

## Multi Dimensional Role of Teacher Educators in View of NEP 2020

Dr. Rashmi Rati

Assistant Professor

Shaswat Institute of Teacher's Education

Hutup, Irba, Ranchi, (JH)

### Abstract

Education is at the cross road. It is the key for development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Producing such teachers is a major challenge for governments across the globe today. With the ever increasing amount of knowledge today, a teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative Teacher education programs are required today. The teacher education program has to be critiqued, studied, reformed, rethought and reoriented today. Quality and excellence in the education sector is one of the major initiatives of the Government of India. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in all levels of education. The present paper focuses on multi dimensional role of teacher educators in view of NEP2020. It also highlights the multi dimensional roles which teachers should played in classrooms as given by NEP2020. The Study put forth suggestions to overcome various challenges faced by Teacher education. " Clinton stated (1996) that, "Every class should have a talented and dedicated teacher".

**Keywords: Multi Dimensional Role, Teacher Educators, professional commitment, NEP 2020**

### Introduction

Education literally means the act of learning and teaching, but if we look at its broader meaning, education is a continuous social process in any society which has an objective and thereby refines the development and behavior of the inner forces of man. By increasing knowledge and skills through education, human beings are made eligible and responsible citizens. It is well known that teachers play a big and important role in shaping the life of man and has power to shape the whole world. They help every student in many ways to achieve success, such as increasing the level of knowledge, skill, confidence etc. and make life in the right shape.

The former President of India, great philosopher, educationist Dr. Sarvapalli Radhakrishnan's birthday is celebrated on 5 September as Teachers' Day all over the country. Recently, a new national education policy has been announced by Prime Minister Narendra Modi, extensive discussion has been started on education and role of teachers in the country. In the new education policy of India, special attention has been given to the qualification and training of teachers apart from the education system. An 'equal teacher and equal education' policy will be worked out across the country. Teacher's Day is an occasion; we celebrate this day as an opportunity to appreciate and acknowledge the efforts and hard work of teachers in refining education and creating responsible individuals. The main purpose of this day is to underline the importance of teachers in the life of a student. The teacher's role may have changed at the present time, but his importance and responsibility of personality-building has become more relevant. It is teachers who create such personalities.

According to Mahatma Gandhi, all round development means – soul, brain, speech and deeds-all of them should be in balance. For the development of an all-round personality, teachers used to try to scrape those all-ethics, rituals, behavior and ideas. In the midst of all these discussions, we will see what such shortcomings were left in the education policy of 1986, which needed to be brought to the new National Education Council to address it.

Missile Man of India, former President Dr. A.P.J. Abdul Kalam has said that if a country is corruption free and has become a nation of beautiful minds, I strongly feel that there are three major social members for it who can make a difference; they are father, mother and teacher. This magnificent statement of Dr. Kalam is still resonating in the mind of every person. Teachers are a repository of knowledge who believes in imparting their knowledge to their disciples which will help their disciples to improve the world in future. This will create a generation that is bright and intelligent and one who understands the world in the same way as it is and who is inspired not by emotions but by logic and facts.

According to Dr. Radhakrishna, teachers play an important role in the creation of the country and that is why they deserve more respect. "In these contexts, the new education policy requires efforts to be a teacher for a masterly position, to create such an

environment. It is required that education should be a mission for the teacher, not a profession. To make a craftsman statue, like cutting the stone somewhere, sorting it somewhere, smoothing the floor, carving it somewhere and exposing the covering, in the same way, every teacher will make his student's personality look like it can be valued and refined.

The current education system and teachers are also responsible for the increase in violence and crime. Educated and intelligent are committing more crimes than uneducated and foolish. They can think of more tips to cover their sins and faults. The teacher is responsible for this situation. Similarly, generosity is the storehouse of education, but today it is being seen that poisonous germs of jealousy are produced in the new generation from student life itself. The result can be seen widely on all systems of society. Narcissism and jealousy is also a big reason for the tension, conflict and disintegration happening in family and social life today. Conflict of personality is also increasing due to this. What is the reason that such errors are happening in the minds of new generation? Why are the teachers not able to create a generation with all-round qualities? In view of these conditions, there should be extensive brainstorming and thinking about the role of the teacher in the new education policy.

## **STATEMENT OF THE PROBLEM**

The statement of problem for the present investigation is: "Multi Dimensional Role of Teacher Educators in view of NEP2020".

**OBJECTIVES OF THE STUDY** The following are the objectives for the present study: 1 To study the Multi Dimensional Role of Teacher Educators in view of NEP2020. 2 To study the relevance of NEP2020 for teachers.

