



“TEACHER EMPLOYABILITY IN SCHOOLS AS PER THE NATIONAL EDUCATION POLICY-2020”

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Abstract: *The world is undergoing rapid change. The education system is evolving rapidly in response to social, economic, scientific, and technological innovations. National Education has recently adopted a new parliament, which the government of India claims is an evolutionary change in education fields is necessary from 34 years. The Intention behind teacher education demands policies practices and reform the new education policy 2020 is aimed at bringing drastic change in Indian Education and trying to impart employability in the society. If enhance equity, skills, and employability, excellence training, accelerate research institutions and industries, innovation, experimentation, internationalization of education. Good education requires good teachers, good teacher requires good policies. India took enormous changes in the education field through NEP 2020. Employability skills are referred to as the transferable skills needed in an individual to make them employable, with good intellectual training. It could be corporates among anyone for teachers integration of there it will empower their professions. This paper is an attempt to study the NEP -2020 needs to address the needs of students aspiring for teacher education and for teacher-students equipped with knowledge and skill to take up employment. It, therefore, posits the need for paying attention to skill-building and enhancing the employability of teachers.*

Key Words: *Teacher, School, Employability, New Education Policy.*

Introduction: The New Education Policy (NEP) 2020 is the first step towards education taken by the government since 1986, replacing the National Policy on Education (NPE). It is safe to assume that over the past few decades, education has seen a growing need, and more importantly, demand, across the country. The NEP 2020 aims to revolutionise education, the NEP tackles several important gaps in the present education system - it creates a more holistic approach, dedicates a much higher investment, focuses on gross enrolment, it is, on paper, ideal in every manner. One of the major practical problems that arise from the same is employment. As per government statistics, the unemployment rate of educated persons in India was at 11.4%. Considering that half of India's population is under 25 and about 66% are younger than 35, this small percentage is a very large number. The United Nations (UN) even suggests that by 2027, India will represent almost one-fifth of the global workforce, which will automatically, and by far, be the largest in the world.

The policy definitely seeks to turn India into a global knowledge superpower, but until and unless fresh-out-school 18-year-olds are employable, the expectation of increasing the Gross Enrolment Ratio will not necessarily translate to an increase in the nation's Gross Domestic Product (GDP). India is in dire need of employment opportunities, and the heavily-debated New Education Policy plays a huge role in the creation of opportunities, in many ways.

What is Employability? “Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful. (Dacre Pool & Sewell 2007) Employability refers to your ability to gain initial employment, maintain employment, and obtain new employment if required. In simple terms, employability is about being capable of getting and keeping fulfilling work.

National Education Policy-2020: Education is an ever-changing process. Its significance shifts from time to time. In general any nations, or group's aims and aspirations are directly or indirectly linked to this process. This new education Policy, named “New National Education policy2020” is step in the right direction. The policy will result in structural change to the current educational systems. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030 will be require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable can be achieved. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system.

The Vision of NEP-2020: This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

NEP-2020 Prospects for Teacher Education.

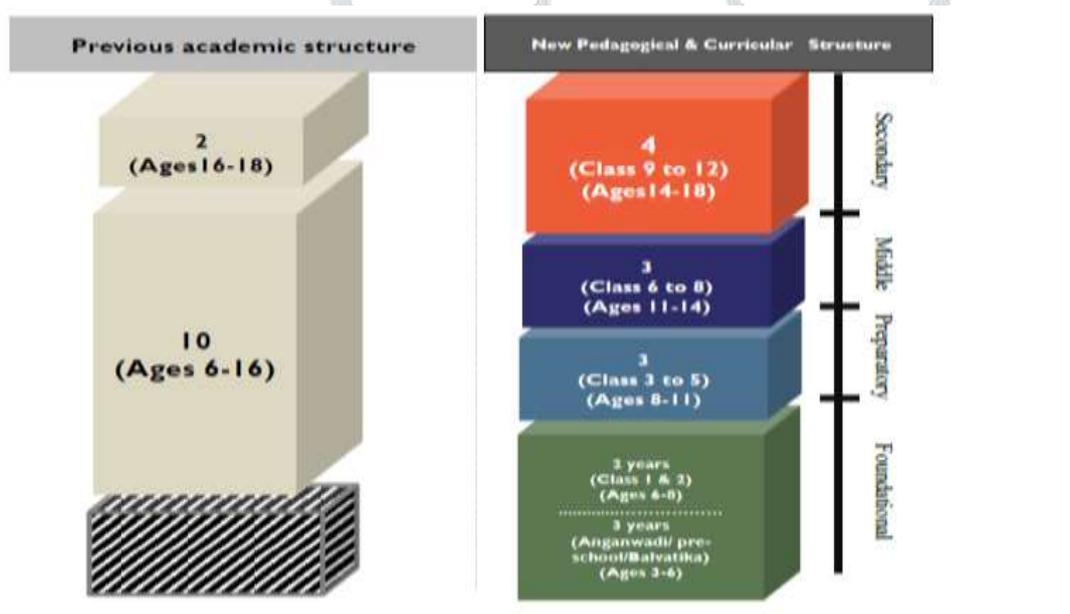
Teacher Education is vital in creating a pool of schoolteachers that will shape the next generation Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge formation of dispositions and values and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

