



ORIGINAL RESEARCH PAPER

Education

TEACHER EDUCATION AND STANDARD SETTING OF SCHOOL SYSTEM IN THE WAKE OF NEP 2020

KEY WORDS:

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ABSTRACT

Two main key factors came up in the mind when the word education cropped up are teachers and school. It would not be an exaggeration if we call teachers the nation builder as they are the one who shapes the next generation which are pivotal in building nation economically as well as bring an overall development of the country. The role of teacher is to shape young minds which is on positive note in developing scientific temper with humanistic values. Notwithstanding earlier commission talks about importance of teacher's role but somewhere not able to reach the desired level. NEP 2020 by Krishnaswamy Kasturirangan though concise in comparison with previous voluminous policies, yet comprehensive in delineating each element of education. It has come after a thirty-four years long gap taking quality of education to further level and understanding by ensuring quality of training, recruitment, deployment service conditions and motivation which are essential for maintaining high status of teachers. National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. It aims at conceptual understanding about the teacher's education and setting standard of school education. Furthermore, it brings out the self-reflection on these aspects through different perspectives for broader understanding. Relation of NEP 2020 is seen in the sequential upgradation from the successive history of educational changes through linear interventions of policies.

INTRODUCTION

India is always known for its wealth of knowledge and still a leader in a way the world visualizes guru in many fields specially teaching meditation and yoga. But the position of teachers with in India degraded by many strategical reasons. Perhaps in India the dignity as well as self-worth of teachers need to revived through empowering them with the best quality education. The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms". The National Policy on Education 1986 emphasize: "The status of the teacher reflects the socio-cultural. The NEP 2020 has overhauled the entire education system. This paper discussed directions of NEP 2020 regarding improvement in the standard of teacher's quality in terms of recruitment, deployment and training in addition to the standard setting of school complex.

RATIONALE

The two main components that defines the quality of school system are teachers and standard settings and accreditation which ensure the parameters based educational outcomes. An excellent system can be expected if we ensure that teachers working in system are of best brains, motivated and skilled in imparting knowledge, skills and ethic. It's is very unfortunate that in spite of the best intentions of previous education policy which states many ways to bring out the quality in school system unable to achieve all expected outcomes. The status of teachers and school has deteriorated in the last decades moreover commercialization of education and low-quality schools that mushroomed all over and worsen the situation. This presentation brings out the conceptual development of teacher's education special focus on NEP2020 recommendations about how to ensure teachers and standard setting and accreditation for school education.

It is said that no people can rise above the level of its teachers. Teacher education programme starts moulding from the ancient education system till the present system of education by taking shape according to the global and local needs of the Indian society.

HISTORY OF TEACHER EDUCATION

To understand the status of present scenario of education we need to look back into the history of education. If study the beginning of Hindu civilization, the teaching was more concerned of learning Vedas and a section carried the

responsibility to impart education to mass. Formal system of teachers training emerged during Buddhist era which was later shaped during Muslim period where teachers reciting reading writing and simple arithmetic was also taught. Later in British period, improved the standard of teachers and gave a framework for teacher training in education policy of Government Of India 1904. Moreover, a teacher test and certification were emphasized in later year 1913. Teacher education had improved after University Education Commission 1948-49 and secondary education commission (1952-53) which focus on practice of teaching including administration of scholastic test. Piers committee (1956) stressed on practical work by teachers in school teaching (1964). It was observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements. According to National Policy Statement on Education (1968), among all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. Teacher, must therefore, be accorded an honoured place in society. The National Policy of Education (NEP) in 1986 recommended that teacher education is a continuous process and its pre-service and in-service components are inseparable. The National Policy of Education (NEP), in 1986 and its Programme of Action made a strong case for improving the quality of teacher education because it was the pre requisite to improve the quality of school education.

The Acharya Ramamurthi Review Committee (1990) recommended that in-service and refresher courses should be related to the specific needs of teachers, and that evaluation and follow-up should be part of the scheme. Later on, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education recommended by Yashpal committee. National Curriculum Framework for Teacher Education (NCFTE) 2010 highlighted that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. To improve the quality of teacher education program, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance.

STANDARD SETTING AND ACCREDITATION FOR SCHOOLEUCATION

Under the head of standard setting accreditation for school education- it is mentioned that aim of school regulation is to empower schools and teachers through complete transparency and full disclosure of all finance procedure and education outcomes which brings a system of integrity. The loopholes persist in the form of rampant commercialization of education which seem to be diluted by if the four distinct roles of governance and regulation that is (a) **policymaking** (b) **the provision/operation of education** (c) **ensuring professional and quality standards in education system** (d) **academic work** will be conducted by separate independent bodies in order to avoid conflict of interest and concentration of power.

1. Department of school education for overall monitoring and policy making for continual improvement of system.
2. The Directorate of School Education (DSE) handle education operation and service provision and work only at implementation time otherwise independently of the apex body above.
3. Certain minimal professional and quality standard will be checked through State School Standards Authority(SSSA) a state-wide body.

