

Role of Teachers in New National Education Policy 2020

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Abstract: -The destiny of our country and our children are actually shaped by the teachers who work with them. The teacher was the most revered person of society in India because of this highest responsibility. Only the smartest individuals were selected to teach. Society gave gurus, or teachers, everything they required to best impart their knowledge, abilities, and morals to students. The criteria for teacher quality and motivation are not being met because of poor quality in teacher education, recruiting, deployment, working circumstances, and teacher empowerment. The NEP 2020 intends to radically restructure the teaching profession in order to build a strong merit-based tenure, compensation, and promotion framework that incentivizes and honors great teachers. The NEP 2020 recognizes the reality of unmotivated and discouraged Indian teachers.

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

Introduction: Education is the process of acquiring knowledge, abilities, values, morals, and beliefs in order to realize one's full potential. It is regarded as the single most effective tool for fostering social and individual growth, which moves society closer to achieving social justice and equity. Even though we constantly learn new things, formal education refers to the academic setting where teachers teach or demonstrate predetermined curricula, making it the favoured tool for human resource development. A child is brought to a human resource after completing this formal education, which is envisioned as a tri-polar process with goals, curriculum, and evaluation. Infrastructure, students, teachers, and curricula make up the four verticals of formal education, and the third vertical—teaching—is crucial to achieving the goals of education. The NEP-2020 has emphasized the role of teachers as well as the desirable characteristics of teachers for nation-building, keeping in mind the significance of teachers in the educational system. The teachers have been placed at the center of the most important basic adjustments in the educational system under this programme. The policy has also placed a strong emphasis on re-establishing teachers as the most revered and important members of our society, as they mould the next generation of citizens. In order to allow teachers liberty while simultaneously fostering a sense of duty and accountability in each one of them, the NEP-2020 has expanded on the transparent recruitment of good instructors.

We must recognize that a teacher's responsibilities go beyond the four walls of the classroom. They also include creating high-quality books and study materials, coming up with new teaching and learning techniques, evaluating students, providing mentoring, and creating course curricula. Thus, the NEP 2020 has emphasized the need to empower teachers while

restoring their high prestige and respect in society. So that man making becomes perfect, a capacity building action plan has been laid out. The NEP has also outlined the qualities that teachers must possess in order to be successful educators and help the NEP achieve its goals. The topic of who makes a good or ideal teacher now emerges. What qualities would you like your ideal instructor to have? Who will evaluate a teacher's learning characteristics to determine whether they are ideal for teaching? Can we list a few qualities that every teacher should possess? Such inquiries about the qualities of a good or ideal teacher may be numerous, yet they may be challenging to address or narrow down. Being on time is a quality that might be regarded as a necessity for anyone, regardless of occupation; teachers in particular, because it is associated with the future careers of citizens. Once one accepts the teaching profession, he or she must keep a timeline for all activities both inside and outside of the system to ensure smooth operation. Every professional must possess the ability to uphold professional ethics. Every life's essence is ethics. Teachers serve as role models for their students, who heavily mimic them throughout their lives. Therefore, even in daily life, every teacher must uphold the decorum that is required of them. It is a fact that professional ethics are not being attained by many individuals in their professional life, which may be one of the causes behind many social problems and crises. 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. As we observe, learning is a continuous process and does not come to an end with studentship as knowledge does not have boundaries. If a teacher develops a feeling that on completion of his/her acquiring the required qualification (degree/diploma), his/her learning is complete, he/she can't be a good teacher in life; rather he will simply do a teaching job to earn his livelihood. It is a truth that many people do not uphold professional ethics in their work lives, which may be one of the reasons for many social issues and crises. Knowledge is growing with time, especially with new discoveries and ideas. Another quality required for a teacher to succeed in their vocation is a passion for information and lifelong learning. As we can see, learning is an ongoing process that does not cease with studentship because knowledge knows no bounds. If a teacher grows to believe that after receiving the necessary credential (degree/diploma), his or her education is over, he or she will not be a good teacher in life and will instead work as a teacher to support himself.

