



TEACHER'S ROLE : IN THE REFERENCE TO NEP 2020

Akhilesh Kumar

Assistant Professor
Department of Education
Vivek College of Education, Bijnor
M.J.P.R. University, Bareilly, Uttar Pradesh, India
E-mail : akhileshrajput990@gmail.com

Jyoti Chauhan

Assistant Professor
Department of Home Science
Krishna College of Science & IT, Bijnor
M.J.P.R. University, Bareilly, Uttar Pradesh, India
E-mail : jyotichauhan0606@gmail.com

Harendra Kumar Yadav

Assistant Professor
Department of Education
Vivek College of Education, Bijnor
M.J.P.R. University, Bareilly, Uttar Pradesh, India
E-mail : yadavonly1@gmail.com

Rajeev Kumar

Assistant Professor
Department of Education
Vivek College of Education, Bijnor
M.J.P.R. University, Bareilly, Uttar Pradesh, India
E-mail : kumarrajeev05952@gmail.com

ABSTRACT :

Teachers actually shape the future of students, so they also build the future of our nation. Is there Because of this good contribution of them, 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.

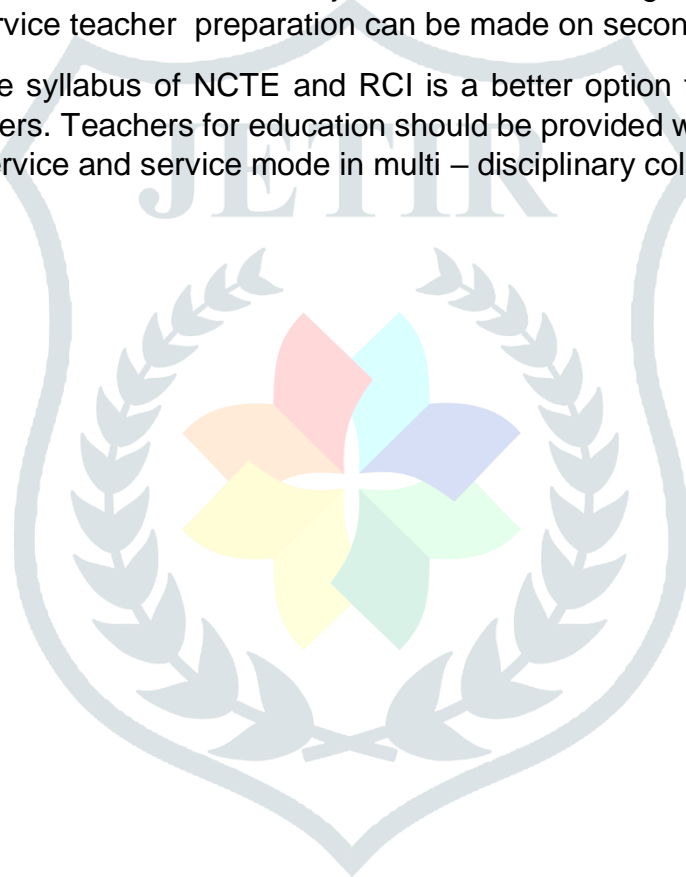
KEYWORDS : Teacher's Role, Student, School Education, NEP 2020

