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**NEP-2020: Innovation in Teaching Learning
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Dr. N. M. Makandar
Principal

Role of Teachers in Implementing NEP 2020

Dr. Sharanabasappa Tippashetti*

Department of Commerce,
Shri. S.B. Mamadapur Arts, Commerce and Science College Badami-587201
Email ID: ssharanu79@gmail.com

Abstract:

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29th July 2020. Outline the vision of India's new education system. The policy is a comprehensive frame work for elementary Education to higher education as well as vocational training in both rural and urban India. The policy aims to transfer India's education system by 2030. The Teacher will require training in high quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and university all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B. Ed, M. Ed, Ph.D degree in education.

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

Keywords: Comprehensive, multidisciplinary, elementary education, integrated, knowledge

Introduction:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the

world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

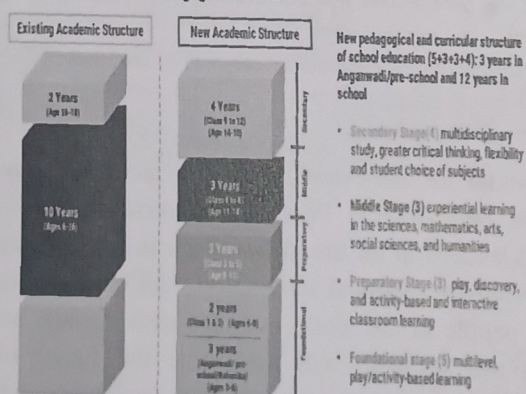
The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

PREVIOUS POLICIES: The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

THE VISION OF THIS POLICY: The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

SCHOOL EDUCATION: This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure

Transforming Curricular & Pedagogical Structure



NEP 2020 Related To Teacher Education

1. It is the teachers who are mainly responsible for implementation of the educational process at any stage of education.
 - They must have to think about how to include experiment, holistic nature, integration, enquiry driven thoughts, discovery-orientation, learner-centred teaching, flexibility and of course enjoyable methods in teaching.

- According to NEP 2020 teacher must be at the center of the fundamental reforms in the education system. Substandard and dysfunctional teacher education programme that do not meet basic education criteria will be closed.
 - NEP2020 with strong political will, positive administrative intend and effective implementation on strategy will establish teachers, at all levels as the most respected and essential members of our society because they truly shape our next generation of citizens.
2. A BRIEF LOOK ON NEP-2020 The NEP 2020 replaces the national policy on education of 1986. In January 2015, a committee under former cabinet secretary T. S. R. Subramanian started the consultation process for the new education policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 led by former Indian space research organisation (ISRO) chief Krishnaswami Kasturirangan. The new education policy was later released by ministry of human resource development, followed by a number of public consultations. I.
3. SCHOOL EDUCATION II. HIGHER EDUCATION
1. Holistic and multidisciplinary education in undergraduate programmes.
 2. M.Phil. courses to be discontinued.
 2. NTA will conduct the entrance examinations for admission to universities apart from the JEE main and NEET.
 3. Establishment of HECI to regulate higher education. The HECI will have four independent variables: NHERC, GEC, HEGC, NAAC
 4. CONCEPT OF TEACHER EDUCATION The NCTE has defined the teacher education as- "A program of education, research and training of persons to teach from pre-primary to higher education level". According to Goods dictionary of education, teacher education means- "All the formal and non formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively".
- Teacher education = teaching skills + pedagogical theory + professional skills
 - NEED OF TEACHER EDUCATION
 - Reciprocate pedagogical thoughts.
 - Understand their responsibility.
 - Degree of commitment to the profession.
 - Examine critically their beliefs and values.
 - If can't remake students personality then reshape attitudes
5. TEACHER EDUCATION
6. EMPOWERING TEACHERS
7. IMPROVING TEACHER EDUCATION
8. OTHER APPROACHES TO TEACHER EDUCATION
- Special shorter local teacher education programmes will also be available at BITEs, DIETs or at school complexes for eminent of local persons who can be hired to teach at schools as "master instructors" for the purpose of promoting local professions, knowledge and skills; e.g., local art, music, agriculture, business, sport, carpentry and other vocational crafts.
 - By 2021, a new and comprehensive NCFTE will be formulated by the NCTE in consultation with NCERT, based on principles of NEP-2020.
 - Exposure of 8 credit course in pedagogical practices, designing curriculum, credible evaluation systems during Ph.D. Programme.
 - Online education: Use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged for in-service teachers to strengthened and substantially expanded to meet enriched teaching-learning process.

9. IMPLEMENTATION

1. Instead of blaming teachers the NEP-2020 holds these dismal conditions of teacher education, recruitment, deployment and service conditions responsibilities.
2. The recommendations for teacher education restored the high respect and status to this profession hoping that it would eventually attract the best minds and talents to choose teaching as their profession.
3. From NEP-2020 recommendations, ncfe-2021 will be drafted to guide all teacher education and training of teachers in academic, vocational and special education streams.

Continuous Professional Development :

01. The NEP 2020 acknowledges the reality of unmotivated and dispirited Indian teacher and proposes to completely overhaul the teaching profession to create robust merit based structure of tenure, salary, and promotion , that incentivizes and recognizes outstanding teachers.
02. The National Educational Policy recognizes and identifies teachers and faculty as the heart of the learning process. The Policy will empower teachers of India and lists out various reforms for their recruitment , continuous professional development, service conditions etc.
03. 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.
04. Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. Multidisciplinary and holistic learning is an innovative medium through which the teachers can learn sciences, technologies, mathematics with liberal arts, humanities, languages, social sciences, professional skills, vocational skills, ethics, morality, human values and so on at the same time. It aims at overall development which means now teachers can have knowledge or mastery across fields through access to information and communication technology, teacher trainings and other facilities at the higher education institutes and newly introduced MERUs (Multidisciplinary Education and Research Universities).
05. The NEP 2020 talks about creating higher performance standards for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes.
06. NEP emphasizes on continuous professional development (CPD) for improvement of skills of teachers and learning the latest innovations and advances in their professions through multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules.
07. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year driven by their own interests.

Conclusion:

Benjamin Disraeli had said, 'The secret of success is to be ready when your opportunity comes!' For Indian teachers' time has come to seize the opportunity and become makers of their own destiny. To do this- Dream and work hard to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner. Share your ideas, grow by experimenting and researching. Gain insights also from the thoughts, beliefs, and experiences of your peer-practitioners. Enjoy your journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner.

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