Students attend educational institutions to learn information that may be found in books or other sources but may be challenging for them to learn on their own without a teacher's guidance. A teacher needs to be an effective communicator both verbally and in writing. Many times, students struggle to articulate their questions or concerns in class, where a teacher should step in to bring up each student's questions or concerns and aid him in understanding the subject in simple terms.

A teacher should have excellent verbal and nonverbal communication skills. Another essential quality for a perfect teacher is attentive listening. In order for students to feel comfortable approaching their teacher with questions or disclosing issues or shortcomings, the teacher must enjoy their interaction. Students' confidence grows as a result of this listening, which ultimately results in successful learning. Empathy-based student engagement is regarded as another essential quality for a successful teacher. Students frequently grow bored in class or when listening to their teachers' discussions, which can be monotonous. Humorous and inventive lectures are effective ways to engage students. Treating each student as an individual and showing empathy by being aware of what may be going on in their lives can increase student engagement. It more effectively establishes a connection between a teacher and students. Ben Franklin once said, "Tell me and I forget; Teach me and I remember; Involve me and I learn." To increase engagement, teachers must allow students to express their interests. Therefore, learning should be viewed as an interactional activity between the learners and the teaching-learning system. There are no longer any adherents of the outdated theory that holds that teachers are infallible and that students are merely empty vessels waiting to be filled with random bits of unimportant knowledge. Instead, a teacher must be able to instill in students a voracious appetite for knowledge that will qualify them for at least the next 40 years of social requirements. The success of the mission of education depends on the participation of all parties. Since teachers don't work alone, the ideal teacher emphasizes teamwork. Working in a group with a paraprofessional and another teacher is definitely collaborative work. In such a scenario, a teacher might be required to take on various roles for productive group collaborations for profitable teaching-learning, but they shouldn't be devoid of job satisfaction. A successful teacher is one who is multidisciplinary. The NEP has mandated for holistic education, which requires a holistic outlook from a teacher for his or her subject without breaking the knowledge down into discrete components like mathematics, economics, physics, etc. In order to encourage students to think beyond their subject, a teacher must be able to integrate various subjects and have a broad perspective. This is true even if the teacher specializes in a particular subject or area.

The needs and resources of society are evolving over time. As a result, curriculum procedures are also modified. For instance, physical classroom instruction has been replaced with virtual instruction due to the COVID-19 pandemic, and in-person exams have been replaced with online tests. A crucial component of the teaching-learning evaluation system now includes new online exams. A good teacher must be adaptable to such changes as well as responsive to how society's needs change over time. Introducing any novel techniques could be a crucial quality of the ideal teacher. A good teacher must value real-world learning as a fundamental quality. Emphasis has been placed on experiential or real-world learning, as described in NEP-2020. It has been suggested to do so in order to improve experiential learning and critical thinking. The use of hands-on learning, arts integration, and sports integration in the classroom may be more productive, and a teacher's adoption of these techniques may result in more

students enrolling in our educational programmes. When we were young, senior family members like our grandfather, grandmother, uncles, and others were crucial in ensuring that we had the best possible mental upbringing. But in today's society, families have shrunk significantly, and the majority of parents are overworked and unable to spend much time with their kids. Children miss their parents or other household companions as a result. Many students arrive at the institution carrying a lot of emotional baggage, and dealing with such upset students in the classroom can be difficult for a teacher. For these students, a teacher must play a crucial role as a kind mentor that goes above and beyond the classroom. The country is attempting to enroll all children up to the age of 14 in school through the RTE Act. The NEP 2020 has made provisions for education for all, anywhere, at any level, with a focus on reducing dropout rates and ensuring universal access to education at all levels. Our teachers must be community builders in order to fulfill this goal of universal accessibility and ensure that NEP 2020's core principles are not undermined but rather strengthened. Each and every teacher should serve as an ambassador for this, especially at the school level. It is noteworthy that the NEP 2020 has recommended processes for hiring quality teachers with transparency, teachers' training, promotional avenues, incentives for good works, good salaries with social security so that the nation builders can devote themselves to the purpose they are appointed. This is in addition to proposing various provisions for holistic, multidisciplinary, and universally accessible education. However, in today's educational setting, each teacher must perform multiple roles in addition to teaching, some of which are administrative in nature, such as planning various events, dealing with employee and student issues, etc. Therefore, in order to manage these activities in the greater interest of an institution in general and as a perfect teacher in particular, a teacher may need to acquire certain traits. Let's make a commitment to being effective educators in order to achieve the goals set forth in NEP 2020 for our education. Considering the proverb "Teachers affect eternity; no one can tell where their influence stops" (Henry Brooks Adams).

