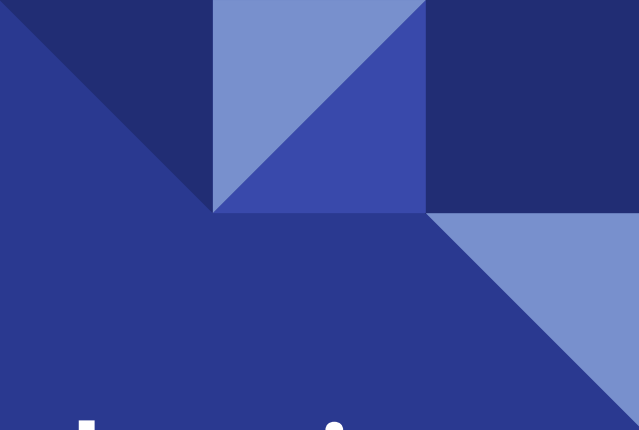




Teachers and teacher education



NEP 2020 emphasises on the critical role played by teachers in developing the future generation.

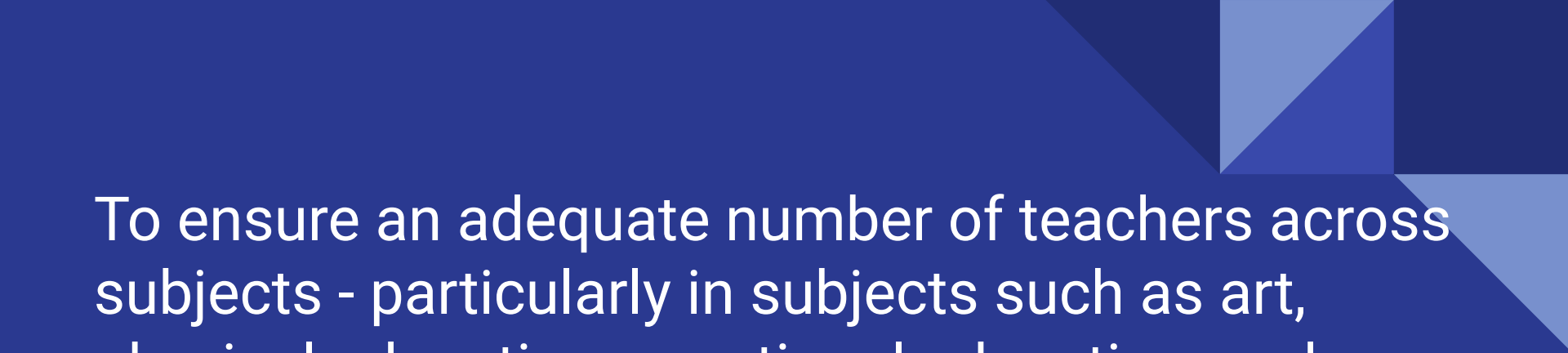
- Teachers truly shape the future of children
- The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Teacher training must include

- recent techniques in foundational literacy and numeracy
- multi-level teaching and evaluation
- teaching children with disabilities
- teaching children with special interests or talents
- use of educational technology

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.

- Teacher Eligibility Tests (TETs) will be strengthened to inculcate better test material, both in terms of content and pedagogy.
- To gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools

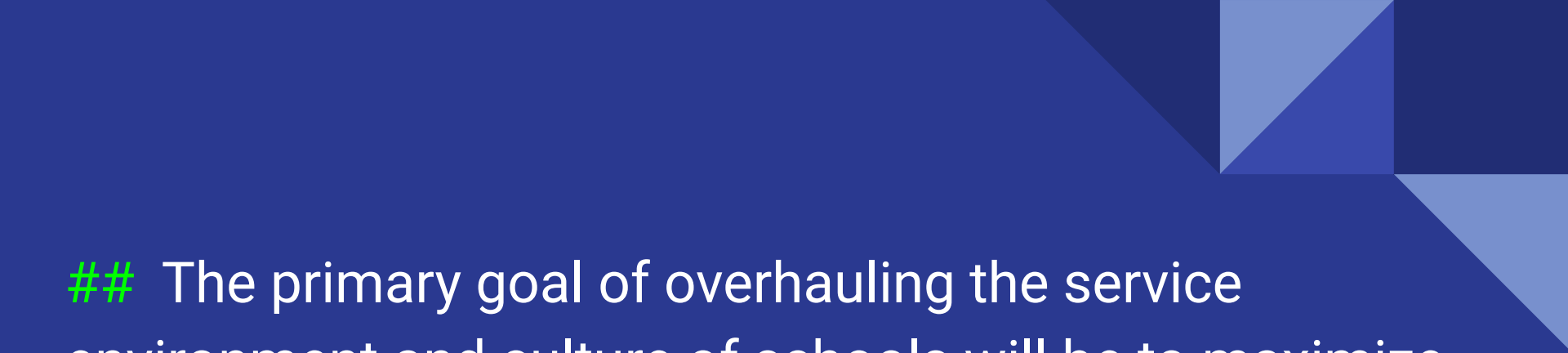


To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools.

- 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.
- Teacher education programmes and offerings will also align with the vacancies thus projected



Service Environment and Culture



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.

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 counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment



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.

To 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.

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 for teaching that improve learning outcomes in their classrooms.



Continuous Professional Development (CPD)



Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.

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.



School Principals and school complex leaders are also 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)

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work.

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).

Professional Standards for teachers

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)**

The standards would cover

1. Expectations of the *role of the teacher at different levels of expertise/stage
2. Performance appraisal, for each stage
3. Design of pre-service teacher education programs.

This could be then adopted by States. The professional standards will be reviewed and revised in 2030, and thereafter every ten years.

Special Educators

There is an urgent need for additional special educators in school education.

Such specialist requirements include:

1. Subject teaching for children with disabilities
2. Teaching for specific learning disabilities.
3. Subject-teaching knowledge
4. Relevant skills for understanding of special requirements of children.

such areas could be developed as secondary specializations for subject teachers during or after pre-service teacher preparation.

They will be offered as certificate courses, as Full time or as part-time courses in the

1. Pre-service

2. in-service

Approach to Teacher Education

By 2030, the minimum degree qualification for teaching will be

- > 4-year integrated B.Ed. degree.
- > 2-year B.Ed. with Bachelor's degree
- > 1-year B.Ed. Course (to be offered to them who have 4-year multidisciplinary Bachelor's Degrees or Master's degree)

All B.Ed. Courses will include:

- > Training in most recent techniques in pedagogy
- > pedagogy with respect to foundational literacy and numeracy
- > Multi-level teaching
- > Evaluation
- > Teaching children with disabilities
- > Use of educational technology
- > Learner-centered learning.

Special shorter local teacher education courses will be available at BITEs, DIETs

Shorter post-B.Ed. certification courses will be available to get training

- > To teach the students with disabilities**
- > To learn about leadership and management positions in the schooling system**
- > To move from one stage to another between foundational, preparatory, middle, and secondary stages.**

NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects.

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT