

NEP 2020: A beacon for Motivated, skilled and capable faculty

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Abstract

Herbert Spencer introduced the phrase in his 1864 book -principles of biology "Survival of the Fittest". It's the nature of the law and describes how well-adopted one is to its environment. If one is not responsive to change and updated will be outdated and eliminated from the Eco system of education too. Hence, NEP-2020 makes a clarion call for implementation of its polices and act as beacon for teacher educators to be motivated, skilled, capable, and updated with the trendy teaching technologies.

Education is the continuous process of gaining knowledge, skills, values and morals for complete human potential. It is considered to be the sole best tool for social and individual improvement, leading to social justice and equality in society. The formal education has 4 verticals: infrastructure, students, educators and curricula. Among these, educators play a crucial and vital role in making the targets of NEP-2020 successful.

Emphasising teachers' contribution, the NEP-2020 has made thrust upon re-organising educators, at all levels, because the maximum reputable and vital individuals of our society are built within the four walls of the class room, on whom the destiny of the country depends.

The new policy ambitions to assist to recruit the very quality, skilled and brightest to go into the ecosystem of education. It ensures their active collaboration, livelihood, respect, dignity and autonomy, simple techniques for best system of education management. Educators ought to recognize and include the principles of inclusiveness and multidisciplinary procedures and opt for robust coordination, cooperation and professional improvement of twenty first century skills.

If the regulations are implemented, the quality brains will come into the education system and thus lead India closer to turning into a Vishwa Guru at global level.

Keywords: NEP-2020, Educators' role, Professional Skills, Upgradation.

1. BACKGROUND OF THE STUDY:

Education is a lifelong continuous process. It starts from the womb and is continued to the tomb, an organism learns either formally or informally for better performance and strives to survive in a given particular environment. One has no control over the natural environmental calamities, except that one has to adopt and adjust to the given environment. Every given situation teaches to mould and alter the performance of any organism. If we analyse the children's development we see, the two factors are the very crucial for development i.e. Heredity or genetic factor and another is Environment. Our behaviourist psychologist advocated that the environment is the key determinant for the child development' As Watson says '***give me a dozen of healthy infants/ children I will make them as I wish***'. Through these statements we may reach a point that the environment is the key determinant for the children's development. But in this juncture our common problem is lack of quality in educational sector, particularly in this pandemic situation, we have faced many serious problems such as environment like covid 19 pandemic, has sped up and forced every human being to adopt to varied types of behaviours due to lock down and confinement. It has forced to enhance technological skills of educators and the students in the field of education. Thus, the Pandemic indeed has anticipated to bring to affect the vision and goals of NEP 2020 much in advance. It has enabled to implement the NEP 2020 guidelines much effectively. Many companies mushroomed and bloomed during pandemic which gave an edge to skill up, motivate and upgrade oneself to be an effective educator.

The main aim of education is to bring out the best from its pupils, or manifest or unfold what's inside of a child, the NEP 2020 has given importance to children development and nourishment of the children's potentiality. A nation's best investment is to invest on the minds of its youth. In this ever competing and striving for economic growth and development among the nations to be at the forefront and best, NEP 2020 comes after almost 34 years of gap as a beacon of light to impart the best and bring out the best through strict implementation of new policies and guidelines. For any policy to be successful, stakeholders play an important role. Thus, educators play a vital role for the success of its implementation, promotion of the vision and goals. NEP 2020 thrives to be a beacon of light to upgrade, energize, for more skilled and capable faculty. The total reorganized training and curriculum of teacher educators, if implemented meticulously will enable the best, bright and capable faculty to embrace this noble profession of teaching and thus enhance the skills of the students too.

Teacher educators as stakeholders, need to be smart and skilled to impart the best and bring out the best from their pupils. Then, the country's wholesome growth towards stable, sustainable and balanced development can be visibly seen.

2. OBJECTIVE OF THE STUDY:

This paper highlights the proposed policies in NEP 2020 for teacher educators and despite the challenges for strict implementation of these would act as beacon of light in recruitment, upgradation, for the motivated and skilled faculty to enter into the field of education.

3. METHOD OF THE STUDY:

Researcher collected both type of data primary as well as secondary data. Here primary data considered the Government document i.e., report on National Education Policy 2020. Here secondary data is from the document considered the various document cited from Journal, books, newspaper and articles.

Researcher analysis the data through the help of the document analysis technique and fulfil the objective. Basically, researcher juxtaposed the findings on the basis of the themes proposed by NEP 2020 in respect of teacher education.

Finally, researcher shows his acquainted with the NEP 2020 recommendation towards teacher education.