NEP 2020: Integrated Teacher Education Programme:

Forty-five institutions in India will start delivering a four-year Integrated Teacher Education Programme (ITEP) for school teachers in January 2022. The course combines a BA, BSc, and B.Ed degree with a B.Ed degree to create a dual-major bachelor's programme that enables students who want to become teachers to save one year of study time. The ITEP gives applicants a significant advantage over the current system, which requires them to spend five years earning their bachelor's degree and their B.Ed. before starting their careers as teachers.

According to the NEP 2020, ITEP will serve as the sole criterion for hiring teachers starting in 2030. The National Common Entrance Test, or NCET, scores will be used to determine admission to this course. In India, 45 multidisciplinary institutions are offering the course.

Here are some of the crucial reforms brought about by NEP for teacher education –

- **Pre-Service Teacher Education** – To direct pre-service teacher education and training, the NEP 2020 suggests creating a National Curriculum Framework for Teacher Education, or NCFTE 2021. For teachers employed in academic, vocational, and other

specialized education streams, the NCFTE will prescribe the best pre-service and in-service education/training practices.

- **Teacher Recruitment & Employment** – The teacher must pass the National Testing Agency's Teacher Eligibility Tests (TETs) in order to be hired in a private or public school. NEP 2020 encourages schools to share teachers across campuses in order to address the teacher shortage, particularly for subjects like art, craft, music, and dance. The policy also suggests contacting prominent individuals or local authorities to serve as "master instructors" in traditional arts.
- **Teaching Career & Professionalism** – The National Professional Standards for Teachers (NPST), which will govern all aspects of teacher career management, professional development initiatives, pay increases, etc., are the goal of the NEP. Another crucial component of NEP for teachers is teacher audits and professional evaluations. In-depth research will be done on international pedagogical methods by NCERT, and the results will be incorporated into the CPD programmes for NEP teacher training. A specified number of hours of continuous professional development, or CPD, are required for teachers' preparation under NEP 2020.
- **Enculturation of Teacher Empowerment** – The policy outlines the crucial part that teachers will play in NEP 2020. In the long run, teachers will be granted the ability to take part in establishing school goals and policies. Giving teachers the freedom to choose what and how to teach will give them control and ownership over their work and will involve them in the reform process. It is thought that the crucial component of teacher autonomy is to empower teachers and inspire them to perform better. The policy also aims to acknowledge, record, and disseminate novel pedagogies and instructional strategies developed by Indian educators. Finally, NEP will work to create active teacher communities as part of the enculturation of teacher empowerment in order to improve networking and lessen teacher isolation. The NEP 2020 for teachers has come as a welcome change in light of the lackluster efforts made in the past to improve the working conditions and pay for teachers. A better learning environment for students worldwide can be created with the help of initiatives for pre-service teacher education and in-service NEP teacher training programmes. In the upcoming years, the education industry has a good chance of developing into a lucrative career choice for bright young people.

Conclusion: Our teachers must be community builders in order to fulfill this goal of universal accessibility and ensure that NEP 2020's core principles are not undermined but rather strengthened. Each and every teacher should serve as an ambassador for this, especially at the school level. It is noteworthy that the NEP 2020 has recommended processes for hiring quality teachers with transparency, teachers' training, promotional avenues, incentives for good works, good salaries with social security so that the nation builders can devote themselves to the purpose they are appointed. This is in addition to proposing various provisions for holistic, multidisciplinary, and universally accessible

education.

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