



TEACHER QUALITY: NATIONAL EDUCATION POLICY 2020

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Abstract

Education is a dynamic process of human growth and empowerment. Education of acceptable quality depends on several aspects such as knowledge about the subject, teaching Learning environment, curriculum and teaching learning material, class room processer and practices, teacher's responsibility and accountability, Positive reinforcement, method and Strategies. Teachers truly shape the future of our youngsters not only to face the future with confidence but build it with persistence and accountability. Quality of teacher education depends basically on a number of factors such as infrastructure, learning environment curriculum, teaching learning materials (TLM) and teacher's participation with demand of changing society. The most important among these factors is the teacher who is directly responsible to operationalize the process of education It is urgent to restore the worthy of school teaching as a profession and afford more incentives for well qualified teachers. The implementation of curriculum frame work for Teacher Education developed by national agencies like N.C.T.E. UGC and NCERT. It's created a great deal readiness with in the field of teacher education

Keywords: Teacher Quality, Quality Education, Teacher Education, TLM.

Introduction

Education is key for achieving full human potential, developing an equitable, society and promoting national development. Education of acceptable quality depends on several factors such as curriculum, infrastructure, teaching-learning materials, methods and strategies, educational technology, teacher's accountability and responsibility, learning environment etc. Providing universal access to quality education is the key to India's continued ascension and leadership on the world stage in terms of economic process and growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best means forward for developing our country's made abilities and resources for the nice of the individual, the society, the country, and also the world. India can have the highest population in the world and our ability to provide high-quality educational opportunities to them can determine the long run of our country.

Quality is a term very frequently used in each society. The term is used to convey an assertion of satisfactory achievement in the educational institutes. It is an important vital dimension as following manners:

- 1. Quality is related and perceptual:** Quality is not absolute it is relation. Quality may lead to the branding of the producton service and provide satisfaction to the students that he/she is getting the best. It is also very much an organizational perception.
- 2. Quality is both process and product:** The learner inherent to derive quality education. In the educational institution, it means as much as desire the student's performance of both quantitative and qualitative phases.
- 3. Fitness to the purpose:** Quality as "fitness to the purpose". For example, the teacher is satisfying when students achieve the academic achievement in the educational institute and face the all problems in real life situation.
- 4. Excellence:** Education quality is the excellence of education delivery. The highest degree of proficiency or most perfect of goodness is quality.
- 5. Education quality is students and stakeholder's satisfaction:** This definition is derived from Juran's(1995), "Quality is student's satisfaction" in higher education students and stakeholder's are regarded as the students. They are key beneficiaries of academic Institutes.

Parameters of quality concerns the topic

- Knowledge about the subject
- Teaching Learning environment.
- Curriculum and Teaching Learning material.
- Teachers' participation with demands of changing and adjusting society.
- Management and curriculum support.
- Class room processer and practices, opportunities of your time.
- Develop a quality culture in the institution.
- Teacher's accountability and responsibility.
- Positive reinforcement.



Quality education is a factor in combating poverty and inequality in society. In quality education, VVOB distinguishes six dimensions such as-

Equity

The VVOB definition refers to "all learners" and additionally refers to non-discrimination and equity. Quality Education means that personal and social circumstances such as gender, ethnic origin or family background aren't obstacles to achieving educational aims or potential which all individuals reach at least a basic minimum level of skills, abilities and capabilities. It's specifically focuses on gender equity.

Contextualization and Relevance

In quality education, Solutions, ever-changing and a daptions of education systems should be based on the real needs of a nation / or community.

Child-friendly Teaching and Learning

Quality education is child centered education and helps it to reach his or her full potential. Quality Education needs children's active participation.

Sustainability

Educational modification the processes and VVOB aims to institutionalize these processes to improving the capacities of native education authorities.

Balanced Approach

Quality education is aims to develop a balanced set of capabilities, skills of children and to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies, responsible and accountable person and enhance individual social emotional well-being.

Learning Outcomes

After completing a precise level of quality education, children must have developed a minimum standard of skills and capabilities. Quality education needs a result-oriented approach.

Teachers truly shape the future of our youngsters - and, therefore, the destiny of our nation. It is because of this noblest function that the teacher in India was the most respected member of society. Society gave teachers, or gurus, what they needed to pass on their knowledge, expertise, skills, and ethics optimally to students.

Teacher quality refers to the characteristics that teachers possess and teaching quality refers to what teachers do in the classroom. Teacher quality included teacher professional and teacher knowledge. The quality of teacher education, recruitment, deployment, provider conditions, and empowerment of teachers is not where it ought to be, and consequently the quality and motivation of teachers does not reach the desired standards. The motivation and empowerment of teachers is required to ensure the best possible future for our children, youngster and our nation. The teacher has to play a multidimensional role to achieve the desired goals and objectives through his positive attitude and frame of mind to adopt in the classroom environment. Teacher in India today is expected to be a Facilitation of Learning and classroom environment, resources, positive attitude and reinforcement, Mention and counsellor of pupils.