4. OBJECTIVE WISED ANALYSIS:

From the Analysis of various document researcher identified the followings challenges of teacher education in the light of NEP 2020. Basically, researcher fulfilments these Objective with the document of NEP 2020 and other sources also such as journal, newspaper and so on.

Major reasons for changes brought about in NEP 2020 for efficiency of teacher educators:

- a. For efficient education, efficient teachers are required which in turn requires efficient teacher education.
- b. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society.
- c. His behavior should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation.
- d. Teacher education is very important, as only efficient teachers can shape the future of society in right direction. Before entering the teaching profession, one should prepare oneself for this special task.
- e. The education commission 1964-66 for the first time strongly pleaded for training and orientation of teachers at higher education level so as to meet the expectations and challenges of modern society.

- f. One of the most important requirements to promote and strengthen education is the training of teachers who are key resources in the reform, redirection and renewal of education.
- g. Various agencies like District Institutes of education and Training (DIET), State Council of Educational Research and Training (SCERT), National Council of Educational Research and Training (NCERT), National Council of Teacher Education (NCTE) are working for strengthening pre-service and in-service training of teachers. On the other side, teacher education in India is facing lots of problems ranging from the selection procedure to whole planning, evaluation etc.
- h. To improve the quality of teaching, the efforts from the root cause right from the selection of the candidates for teacher education program should be based on the separate aptitude test which includes not only the aptitude for teaching but also the aptitude for learning in their coming teaching life.
- i. Presently, teaching is a profession requiring specialization in terms of knowledge and skills. But there exists a wide gap between theory and knowledge and skills of teaching required in the actual classroom curriculum transaction.
- j. Teacher education is the process for the development of proficiency and competence of teachers which in turn enable and empower them for meeting the requirements and challenges of the profession in present times.
- k. Goods Dictionary of Education explains “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”.
- l. W.H. Kilpatrick specified teacher training by stating that “Training is given to animals and circus performers, while education is to human beings”. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills”.
- m. Clinton stated in his Call for Action for American Education in the 21st Century (1996) that, “Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”.
- n. This indicates the importance of preparing good teachers. A good teacher education system is a major requirement of any nation for its progress.
- o. Teacher quality is the most important factor of school education. UNESCO-ILO stated that “Teacher quality is an important consideration in student achievement, and although defined differently by different people, it continues to be a central concern of those responsible for

teacher education. Quality teachers are products of quality teacher education programs, policies and practices.”

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential member of our society, because they truly shape our next generation of citizens. Therefore, our national policy on Education Advocate that our Teacher Education must be based on the Practices and Innovative Strategies that leads towards the new knowledge paradigm.

1. Early Childhood Care and Education:

The Foundation of Learning Early Childhood Care and Education (ECCE):

In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.



Teacher education is the heart of any education

FOLLOWINGS ARE THE INNITATIVE NEED TO BE INCORPORATED THAT HELP US TO STRENGTHENING OUR TEACHER EDUCATION IN INDIA:

1. A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0–3-year-olds, and a sub-framework for 3–8-year-olds, aligned with the few guidelines, the latest research on ECCE, and national and international best practices are encouraged. In particular, the numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for educators, parents and for early childhood care education institutions.
2. ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) stand-alone Anganwadi's; (b) Anganwadi's co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools

- all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

3. 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. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).

4. The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.

5. First, 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. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy.

6. A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological interventions to serve as aids to teachers and to help bridge any language barriers that may exist between teachers and students, will be piloted and implemented.

7. Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. Peer tutoring can be taken up as a voluntary and joyful activity for fellow students under the

supervision of trained teachers and by taking due care of safety aspects. Additionally, it will also be made far easier for trained volunteers - from both the local community and beyond - to participate in this large-scale mission.

8. The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the languages - such as films, theatre, storytelling, poetry, and music - and by drawing connections with various relevant subjects and with real-life experiences. Thus, the teaching of languages will also be based on experiential-learning pedagogy.

9. Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.

10. Mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle Stage.

11. With regard to all of the above, guidelines will be prepared by NCERT, in consultation with major stakeholders, such as SCERTs, Boards of Assessment (BoAs), the proposed new National Assessment Centre etc., and teachers prepared, for a transformation in the assessment system by the 2022-23 academic session, to align with the NCFSE 2020-21.

12. It is proposed to set up a National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under MHRD that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century in consonance with the stated objectives of this Policy. This Centre will also advise school boards regarding new assessment patterns and latest researches and promote collaborations between school boards.