**Following are the main point's regarding NEP2020**

### **1. Prioritize 'multi-disciplinary' thinking**

From an early age, schools in Finland challenge students to look at real-world problems through the lens of different subjects -- for instance, whether math can hold a solution to climate change. With NEP envisioning all higher education institutes being multi-disciplinary by 2040, this approach has to start in the school itself. Millions of students in our higher education system currently study in silos, acquiring education in a single stream like 'arts,' 'science' or 'commerce.' Training students for an interconnected world requires teaching them to see the big picture, connect the dots and analyze problems from different perspectives through an integrated approach to learning. NEP is implemented, we will move closer to a world where a course on 'Urban Planning' will one day be taught by multiple faculty members - from engineering to liberal arts professors. By guiding students to embrace multi-disciplinary learning early-on, teachers can eventually lead them to more career opportunities.

### **2. Embrace technology in the classroom**

Teaching will have to change dramatically to increase participation in the classroom and promote 'inquiry-based, discussion-based methods' as envisaged by NEP 2020. Teachers who have adopted online through the Covid-19 crisis can elevate their impact by exploring new aspects of a hybrid classroom to build engagement. With 'flipped classrooms,' for instance, course lectures could be pre recorded and shared as a video, with class time to be utilized for discussions on how to apply that knowledge.

Teachers can also lean on technology to solve the problem of one-size-fits-all learning. With AI- based learning tools, teachers will be able to tailor instruction and assessments of every single student. They will be able to personalize assignments so students learn according to their strengths or create learning paths unique to each student. By strategically using technology, teachers could have the opportunity to grow their impact and effectively benefit every student.

### **2. Make Indian students 'lifelong learners'**

Indians graduating from college today will almost certainly move across multiple jobs and careers in their lifetimes. As technology accelerates, the skills required for jobs are changing at a much faster pace. People will constantly need to re skill and up skill to remain employable. We are already seeing a growing trend of professionals in India who are 'lifelong learners,' up skilling online as they work; adding job-relevant credentials that can help them upgrade professionally or pivot in their careers. Teachers have a major role to play in creating an environment that fosters a mindset of lifelong learning. They have the power and influence to spark curiosity, to help students develop the ability to explore and ask questions. Teachers can bring this shift by making learning interactive, encouraging children to share knowledge and think for themselves through activities like class debates, for instance. Students will also benefit from the opportunity to set and follow their own learning goals from an early age. While the future of work will be shaped by technology, the skills Indian students need for a lifetime of work have nothing to do with technology, which NEP recognizes with its focus on 'how to think' 21st-century skills. As a child's earliest mentors, teachers are best placed to help students develop these critical skills in their formative years and will now have an opportunity with NEP to do so. By embracing the spirit of NEP, teachers can empower lasting change for students that set them up for future success. In the words of one of India's most famous teachers, A.P.J. Abdul Kalam, "Learning needs freedom to think and freedom to imagine, and both have to be facilitated by the teacher."

### **3. Teaching Knowledge**

For teachers update teaching knowledge is important for professional development. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities, etc.

### **4. Creating Classroom Environment**

For classroom environment Teacher-Students interaction is very important. Teachers also play an important role in the classroom when it comes to the environment. Students-Teacher interaction depends on content. If the teacher prepares a warm, happy environment, students are more likely to be happy and learning will prevail. Teacher should always give the positive reinforcement to the students.

## 6. Role Modeling

Students always observed to Teachers and he/she is the role model for students, Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

## 7. Mentoring

Mentor-Mentee communication, interaction is very important for encouragement and better development of the students. Mentoring is the best way for students career development, Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Mentoring helps build students confidence and helps them want to be successful. Teachers must have the autonomy to innovate and teach in the style that best suits them and their students. Teachers must have robust opportunities for CPD, and access to learning the latest advances and ideas in both pedagogy as well as subject content. Teachers must feel part of a very important role for professional community. Teachers work must have a caring, collaborative, and inclusive school culture, which encourages excellence, curiosity, empathy, and equity. A large part of this school culture must be set by school principals, school complex leaders, and SMCs and School Complex Management Committee.

## The main highlights of NEP2020

**5.1. Teachers truly shape the future of our children - and, therefore, the future of our nation.** It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. 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.

**5.2. 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. 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. 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.

**5.3. The harmful practice of excessive teacher transfers will be halted, so that students** have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.

**5.4. Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy.** The TETs will also be extended to cover teachers across all stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, suitable TET or NTA test scores in the corresponding subjects will also be taken into account for recruitment. To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. These interviews would also be used to assess comfort and proficiency in teaching in the local language, so that every school/school complex has at least some teachers who can converse with students in the local language and other prevalent home languages of students. Teachers in private schools also must have qualified similarly through TET, a demonstration/interview, and knowledge of local language(s).

**5.5. 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.

**5.6. Schools/school complexes will be encouraged to hire local eminent persons** or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

**5.7. A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted** by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programmes and offerings will also align with the vacancies thus projected. Service Environment and Culture

**5.8. 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,** and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.

**5.9. The first requirement in this direction will be to ensure decent and pleasant service conditions at schools.** Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are comfortable and inspired to teach and learn in their schools. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.

**5.10. State/UT Governments may adopt innovative formats,** such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base. Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counselors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment.