The most important among these several factors is the teacher who is directly responsible to operationalize the process of education, establish intimate contact with learners and motivate, encourage and train them in various features of their personality in a manner and change the behavior. Teacher factor is essentially crucial at all levels and kinds of education.

NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important part in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage!"

Priagula, Agam & Solmon (2007) Teacher quality as an important in-school factor that impacts significantly on student learning. Quality teachers have the positive impact on the student's achievement and performance. Where the students have quality and effective teachers the students make learning gains while those with ineffective teachers show declines. With respect to the classroom teacher, teacher quality and education is a continuous process of doing self-assessment so as to have professional development and a self-renewal. Being a teacher educator and teacher, an effective or quality teacher is one who has a good subject matter and pedagogy knowledge, which he/she can build upon.



Teacher Quality are often difficult to interpret in given the many ways of identifying and measuring the qualifications, characteristics, and practices that contribute to the concept of what makes a good teacher. Goe’s (2007) examination of teacher quality focuses on four categories of teacher quality indicators— teacher qualifications, teacher characteristics, teacher practices, and teacher effectiveness.

Four Lenses for Examining Teacher Quality

Category	Definition and example indicators
Teacher qualifications	knowledge, and experiences that teachers bring with them when they enter the classroom, such as: Coursework, grades, subject-matter education, degrees, test scores, experience, certification(s), and evidence of participation in continued learning (e.g., internships, Induction level, supplemental training, and professional development).
Teacher characteristics	Attitudes and attributes which are teachers bring with them when they enter the classroom, such as: Expectations for students, a collaborative nature, race, and gender.
Teacher practices	Classroom practices of the teachers employ— the ways in which teachers interact with students and the teaching strategies they use to accomplish specific teaching tasks, such as: Aligning instruction with assessment, communicating clear learning objectives and expectations for student performance and achievement, providing intellectual challenge, allowing students to explain what they are learning, using formative assessment to understand what and the degree to which students are actually learning, offering active learning experiences and class room environment.
Teacher effectiveness	A “value-added” assessment of the degree to which teachers who are already in the classroom contribute to their students’ learning and increases in student performance and achievement scores.

The National Knowledge commission (NKC) has observed that teacher is the most important significant part of education system and also the country is already facing a seven shortage of qualified and motivated teachers at different levels. It is urgent to restore the dignitary of teaching as a profession and afford more incentives for well qualified teachers

Teacher education programs are traditionally not developed based on one well-formulated, concrete, and unified conception of quality teaching (sykes, Bird &kennedy,2010)

The implementation of curriculum frame work for Teacher Education developed by national agencies like N.C.T.E. UGC and NCERT. It’s created a great deal readiness with in the field of teacher education in designing a comprehensive and constant pattern of curriculum recently NCTE (2014) has developed a uniformity curriculum throughout India. The training of teachers is a major area and space of concern at present at both pre-service and in-service training. Pre-service training needs to be improved and differently regulated each in publically and private institutions. These include state institutions, university-based institutions and private institutions that have fully grown extremely in variety within the recent past, contributing in the process of teacher education. Teacher education has been mostly advocated because the single vital ingredient in the economic, social and political and cultural development of developing / developed society

Teacher Education: National Policy Education,1986

NPE (1986) states that the status of teacher reflects the socio-cultural attribute of a society and no people can rise above the level of its teachers. The government and the community ought to endeavor to create conditions which is able to facilitate, motivate and inspire teachers on constructive and creative lines.

Teacher education is a continuous process

Teacher has to create and provide effective and stimulating opportunities for learning through high quality teaching which is helpful for the development of all learners. Teaching in not a static but a continuous and lifelong process.



Continuing Education

The new programmes of teacher education can emphasize continuing education and the need for teachers to satisfy the thrusts envisaged during this policy.

District Institutes of Education and Training (DIET)

It will be established with the capacity to organize pre-service and in-service courses for elementary school teachers and for the personnel operating in non-formal and adult education.

Upgrading Selected Teacher Training Colleges

Selected Teacher Training Colleges are going to be upgraded to enhance the work of State Councils of Educational Research and Training.

National Council of Teacher Education (NCTE)

It will be provided the required resources and capability to recognize institution of teacher education and provide guidance regarding curricula, methods and strategies.

Networking Arrangements

These are going to be created between institutions of teacher education and university departments of education.

Teacher Education, POA 1992

The new programmes of teacher-education ought to emphasize have to continuing education. District Institutes of Education and Training (DIET) should be established with the aptitude to organize and prepre pre-service and in-service courses for elementary school teachers and for the staff working in non-formal and adult education. As DIETs get established, sub-standard institutions should be phased out. Selected Secondary Teacher Training Colleges should be upgraded to boost the work of the State Councils of Educational Research and Training. The National Council of Teacher Education should be provided the important resources and competency to accredit institutions of teacher-education and to provide guidance regarding curricula, methods and strategies. Networking arrangements should be created among institutions of teacher education and university departments of training institute.

