

ROLE OF TEACHER PROFESSIONALISM IN THE WAKE OF NEP 2020 ON THE TEACHING STAFF IN HEI (A Conceptual Analysis)

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Abstract :

The Government of India has developed the National Policy on Education (NEP) with the intention of encouraging more Indians to promote education, from elementary to college, and the policy covers both rural and urban India. India's new educational system is envisioned in the National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet on July 29, 2020. The previous National Policy on Education, from 1986, has been superseded by the new policy. This policy calls for a change in teacher professionalism in professional and personal attributes in adapting to the changes suggested in NEP 2020. There will be sea changes in student education, such as revamping student curricula and pedagogy, improving evaluation, and supporting an enhanced student experience. This paper sheds light on teacher professionalism in the wake of NEP 2020.

Key Words: *NEP, Teacher professionalism, pedagogy, HEI*

Introduction :

India's new educational system is envisioned in the National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet on July 29, 2020. The previous National Policy on Education, from 1986, has been superseded by the new policy. The policy provides a comprehensive framework for vocational training, from elementary through higher education, in both rural and urban India. By 2021, the policy intends to transform India's educational system. The vision of the National Education Policy is: "National Education Policy 2020 envisages 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 must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including the sciences, social sciences, arts, humanities, languages, personal, technological, and vocational subjects. However, as we embrace these changes in the education system, the entire existing education system changes in its structure, both academically and structurally. The paper throws light on the reforms that have been introduced specifically in HEI.

Objective of the Study :

The primary objective of this research is to study the impact of the New Education Policy 2020 on higher education. The study also highlights the role of teachers in the changing era in the wake of NEP 2020.

Research Methodology :

This study is descriptive in nature. The required secondary data was gathered from a variety of sources, including government websites, magazines, journals, and other publications. The inferences and conclusions were then drawn from an examination and discussion of this data.

Reforms in the education sector

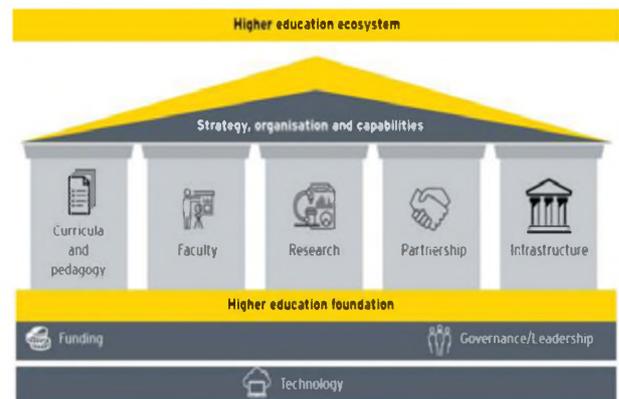
Reforms in education, stakeholders are divided into two groups: demand and supply.

All the earlier reforms in education were in favor of supply-side stakeholder groups like policymakers, management of educational institutes, and educators. Demand-side stakeholder groups include students, corporates and society at large. It has been noticed that earlier educational policies were in favor of the supply side, but the present policy focuses on the demand side, especially the "students" in the picture and the "society at large". Human resources are considered to be the most important asset for the economic development of a country. Economic growth theories have highlighted the importance of utilizing human resources in the economic development of a country. To achieve this objective