**5.11. 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**.

**5.12. To prevent the large amounts of time spent currently by teachers on non-teaching activities,** teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully concentrate on their teaching-learning duties.

**5.13. To help ensure that schools have positive learning environments,** the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders.

**5.14. Teachers will be given more autonomy in choosing aspects of pedagogy,** so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms. Continuous Professional Development (CPD)

**5.15. 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. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

**5.16. School Principals and school complex leaders will have similar 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. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency based education.

#### **Career Management and Progression (CMP)**

**5.17.** 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 stage that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and

**Contribution, while 'tenure track' refers to the period of probation preceding tenure.**

**5.18.** Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest quality teachers, and no stage will be considered more important than any other.

**5.19.** Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be 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**

**5.20.** 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, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

### **Special educators**

**5.21.** There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divvying children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. 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.

### **Educational measures**

The present paper has very important educational implications for teachers, teacher trainee, professional institutions, policy planners, administrators and young ones. The findings of this study will be helpful in devising programs for improving the professional commitment, attitude towards teaching and job satisfaction of the teachers in many way. Teachers are responsible for all round development of students. They should update themselves by learning to deal with many psychological, sociological and educational problems of students with the help of the latest literature and by participating in professional development programs. Orientation courses/ refresher courses should be organized which help the teachers to excel in their profession. No country can make any progress if teachers are ignored, so teachers must be motivated to have a positive attitude towards their teaching profession. Teacher's attitude towards profession should form one of the important criteria of recruitment procedure for educational institutions, so that teachers with positive professional attitude came forward to deliver effectively. The less effective teachers should be encouraged, so that they work with interest, full intention and zeal. They should be given different prizes to develop the proper attitude towards teaching. The teacher is one of the most important components in the educational process and has a direct bearing on the minds of the students, so he/she should have job satisfaction. Sensitization programs regarding job satisfaction should be organized for the least effective teacher.

### **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 standalone teachers education institutions in the country, including closure, if necessary.

The Role of Teacher is to shape the minds of the younger generation. Teachers must be passionate, motivated, and well qualified, and well trained in content, pedagogy, and practice. Teachers play very important roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom viz., Passionate and motivator of Pedagogy subject and its Practice, Creating Classroom Environment conducive for learning, training the students to be well qualified and well trained in content, monitoring and facilitator, etc.

### **References**

- Diuguid, Darraya.R. In (2009). Studied Student Teachers Awareness, Preparedness and Attitudes of Issues Related to high Poverty Schools. . *Journal of Experimental Education* June 1955.
- Davis, K. and Nostrum, J.W. (1985). *Human Behavior at work: Organizational Behavior*, 7 editions, McGraw Hill, New York, p.109
- Hop pock, R. (1935). *Job Satisfaction*, Harper and Brothers, New York, p. 47

Kaminski, B.S. (2007). Encyclopedia of Business and Finance, Second edition, Thompson Gale, Detroit, p. 446

Panday, R and Tripathy,(2006). Attitude towards teaching, Harper and Brothers, New York, p. 47

Rayees Ahmad Dar and Tehseena Jan (2023). Changing Role of Teacher Educators in View of NEP 2020, Journal of Xi'an University of Architecture & Technology, Volume XV, Issue 1, 2023, pp144-156 Rue, L.W. and Byers, L. (2003). Management, Skills and Application, 10 ed., McGrawHill/Irwin, New York, p. 259

Renu and Nanda (1999) ). A theory of goal setting and task performance, Prentice Hall, p.4

Specter, P.E. (1997). Job satisfaction: Application, assessment, causes and consequences, Thousand Oaks, Corsage Publications, Inc Stat, D. (2004). The Rutledge Dictionary of Business Management, Third edition, Rutledge Publishing, Detroit, p. 78

Sweeney, P.D. and McFarlin, D.B. (2005). Organizational Behavior, Solutions for Management, McGraw-Hill/Irwin, New York. 57

Sunitha and Badola, (2010). Study on studied, IGNOU (B.ED.)Teacher Trainees Attitude towards Awareness of the Fundamental Rights of Secondary school Students rights of secondary school students. . *Journal of Higher Education Policy Management*, vol.21, no.2, pp. 203-214.

Selvaraj Gnanaguru, A & Suresh Kumar, M, (2008). Study on under Achievement of B.Ed Students in Relation to their Home Environment and Attitude towards Teaching. . *Journal of Higher Education Policy Management*, vol.21, no.2, pp. 203-214.

UNESCO, (1998). World Declaration on Education for All. Adapted by the World conference on Education for all meeting basic Learning Needs. Jomtin, Published by UNESCO.

| All Rights Reserved | +2023 + | Indian Journal of Educational Research and Administration | +2229-7162+ | +5+ | +2+  
ISSN\_No: 2229-7162

Indian Journal of  
Educational  
Research and Administration

ISSN 2229 7162

Indian Journal of