Teacher Education: National Curriculum Framework, 2005

The National curriculum frame work (NCF) promotes the inclusion of regionally relevant content in the curriculum as well as in the pedagogy The teacher education institutions will need to reframe their programme course and included the inclusive education. NCF promotes the inclusion of regionally relevant content with in the curriculum as well as pedagogy. ICT is a growing demand that to be included on school educational development and educational support of pre-service and in-service teachers. We want to develop the capacity of teachers in recognizing entry points in the curriculum and textual materials that require contextualization and development of appropriate teaching learning sequences and episodes based on the identified local specifics. These specify may include community knowledge and information about technology, native folks culture including songs, festivals, fairs and games.

- Experiences in the practice of teacher indicate that knowledge is treated as given. Curriculum, syllabus and text books are never critically examined by the student teacher on the regular teacher.
- Language proficiency of the teacher has to be enhanced, however existing programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes offer very little scope for student teachers to reflection their experiences.
- Disciplinary knowledge is viewed as liberated of profession training in pedagogy.
- Repeated practice in the teaching of specified variety of isolated lessons is considered as a sufficient condition for professional and skill development.
- Theory courses don't have any linked with practical work and ground realities.
- The evaluation system programmes is too in formal oriented extremely quantitative and locks comprehensiveness.

Teacher Education, National Education Policy, 2020

National Education Policy 2020 is that the first education policy of the twenty first century and objectives to deal with the numerous growing developmental essentials of our country. This Policy proposes the revision and revamping of all factors of the education structure, like its regulation and governance, to make a new gadget that's is aligned with the aspirational goals of 21st century education, like SDG4, while constructing upon India's traditions and value systems.

The teacher should be at the center of the essential reforms within the education system. The new education policy should help re-establish teachers, at any respect tiers, because the foremost respected and essential members of our society, because they really shape our next generation of citizens. It must do everything to empower teachers and assist them to undertake and do their



activity as effectively as possible. The new education policy must assist recruit the very pleasant and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, appreciate, dignity, and autonomy, while additionally instilling within the system basic methods of quality control and accountability.

A common guiding set of National Professional Standards for Teachers (NPST) could even be developed by 2022, by the National Council for Teacher Education in its restructured new form as an expert Standard Setting Body (PSSB) under the General Education Council (GEC), in session with NCERT, SCERTs, teachers from across levels and regions, professional organizations in teacher preparation and development, improvement, professional our bodies in vocational education and training, and higher education institutions. The necessities would cover expectations of the role of the teacher at different levels of expertise/stage, and also the competencies required for that stage. It'll also comprise standards for performance appraisal, for each stage, that will be performed on a periodic basis. The NPST will inform the planning and layout of pre-service teacher education programmes. This can be then followed by States and determine all aspects of teacher profession management like tenure, professional development efforts, salary increases, different promotions, and other recognitions. Promotions and salary increases won't occur supported the length of tenure or seniority, but only on the premise of such appraisal. The professional standards are going to be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis and evaluation of the efficacy of the system.

Qualification for Teachers (NEP 2020)

The teachers would require training in high-quality content in additionally as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they are going to also aim to deal with outstanding education departments that provide B.Ed., M.Ed., and Ph.D. degrees in education.

By 2030, the minimum degree qualification for teaching are going to be a 4-year integrated B.Ed. degree that teaches a variety of knowledge content and pedagogy and includes strong practicum training within the reasonably of student-teaching at regional schools. The 2-year B.Ed. programmes are offered, by the identical multidisciplinary institutions providing the 4-year integrated B.Ed., and may be intended only for those that have already obtained Bachelor's Degrees in several specialized subjects. These B.Ed. programmes may furthermore be suitably adapted as 1-year B.Ed. programmes, and may be offered only to those people that have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree during a specialty and want to become a subject teacher during this specialty. All such B.Ed. degrees would be offered only by authorized multidisciplinary education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary teaching institutions proposing the 4-year in-class integrated B.Ed. programmes.

All B.Ed. programmes will include training in time-tested as well as the latest techniques in pedagogy, including pedagogy with relevance foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training within the kind of in-classroom teaching at local schools. All B.Ed. programmes will emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It'll also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, in order that environment education becomes an integral part of school curricula.

Local teacher education programmes also will available at BITEs, DIETs, or in school and college facilities themselves for eminent local persons who is also hired to indicate at schools or school complexes as 'master instructors', for the aim of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. Shorter post-B.Ed. certification courses will be made widely available, at multidisciplinary colleges and universities, to teachers who may need to move into more specialized areas of teaching, like the teaching of students with disabilities, or into leadership and management positions within the schooling system, or to move from one stage to different between foundational, preparatory, middle, and secondary stages.

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will formulated by the NCTE in consultation with NCERT, supported the principles of this National Education Policy 2020. The framework will have developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will made available in altogether regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. The integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country.



Conclusion

Quality teaching and teachers are an important factor in affecting student performance and achievement. Teachers education and professional skills should be accountable for developing quality among students. The Human Resource Development Ministry is all so planning to establish an exclusive university for teacher education. Teacher without quality can be judged as a man without mind so the urgent need to attention on improving the teacher education.

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