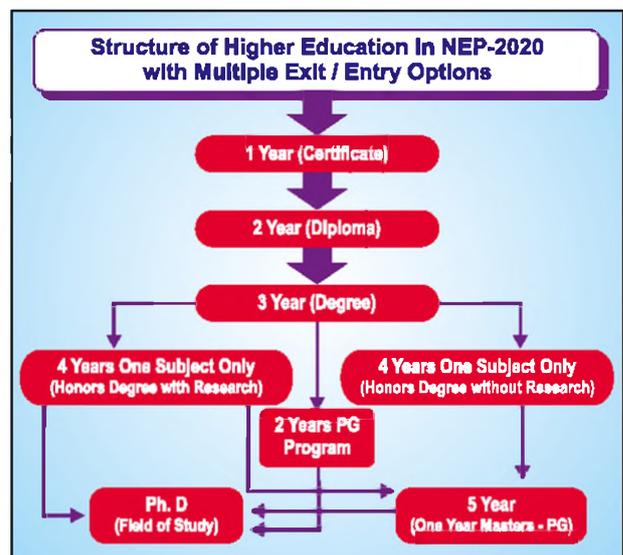
- 1) Skill-based education is the key factor to making human resources fruitful for a country's growth.

- 2) There is a significant gap between our educational system and the needs of our country's potential to be utilized. In order to bridge this gap, our policy-makers and educators have brought in the changes in the National Education Policy of 2020.

- ◆ To understand the above objectives, we need to look at the changes made in the NEP 2020.
- ◆ Reforms are brought in on two dimensions. structural reforms and academic reforms
- ◆ Structural reforms in higher education are in the way of creating mult - disciplinary universities and cluster universities.



Source : National Education Policy 2020 PDF



The above table highlights the changes brought about by the structural change in the education system. However, our focus is on academic reforms.

The present study focuses on teacher professionalism in the wake of the National Education Policy.

The earlier education policy commission, the Kothari commission of 1968, and the current NEP 2020 have both emphasized the importance of one factor in common: "teachers."

The teacher has a very major and challenging role to play in the wake of NEP 2020, considering the behavioral aspect of the student in absorbing them into gainful employment. Hence, there is a need to revive teacher professionalism.

Teacher professionalism is the knowledge, skills, and practices that teachers need to be good teachers. It also means the extent to which a teacher subscribes to and imbibes the professional code of ethics. The NEP 2020 has identified the following: Dimensions of teacher professionalism

Conceptualizing teacher professionalism

- Professional Knowledge : Content and Pedagogical Knowledge
- Professional Autonomy
 - Decision making power
- Professional Status
 - Value and profile of profession
- Professional Satisfaction
 - Happy and content with the profession
- Self- Efficacy

- Commitment and capability to work earnestly
 - Integration
- Information exchange and innovations
 - Professional Responsibility
- Reflecting on teaching / training and research

Attributes of a Good Teacher

- Personal Attributes
- Professional Attributes
- Pedagogical Content Knowledge
- Research Competency
- Technology Use and Integration in Teaching

Personal Attributes

- Enthusiastic - Empathic - Energetic
- Inter-Personal - Interactive - Communication Skills
- Modelling - Confidence - Presence of Mind
- Self Insight - Self Control - Authentic
- Creative - Critical - Problem Solving
- Pleasant - Positive - Passionate
- Fair and Non - Authoritarian

Professional Attributes

- Reflective Practitioner
- Time Management
- Evidence based Approach
- Developing Insights and Ideas
- Committed to Profession and Innovation

Pedagogical Attributes

- Knowledge of curriculum and concepts - Theoretical/Practical
- Knowledge of Pedagogical practices - Experiential/Experimental
- Knowledge of available academic resources and technologies
- Knowledge of students level of understanding/difficulties
- Knowledge of learning styles - Visual, Kinaesthetic, Aural, Social, Solitary, Verbal and Logical
- Knowledge of learning outcomes and assessment - Reforms

Research Competency

- Problems and its understanding
- Methods and designs
- Empirical data and evidences
- Analytical and inferential
- Documentation, reporting and presentation, Research culture - publication and patent

All the above attributes relating to teacher professionalism will definitely change the entire landscape of Higher education system

Conclusions:

A new generation of learners has to essentially engage with the increasing dematerialization and digitalization of economies, which requires a completely new set of capabilities in order to keep up. This seems to be an even more vital requirement. Overall, the NEP 2020 addresses the need to

develop professionals in a variety of fields so that India is ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset along with teacher professionalism

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