The framework for these parameters will be created by SCERT. Accreditation and self-audit will be used by the SSSA to implement these parameters.

The SCERT will be responsible for developing school quality assessment and accreditation framework in consultations of all stakeholders.

To curb the commercialization of education the transparency of all such related information including school fees and students' outcomes on standardized evaluation would be disclosed on the school website as well as on the SSSA website.

Educational outcomes will be given due importance and will be added adequately in the assessment of schools. The flexibility in terms of regarding land area and room sizes and practicalities of playground in urban areas will be adjusted according to the local needs and constraints.

A sample based National Achievement Survey of students learning levels will be continued to be carried by NCERT until the establishment of National Assessment Centre for School Education (NACSE). States will also be encouraged to conduct their own census-based Statement Assessment Survey (SAS) which will be used for the continuous improvement of school system.

A special emphasis is on the safety security and pleasant productive leaning space. Special care should be given to girl children and adolescents enrolled in schools.

TEACHERS

The committee has observed that there is an acute shortage of qualified and trained teachers, and that the teachers are engaged for non-educational purpose. Considering the above statements, the committee recommended 28 points.

Few important recommendations are -

- On replacing the existing B.Ed. program with four-year integrated B.Ed. program. A large number of merit-based scholarship shall be instituted across the country for this study.
- Continuous professional development for teachers through different workshops and online teacher development modules. Fifty hours of Continuous Professional Development (CPD) opportunities every year for their own professional growth.
- The provision of local housing in rural areas will curtail the

harmful practice of excessive teacher transfers.

- The use of Teacher ability test or NTA scores at the time of recruitment and a class demonstration or interviews will be considered to gauge the passion and motivation of a teacher.
- Teacher planning exercise will be conducted to assess expected teacher and subject vacancies. Hiring and sharing teachers and specialized instructors to share the expertise and knowledge of subjects in schools and in school complexes would encourage learning.
- Under the heading of Service environment and culture the policy says that there must be overhauling the service environments adequate safe infrastructure and attractive spaces conducive to learning along with internet library and sports and recreational resources in schools will promote healthy environment.
- The para 5.11 and 5.13 of NEP respectively empowers teachers and school leaders to involve in the governance of schools creating a positive learning environment and developing a caring and inclusive culture for the benefit of all.
- A very welcoming step is suggested by NEP 2020 for school leaders and school complex leaders to have a similar modular leadership/management workshops and online development opportunities to improve continuously their own leadership and management skills so that they share the best practices.

Under the heading Career management and progression NEP supports a robust merit-based tenure, promotion and salary structure. To move across stages will be allowed if the teacher has the desire and qualification for career progression from early stages to later stage.

DISCUSSION

Like every policy there are some hits and miss in NEP2020 . Few points of discussions are as follows:

1. The contract teachers or para teachers some trained and most untrained slipped into educational practice in the Sarva Shiksha Abhiyan without any policy approval. Many states dependent on them and face twin challenges of training and regulating them.

The number of contract teachers in education system has grown to 6,32,316 by (UDISE 2017 -2018) but the policy unequivocal about the discontinuing the practice of contract teachers. It is well known fact that keeping a balance and check on the two sets of teachers working under different norms and service conditions is a difficult task.

Now Meghalaya Education Department discontinued the extension of contractual appointment of assistant teachers and asked to regularized themselves through MTET (Meghalaya Teacher Eligibility Test) but face writ petition in the Meghalaya high court. Such pitfalls need to be addressed at the planning stage(. www.thenortheasttoday.com).

2. The second issue is that in service training has been the part of the Government of India centrally sponsored schemes over the years but how much it is filtered down to the teaching learning process is not been monitored. There is no system developed yet to get the feedback of achievement in learning process after in-service training.

3. Teacher ability tests talks about a proper procedure but how states like Bihar, Madhya Pradesh etc. will implement at par which are lagging behind in quality of education.

4. The implementation of policy left on state govt. for interpretation; it requires a clear road map.

5. Teacher vacancies have been a huge problem in India. It has been discussed in previous policies but situation has not improved yet.

6. Teachers need to re discover themselves after covid-19 situation. The training must be designed to cater the new generation who are more tech savvy than teachers who belongs to the previous generation. The kind of training requires in these areas are not visualised in this policy.

CONCLUSION

In the education system, the three critical elements are teachers, students and the ecosystem of the school such as infrastructure, play arrangements, facilities and the underlying compact with the institution. To encourage creative thinking in students, particularly first-generation learners, the teacher is the most critical component, guiding, encouraging and challenging students. Empirically, studies show government teachers are better qualified and trained, and if made to teach, they deliver better outcomes compared to teachers of the average private school. The reforms this education policy has brought a complete paradigm shift. Recruitment, merit-based appraisal halting transfers, capacity building and appraisal vertical movement if the policy implemented in its true sense bring out the best positive result in gaining the desired quality of teachers which ultimately brings the lost proud and dignity in teachers' community. A complete overhauling of education system is expected after NEP 2020.

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