Recruitment and Deployment Concern related issue:

In this regard following related issue can be incorporated with Recruitment and Development of teacher education system in India. For the fulfilments of this dream our policy makers must think over the Issue.

1. 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.
2. The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.
3. 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.
4. 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. 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.
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.

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.

Service Environment and Culture:

a. Anganwadi's shall be fully integrated into school complexes/clusters, and Anganwadi children, parents, and teachers will be invited to attend and participate in school/school complex programmes and vice versa.

b. To prepare an initial cadre of high-quality ECCE teachers in Anganwadi's, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT.

c. 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.

d. 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.

e. 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.

f. 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.

g. To curb the teachers from non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching.

h. 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.

i. 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.

Continuous Professional Development (CPD):

Keeping the above sentence researcher give an insight about the Continuous Professional Development.

a. 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.

2. 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.

Career Management and Progression (CMP):

a. 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. Congratulation.

b. 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.

c. 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:

a. 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.

b. 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

a. 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:

a. 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. They will aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

- b. 23&24. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes training in time-tested as well as the most recent techniques in pedagogy, strong practicum training in the form of student-teaching at local schools.
- c. 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.
- d. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.
- e. The NCFTE 2021 see to the factors 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.
- f. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required. The assessment system will be objective and developmentally oriented, while ensuring accountability. It will have multiple sources of feedback and assessment, to ensure a full view of the performance. The assessment will recognize that outcomes such as educational attainment of students have multiple intervening variables and extraneous influences. All functionaries will be responsible to ensure that this development, performance, and accountability system is run with high integrity, and systematically, within their span of control.
- g. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities.
- h. The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

13. Motivated, Energized, and Capable Faculty:

- a. 'If a doctor commit mistake one person will die or suffer but if a teacher commit mistake generation will die or suffer. None above the teachers. So, the most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. However, to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing his students, institution, and profession, to this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.
- b. Every classroom shall have access to the latest educational technology that enables better learning experiences.
- c. Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.
- d. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.
- e. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership.
- f. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in it's Institutional Development Plan (IDP).

g. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

CONCLUSION:

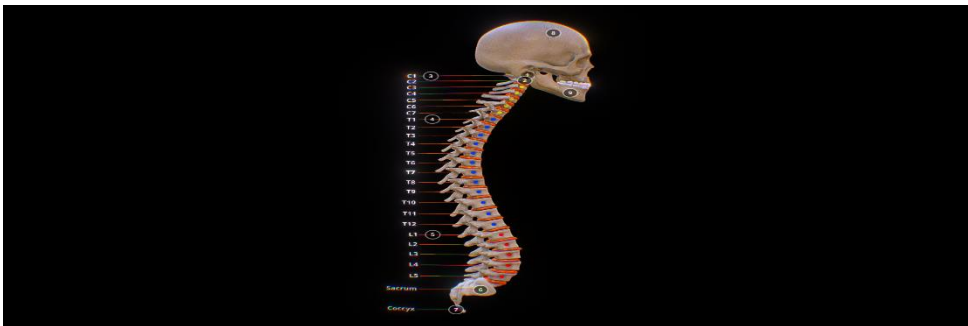
“One child

One teacher

One pen

Can change the world.”

-Malala



TEACHERS ARE THE BACK BONE OF THE SOCIETY

Teachers help young people to take responsibility for mapping out their own learning pathways throughout life. Teachers should be able to take charge of their own learning pathways also. Furthermore, as with members of any other profession, teachers have a responsibility to develop new knowledge about education and training. In a context of autonomous lifelong learning, their professional development implies that teachers: The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour. Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Continue to reflect on their practice in a systematic way; undertake classroom-based research; incorporate into their teaching the results of classroom and academic research; evaluate the effectiveness of their teaching strategies and amend them accordingly; and assess their own training needs.

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About Author

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- Exceptional presentation and communication skills in and out of the class room.
- Able to create important bond of trust with students.
- Dedicated teacher who puts in long hours after school to help students.
- Very active member of the campus and local community.
- Believe in being available for students at all times.
- Active in all, Parent, Teacher and student organizations.
- Responsible for creating engaging lesson plans based on approved curriculum.
- Worked with other science teachers to create a popular annual science exhibitions competition.
- Created and ran several after school science tutoring programs.
- Responsible for creating and administering effective lesson plans for each class.
- Hosted a monthly meeting with parents to discuss student issues in depth.
- Worked with rest of faculty to develop several academic plans after school programs.
- Efficiently brought up the growth of the institution and the individual student.
- The staff, parents and the student's cooperation are laudable under the guidance and my leadership as the principal of the institution.