An envisaged in NEP-2020, the B.Ed. degree will teach a wide range of knowledge content and pedagogy and include strong practicum training. The curriculum also include effective technique in pedagogy on foundational literacy and numeracy, multilevel teaching and evaluation, interests or talents, use of educational technology, and learner-centered and collaborative learning.

Curricular resources creation by teachers has been seen as an important process of teacher professional development (TPD). Such resources are likely to better respond to the local needs of teachers. ICTs (digital information and Communication Technologies) offer possibilities for teachers to design and develop digital curricular resources.

The NEP 2020 provides: Teacher Eligibility test (TET) will now be extended to over teachers across all the new stages of school education. For subject teachers, TET as well CTET test scores in the corresponding subjects will also be considered for recruitment. While justice JS Verma Committee Report, 2012 revealed that on an average 85% of teachers failed to qualify the post Qualification competency test-Central teacher Eligibility test (CTET).

Teacher: The teacher education is based principally on the structure of school education through higher education. The role of teachers at different levels of education of a child changes. Hence preparing teachers for all the levels of education of an individual is very important.



Teacher Employability Opportunities and challenges in Schools as per NEP-2020.

NEP-2020 in the state of Karnataka has been receiving lots of attention all over India. It's one of the major revolutionary step in teacher education system in India. It promotes in still the quality of teachers from pre-primary level to higher education level, employability, skill enhancement, Research activities, encourage holistic multidisciplinary education, qualified special educators for exceptional children and pedagogical techniques. In all spite of all these efforts by government, there are several challenges facing by the students of rural areas and also Nep-2020 has put teacher students in problems such as financial problems, accommodation facilities, local language, and local job opportunities.

Early Childhood Children Education (ECCE): To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the

curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE.

- **Recruitment and Deployment:** To ensure that outstanding students enter the teaching profession - especially from rural areas - a large number of merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programmes.

- Teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Special attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1.

Empowerment of Teachers: The NPE believes that the quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Special merit-based scholarships and Employment: In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language.

Accommodations for Teachers: Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.

Sharing of Teachers across Schools: To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

Service Environment and Culture: The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools.

Teachers working collaboratively: Teachers at very small schools will not remain isolated any longer and may become part of and in collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.

Continuous Professional Development (CPD): Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including

in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Online platforms, Modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other.

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

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 stages that incentivizes and recognizes outstanding teachers. Vertical mobility of teachers based on trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

Professional Standards for Teachers: A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs,

Special Teachers for children with disabilities: There is an urgent need for additional special educators for certain areas of school education. Some examples of such Special Teachers for children with disabilities. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

Approach to Teacher Education: Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects.

Discipline of Teacher Education: All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. Also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution which mandates protection of forests, lakes, rivers and wild animals, along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.

Restore the integrity of the Teacher Education: By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

Multidisciplinary Institutions: As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as history, literature, physical education, psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. This will help the education and profession to grow holistically with set of skills, training, content knowledge and scientific advancement.

Teaching Assistantships: All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.

Teacher Education Programmes: Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’, for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.

Shorter Post-B.Ed. Certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

Conclusions: Finally, the objectives that the NEP 2020 consists of can rationally be achieved only by increasing the value and quality of teachers, along with looking at e-learning as a primary mode of learning, and this in itself can be addressed by the creation of more employment opportunities. Ensuring professional training for preparation of quality teachers. Developing capacity of teachers in use of innovative pedagogical approaches to teaching and training. Pre-service training and short-term training courses for preparing Teachers/Trainers through online and offline mode to be

offered through States Council of Education Research and Training (SCERT) and District Institutes of Educational Training (DIETs). External trainers/ experts in various vocations to be invited to train teachers at Cluster Resource Centres (CRCs), Block Resource Centres (BRCs) & DIETs. Newly recruited teachers in colleges and universities and Ph.D scholars should undergo short duration B.Ed programmes run by the Universities.

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