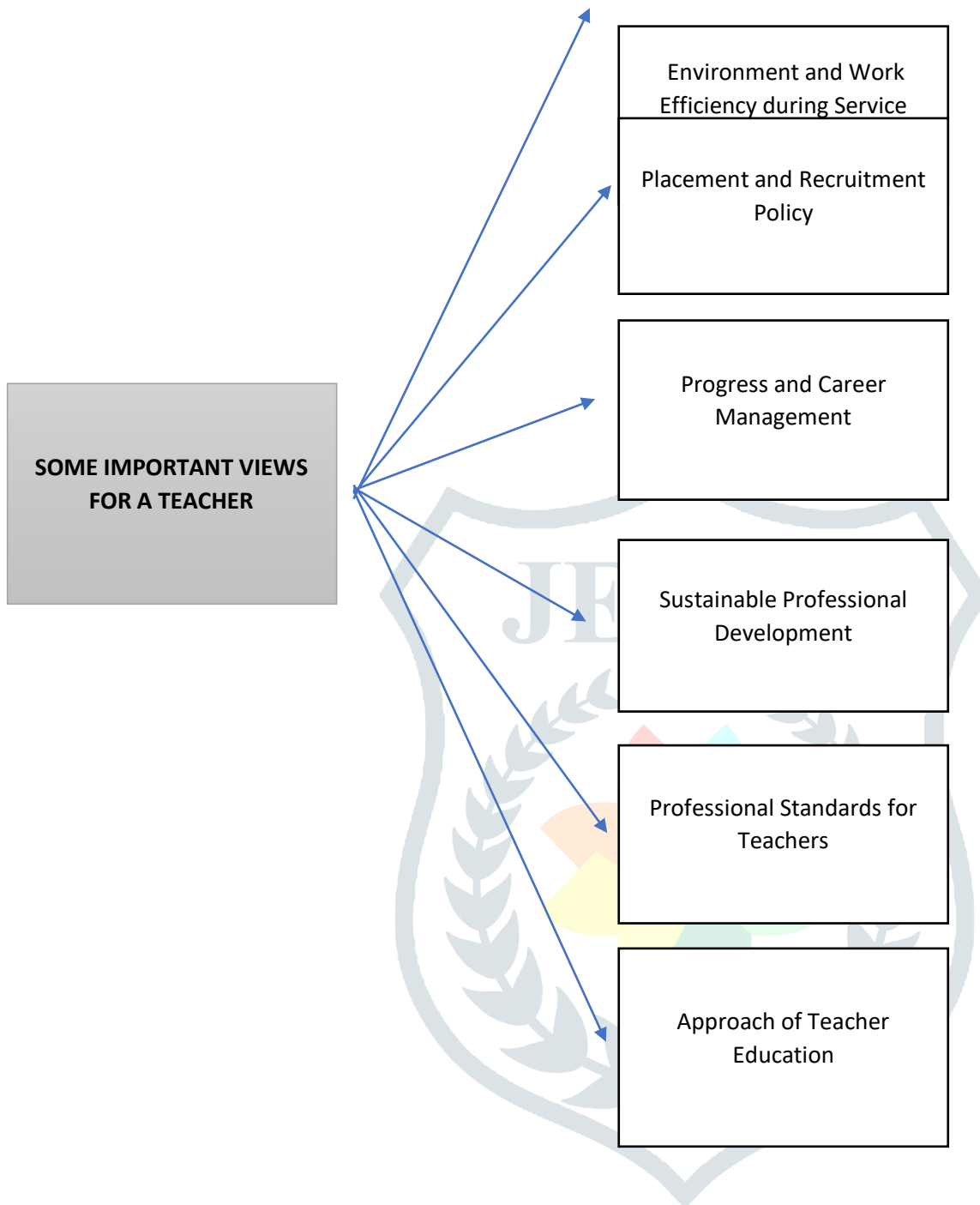
INTRODUCTION :

Recruitment of additional teachers in some areas of school education should be easy, some examples of these special needs include teaching the subjects for the students with disabilities in middle and secondary levels and students who have difficulty in learning. Teacher have the knowledge as well as skills. National residential summer programmes for secondary school students must included in various disciplines.

These teachers should be able not only to understand the aims of subject – learning and subject – related teaching, but also to understand the special needs of the children and also progressive to their knowledge. It is also the areas, therefore, the subject teachers and the general teachers in their early years or after the pre – service teacher preparation can be made on secondary expertise.

Wide synergy between the syllabus of NCTE and RCI is a better option for adequate availability of qualified specialized teachers. Teachers for education should be provided with full – time or part – time or blended courses in a service and service mode in multi – disciplinary colleges and universities





SOME IMPORTANT VIEWS FOR A TEACHER –

Environment and Work Efficiency during Service Time :

The primary goal of making good changes in the work environment and cultures in schools is to raise the abilities of teachers to the maximum level so that they can do their job effectively and ensure that teachers become a part of an inclusive community of students, parents, principal teachers and other supporting staff, with the only goal of being a learner.

Effective school administration, partnership of resources and building a community, state or union territory governments can adopt a progressive model without working on the building of a school complex or school – building.

Placement and Recruitment Policy :

In order to ensure adequate number of teachers in subjects, particularly in arts, physical education, vocational education and languages, teachers can be admitted to a school or school complex, the participation of teachers in schools can be done in accordance with the grouping of school system adopted by the state or ut governments.

It will be a good initiative to ensure that the task of measuring the vacant positions of subject – wise teachers in the next few decades should be conducted by each state government.

Progress and Career Management :

Vertical mobility of teachers based on competency would also be the best, including outstanding teachers who have demonstrated the skills of leadership and management and trained them over time so that they can lead academic leadership in the school, school complex, D.I.E.T., B.I.T.E., as well as the concerned government departments and ministries for schooling.

