

Preset Era Teacher Qualification In Higher Education (NEP 2020)

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Abstract- NEP 2020 is the first education of the twenty first century and replace the Thirty four years old. Some feature of NEP 2020- As per NEP draft propose new curriculum and pedagogical structure with 5+3+3+4 design covering the children in the age group 3-18 years. As the NEP draft for pre primary and grades 1-2 is considered as fundamental stage Grade 3-5 as preparatory stage. Grade 6-8 as middle stage and Grade 9-12 as secondary stage. NEP 2020 Role of Teacher : (1) Passionate and Motivated (2) Creating Classroom (3) Well Qualified and Trained Content (4) Mentoring and Facilitator (5) Pedagogy and Practice. Parameters of Quality Concerns the Topic: (1) Knowledge about the subject. (2) Teaching Learning environment. (3) Curriculum and Teaching Learning material. (4) Teachers participation with demands and changing society. (5) Management and curriculum support. (6) Develop quality culture in the institution. (7) Teachers accountability and responsibility. (8) Positive reinforcement.

Keywords: New Education Policy 2020, Higher Education, innovative, futuristic, implementation, multidisciplinary, regulatory, density, age structure.

INTRODUCTION

The recently released National Education Policy (NEP) is to be implemented in phases beginning 2021. In the past decades, we have seen similar policy recommendations such as the Kothari Commission, many that are yet to be implemented. A critical review of two earlier policies indicates there are gaps in implementation and limited training for educators. NEP 2020 should not suffer a similar fate, leading to delay in development of human potential, for progress of the nation.

NEP recommends restructuring of the entire education domain of India. It talks about foundational literacy and numeracy and skill education to transform India to face 21st century challenges. The success of any education policy rests upon the belief and efforts of its' fraternity.

Educators must be proactive in understanding in detail the ethos, the aims, objectives and the motto of the NEP and upskill themselves with rigorous Continuous Professional Development programs, trainings, participation in seminars, workshops and conferences at various levels.

Implementation of NEP will require discarding the age-old practices of memorization and rote learning and adopting Constructivist pedagogies to go beyond textbooks and the aim must be to change from syllabus completion to achieving learning outcomes.

Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform students' life through skill and character building.

Apart from teachers, the onus for the successful implementation of NEP falls on those involved in drafting the National Curriculum framework – curriculum, syllabus and the assessment and evaluation strategies. If educators fall short in their task, the NEP policy will fall by the wayside and millions of young people will struggle for suitable employment upon graduation.

Hence the government/school heads must support teachers by mapping a teacher education program both in- service and pre-service which must be supported by policy makers of school education and the higher education.

The NEP emphasizes the teacher's contribution, their sacrifice and efforts to uphold the dignity, respect and honour of this profession. This can happen only if the policymakers consider creating an independent agency like Teacher Recruitment Board/ Indian Teaching Services on the lines of Indian Administrative Services or State Civil Services and speeding the recruitment of the teachers which is pending for about a decade. The policy makers should be light in their approach, while giving them all the perks and facilities so as to attract the young, intelligent and creative minds in this profession but should be tight while monitoring them for getting the desired results, making them accountable and responsible.

If these are implemented, the best brains will come into this ecosystem as a preferred choice and lead India towards becoming a Vishwa Guru in the coming days.

NEP 2020 in Higher Education

1. The fundamental Principles of the policy.
2. The vision of this policy for role of educator
3. Quality for higher education
4. Student activity and participation
5. Financial support for Student.
6. Institutional Restructuring and Consolidation.

The NEP 2020 offers a diagnosis of the challenges in the field of higher education and a vision for overhauling and re-energising it. The lists of 10 problems and 9 solutions are wide-ranging: the educational ecosystem is fragmented, hence large multidisciplinary universities are called for; there is too much specialisation, hence a multidisciplinary undergraduate education is needed; there is a lack of access to higher education in socio-economically disadvantaged areas, hence a range of measures for increased access and inclusion are required; the lack of emphasis on research in colleges and universities calls for the creation of a National Research Foundation to actively seed research and to fund outstanding peer-reviewed research; and so on.

The responses to some deficiencies are manifestly meaningless: the solution to the problem of limited teacher and institutional autonomy is “moving towards faculty and institutional autonomy”; to “inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders” is “reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service”; and to “an ineffective regulatory system” is “light but tight’ regulation by a single regulator for higher education” (NEP 2020, 33-34).

The core of the plan for the overhaul of higher education is its structural reorganisation into large, multidisciplinary universities and colleges (at least one in or near every district), many of these offering instruction in local languages. In an effort to streamline the plurality of nomenclatures, such as ‘deemed to be universities’ or ‘affiliating technical universities,’ it proposes to have only three types of universities: Research-intensive Universities, Teaching-intensive Universities and Autonomous degree-granting Colleges.

There is a cheerful anticipation that existing problems will magically vanish by just restructuring and reorganising the edifice, out of which will emerge an altogether new and creative higher education system in a mere 15 years.

