOTIVATED, ENERGIZED, AND CAPABLE FACULTY

The most important success factor of any higher education institution is the quality and participation of its faculty. Recognizing the importance of teachers in achieving the goals of higher education, various colleges have been established in the past few years to systematize recruitment and career advancement and ensure fair representation of different groups in teacher recruitment. Salary levels for full-time teachers in public institutions have also increased significantly. Various efforts are also underway to provide professional development opportunities for faculty. However, despite these various improvements in academic professional status, the motivation of professors to teach, research and serve in higher education institutions is far below the desired level. Address the various factors behind low levels of faculty motivation and ensure that each faculty member is happy, engaged, engaged, and motivated toward student, institutional, and professional advancement. This should be checked. For this purpose, this policy recommends several efforts to obtain the best, motivated and competent faculty in higher education institutions. By embracing this spirit of NEP, teachers can make a lasting difference in their students and prepare them for future success. In the words of one of India's most famous teachers, A.P.J. Abdul Kalam, "Learning
requires freedom of thought and freedom of imagination, both of which must be facilitated by teachers."

Paschal and Srivastav (2022) concluded that teachers should be given the option to teach the subjects that they want to teach in order to make their jobs more pleasurable. Both the instructor and the kids will benefit from this. Furthermore, keeping into account the concept of 'span of control,' there should be no overcrowding in the classrooms. Planning lessons according to the number of pupils a teacher can handle guarantees that the instructor is not overworked and enjoys his work. To break up the monotony of day-to-day work, teachers should be given sound magazines in the staff room and the establishment of a sports or recreational hall for teachers in every school. Workshops for instructors should also be organized, which will assist them enhance their teaching approaches while also introducing a fresh aspect. Apart from sending instructors to academic training courses like B.Ed. or M.Ed., a range of training and development programmes, including personality development programmes, can be offered. These will assist in meeting both bodily and psychological demands, as well as increasing job satisfaction. Teachers must have their disciplinary as well as professional associations, which NEP also desires to establish.

**TEACHING SKILLS**

The goal of all educational activities is to facilitate and support student learning. Doing so demonstrates your teaching skills in the best way possible. You should list and test the essential skills needed by teachers. If students of a given standard are expected to read 90 words per minute, then test whether the teacher can read 240 words per minute with 90% accuracy. A research-based
definition of teaching skills highlights three aspects when defining teaching skills. These include what teachers do (different types of competencies), the different types of knowledge needed to enable teachers to be the best they can be, and the underlying attitudes and values that teachers adopt and practice.

CRITERIAS FOR ASSESSING TEACHING SKILLS

There are some criteria presented here aiming at assessment of teaching skills.

An attitude that enhances student learning

In this criterion, teacher applies a well-motivated teaching philosophy and has a clear conception of the roles and responsibilities of student and teacher. Teacher informs students about the reasons for his or her decisions on teaching. He strives for good contact with all students, creates a good teaching climate, informs himself/herself about students´ previous knowledge and qualifications, students as the starting point when planning teaching, helps students develop good study habits, listens to students and stimulates students to be active learners.

A Scientific Approach

This criteria could be demonstrated by planning teaching in accordance with what research has shown gives the best support to student learning, linking teaching to present research findings within the subject area in question, applying a reflective and critical attitude, helping students develop a reflective attitude and critical thinking.

Broad and Appropriate Subject Knowledge
This means that the teacher is competent within the subject area and continuously updating his or her knowledge. He or she always seeks information about subject related research via journals or by attending conferences.

**Knowledge about how Students learn**

The teacher has good general knowledge about learning. He helps students develop critical thinking. He is familiar with and shows consideration for different learning styles and he is continuously developing his or her knowledge by attending courses on teaching or pedagogical conferences.