Teachers performing well should be identified and given step up and pay hike to encourage all teachers to do their best. The policy should have a fair career in terms of which is intended to result in permanent employment after assessment for performance and contribution and build up wage arrangements on the basis of strong merit of teachers.

Sustainable Professional Development :

Continuous opportunity for teachers to improve themselves and to learn modern thought and innovation related to profession and to offer them in a variety of ways as online teacher development modules along with local, regional, state, national workshops. Teachers should develop online platforms, especially so that teachers can share their ideas and best things from time to time.

Every teacher should be expected to perform timely orientation programs or faculty development programmes, as these programmes promote the latest pedagogy and competency based learning.

The school principal and the head of the school complex need to provide opportunities for a uniform modular leadership workshop, management program and online development programme to continuously develop their leadership and management skills.

Professional Standards for Teachers :

A general guide set of NPST for teachers has already been prepared by the national council of teacher education, SCERT, in consultation with teachers of all levels and regions, institutions for teacher preparation and development, and institutions of higher learning as set up in its new form as a committee for professional standards setting under the general standards council in consultation with general standards setting up and institutions of higher learning.

NPST can only be adopted by the state government when it is informed of pre – teacher education programmes and teachers can be managed on the basis of these standards and would involve career management of teachers on the basis of tenure, professional development efforts, salary enhancement, post promotion and other identification.

Approach of Teacher Education :

Recognising this that teachers will need to undergo training in pedagogy, as well as teaching materials, which will have to be gradually integrated into multi – disciplinary colleges and universities. As all colleges and universities begin to move towards becoming multi – disciplinary, they aim at establishing a department of quality education that will provide a B.Ed., M.Ed. and Ph. D degree in education.

The recently – introduced training in most new techniques with the prospectively tested techniques of teaching in all bod programmes can be a reform process involving the knowledge of basic literacy and numeration of education, multi – level education and assessment, teaching disabled children, teaching children with special interest, talents, using educational technology and teaching child centric and collaborative learning.

Conclusion :

NCTE by 2021, in consultation with NCERT, the new education policy 2020 should be prepared by NCFTE 2021 for a new and comprehensive teacher education framework based on the principles of the new and comprehensive teacher education. The requirements of the teacher education curriculum for vocational education should also be taken into account in NCFTE 2021. Thereafter, it is advisable to revise the NCF every year, reflecting the change in the revised NCFTE and the emerging requirements of teacher education.

Finally, in order to fully maintain the authenticity of the teacher’s education system, strong action must be taken against standards institutions such as stand alone teachers education institutions in the country, including closure, if necessary.

REFERENCE :

MHRD. (1974). Ministry of Human Resource Development. Integrated education for disabled children (IEDC) programme. Department of higher education.

MHRD. (1997). Ministry of human resource development. District primary education programme (DPEP). Progress overview.

MHRD. (1998). Ministry of human resource development. National policy on education 1986: as modified in 1998 with national policy on education 1968. Government of India, department of education, MHRD, New Delhi.

MHRD. (2004). Ministry of human resource development. Sarva shiksha abhiyan: a programme for universal elementary education: manual for planning and appraisal. GOI, Department of elementary education and literacy.

MHRD. (2005). Ministry of human resource development. Inclusive education: action plan for inclusive education of children and youth with disabilities. GOI, department of higher education.

Sharma, A.K. 1986 Teacher preparation for the plus 2 stage M.Sc.Ed. courses: an analysis, Mysore: regional college of education.

Singh, R.P. 1983 The nature of teaching, New Delhi: national publishing house.

Aggarwal, J.C. (1986). National police on education 1986 and main recommendations of national commissions on teachers, New Delhi: doabs house.

Thakur, D.N. (1995). Impact of education policy in India. New Delhi, India.

Yadav, B. (2010). Education and Development. In Anil Kumar Thakur and Mohan Patel (Eds.), 2010 challenges of education in 21st century.

Shore, J.R. (2004). Teacher education and multiple intelligences: a case study of multiple intelligences and teacher efficacy in two teacher preparation courses.

Digumarti, B.R. (2000). Education for all: achieving the goal: issues and trends.

Prasad, J (2007). Principles and practices of teacher education. Ansari road, Daryaganj, Indian capital kanishka publishers.

National education policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/

Sharma, S.P. (2016). Teacher Education. Principles, theories and practices. Ansari road, Daryaganj, New Delhi.