Existing colleges (a daunting 40,000) will gradually become Autonomous Colleges or else get phased out. It is not clear whether some of these or altogether different institutions will become Model Education and Research Universities, or MERUs, on which little detail is offered beyond stating that they will set the highest standards for multidisciplinary education and attain the highest global standards in quality education (NEP 2020, 38). Or might these be the grown-up form of the much-vaunted ‘Institutes of Eminence’?

Teachers

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Qualification for Teacher NEP 2020

The Teacher would require training in high quality content in addition as pedagogy, teacher education will gradually be moved by 2030 in to multidisciplinary college and universities. As college and universities all move towards becoming multidisciplinary, they are going to also aim to deal with outstanding education departments the provide B.Ed., M.Ed. and Ph.D. Degrees in education .

By 2030, the minimum degree qualification for teaching are going to be a 4- years integrated Bed degree that teacher a verify of knowledge content and pedagogy and include strong training within responsibility of student-teacher at regional school. The two year B.Ed programmers are offered , by the identical multidisciplinary institutions providing the 4- year integrated B.Ed and may be intended only for those that have already obtained Bachelor degree in several specialized subjects.

All B.Ed. programmed will include training in time tested as well as the latest techniques in pedagogy , including pedagogy with relevance foundational literacy and numeracy , multilevel teaching and evaluation ,teaching children disabilities,teaching children with special interest or talents, use of educational technology and learner centered and collaborative learning . All B.Ed. program me will include strong practicum training with in kind of in classroom

teaching at local school. All B.Ed programmers will the practice of the fundamental duties of the Indian constitution along with other constitutional provisions while teaching any subject performing any activity.

Local teacher education programmers also will available at BITEs, DIETs, or in school and colleges complexes as master instructors for the aim of promoting local professions, knowledge, and skills, local art, agriculture, business, sports, and other vocational crafts.

By 2021, a new and comprehensive national curriculum framework for teacher education, NCFTE 2021, will formulated by the NCTE in consultation with NCERT, support the principles of this national education policy 2020.

A basic grasp of concepts the curriculum is an outcome of good preparation and rigorous research and, upon implementation, will minimise the stress on young students and help reduce the annual school dropout rates drastically. It will also produce skilled personnel who would be self-sustained as per 'Ataman Nirbhar Bharat' and will eventually lead to quality improvement in services. With this reformation, the education system will play a big role in some of the elite sectors such as police, administration and political system where quality of education matters a lot. Let us look at some of the important features of the NEP 2020 in simple terms:

1. The idea of 10+2 board examination structure has been dropped and it will reduce the dropout rates of students from the schools
2. The new structures that will be implemented in place of point 1 will be 5+3+3+4, which is comes as a big relief and would prove revolutionary.
3. The levels of studies have been put in simple and focused categories: (a) Pre-school: Upto Class 5 (b) Middle School: Class 6 to 8 (as before) (c) High school: Class 9 to 12 (d) Degree: Class 12 onwards
4. The vocational training will start from Class 6 and will give more exposure to the students from an early age.
5. The students can choose their respective favourite subjects from Class 8 to 12 and it will provide them with a platform to do specialisation in subjects they have choosen.
6. The duration of all graduation courses would be four years, thus giving ample time students to master their respective subjects.
7. All graduate courses will have one major course which will be their core subject and one minor subject which will be additional in order to enhance the students' interest in the subjects by giving flexibility. For example, for science students, a student with mathematics as major subject can opt for music as the minor subject.
8. All higher education systems would be governed by a single authority and UGC and AICTE will merge as one body.
9. All universities — government, private, deemed/deemed to be, open universities and vocational training institutes — will have the same grading pattern and regulations.
10. One teacher training board will be set up for all teachers in the country, irrespective of the subjects.
11. The accreditation of the institutes will be based on similar criteria and they will be able to avail autonomous rights and central funds based on their ratings.
12. A new program of basic learning will be launched for parents of children aged up to three years in their respective homes, and pre-school will start for children from three to six years of age.
13. Multiple entries and exits from the chosen course are possible for the students.
14. The credits earned by students in any semester in their graduation courses can be continued and utilised by them when they rejoin the course after study breaks.
15. All school examinations will run semester wise and thus two exams will be held annually
16. The entire school syllabus will be limited to their respective core knowledge level only.
17. The focused will be on practical and application based knowledge.
18. If a student completes one year in any graduation course, then he/she will get the basic education certificate or diploma certificate upon the completion of second year and degree on completion of the entire course. This way, the student will not waste any year if he drops out from the course in between.
19. The National Curriculum Framework for School Education (NCFSE) 2020-21 has been formulated and undertaken by NCERT based on NEP 2020 after consultation with stakeholders, ministries and other relevant central departments whose objective is to inclusion of local contents and flavours in the national books. Like in context of Arunachal Pradesh the local folklores, festivals, places, history, freedom fighters, etc. would be included in the national framework and may get revised after every five to 10 years.

Conclusion

Quality teaching and teachers are in important factor in affecting student performance and achievement. Teacher education and professional skills should be accountable for developing quality among students. The Human Resource Development Ministry is all so planning to establish an exclusive university for teacher education. Teacher without quality can be judged as a man without mind so the urgent need to attention on improving the teacher education.

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