**Knowledge about Teaching**

This may be shown by the fact that the teacher is familiar with requirements and consequences connected with different teaching methods and has good knowledge about the different parts of the teaching process. He has used different teaching methods. He is familiar with a variety of examination and assessment methods. He is continuously developing his or her knowledge by attending courses on teaching or pedagogical conferences.

**Knowledge about Educational Goals and Organization**
This implies that the teacher is aware of the general goals and regulations of higher education. He conducts his or her teaching within the stipulated framework. He is well acquainted with future working life demands, e.g. in vocational education. He has good curricular knowledge and makes sure that the course goals are attained. The various teaching methods and content according to available resources and the situation at hand and clarifies goals and framework to students.

A Holistic View

This teacher informs himself/herself about other parts of the course or program. He explains to students how the course at hand relates to the education as a whole and tries to attain coordination between different course sections and teachers. He adapts teaching to the existing framework

Applied Teaching Skills

This could mean that the teacher directs reflection and critical examination to his or her work and puts course evaluations to meaningful use. He discusses his or her teaching with others and develops courses and teaching. He engages in educational development and takes teacher training courses. He writes about teaching in educational journals and informs about teaching experiences at for example conferences. According to Yadav(2022), The new education policy has a laudable vision, but its influence will depend on whether it is able to effectively merge with the government’s other policy initiatives — Digital India, Skill India and the New Industrial Policy to name a few — in order to effect a coherent reconstruction. For instance, policy linkages can ensure that education policy speaks to and learns from Skill India’s experience in engaging more dynamically with the private sector to shape vocational education curricula in order to make it a
success. The National Education Policy, 2020 aims to shift towards a more scientific approach to education. It will help to cater the ability of the child in different stages of development. This includes cognitive development, social and physical development. When implemented, the policy will bring India at par with leading countries of the world. There are issues and challenges to implement the education policy 2020 but vision and strong determination from all stakeholders will make the education system healthier.

**Striving for Continuous Improvement**

This is demonstrated by accepting leadership and performing tasks in a manner that encourages public cooperation and participation. There is clear information and efficient communication. Stimulates the development of education and discussion about education and is recognized as a leader in educational activities.

**Excellent Leadership and Management**

This may mean that teachers are informed about changes in the school system and their impact on higher education. He shares his experience and knowledge with his colleagues. It participates in discussions about the goals of higher education and contributes to adult education in general and scientific work in general. Gupta and Gupta (2021) talked about reform-oriented educational
Institutions in which academic leaders perform generic and specific roles for implementing the reforms in the institute. The nature of the role will be different at different stages of the reform. Generic roles will be performed by all academic leaders working at different levels and specific roles will be performed by the designated leaders for the purpose. The concept of visionary leadership, shared leadership, distributive leadership, democratic leadership, charismatic leadership, participative leadership, transformational leadership and so on should be used to conceive, design, implement and evaluate the impact of academic innovations in the light of the NEP 2020. The focus of academic leadership should be learner-centric and research-oriented. According to the new policy, teachers and principals will undergo Continuous Professional Development modules every year to improve their leadership, teaching, and school management skills and implement competency-based learning.

Cooperation with others and Relationships with the Surrounding Community

Teachers are kept up to date on school system changes and their impact on higher education. Teachers share their experiences and knowledge with their peers and learn what future employers want their students to know. He participates in discussions about the purpose of higher education.

Conclusion

The NEP 2020 recognizes the reality of unmotivated and demoralized Indian teachers and completely overhauls the teaching profession to create a robust merit-based structure of tenure, pay and promotion that encourages and rewards the best teachers. The secret of success is to be ready when an opportunity arises. The time has come for Indian teachers to take their chances and make their own destiny. To do it, have a dream and work hard to achieve it. Be an informed,
enthusiastic and empowered practitioner. Share your ideas and grow through experimentation and research. Insights can also come from the thoughts, beliefs, and experiences of fellow practitioners. Enjoy the journey as you move from class to class and make beautiful connections with generations of lifelong learners.

REFERENCES


