

8. The role and challenges faced by teachers at different levels of education in India

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Abstract

The NEP-2020 plays a very important role in the field of education and teachers, as this education policy targets SDG Goal 4, which is quality education for all. The problem is why this is falling, the first reason is poor learning proficiency at the school level and the second is high dropout rates at the secondary level. These reasons indicate two important components of school education, teacher and financing resources, quality, and inclusivity of education. The present research paper is based on the secondary and theoretical. This paper reveals the problem of the teacher ratio (PTR) at different levels, school management, and vacant posts of teachers. The role of teacher and challenges faced in this NEP 2020. A blueprint for education in the future is NEP 2020. The staff and teachers are the ones carrying the light on this educational journey. The NEP 2020 guidelines guide how to convert them. This essay offers suggestions for transforming instructors in a way that is pertinent to and helpful for student training.

Keywords: - PTR, NEP 2020, SDG, Teacher

I. Introduction

Teachers play a vital role in building the future of India. The NEP-2020 stresses the empowerment of teachers as critical to the future of the country. Teachers must be grounded in Indian values, languages, knowledge ethos, and traditions and at the same time must also be well-versed with the advancements in education and pedagogy. Trained teachers develop better ranges of practical concepts, skills, and strategies for teaching and assessments. The presence of outstanding and enthusiastic teachers that cultivate excellence and innovation is the core determinant of quality. The aim is to achieve the best, motivated, energized and capable faculty in HEIs towards advancing students, institutions, and profession. Providing an enabling

environment for appointments, professional development, career progression, retention, autonomy, a culture of excellence, appropriate incentivizing for outstanding and innovative teaching, research, institutional service, and community outreach are crucial to achieve our learning targets ¹.

The role of a teacher in society is crucial and diverse. Firstly, they guide students in acquiring knowledge and essential life skills. Teachers shape the future by nurturing young minds, instilling values, and fostering a love for learning. Acting as mentors, they provide support and guidance during students' academic journey. Additionally, teachers contribute to societal progress by preparing students to be informed and responsible citizens. Beyond academics, they influence character development and ethical understanding. A teacher's impact is enduring, inspiring curiosity and critical thinking, laying the foundation for a well-rounded society. Overall, teachers serve as architects of the future, molding individuals who contribute positively to the broader community ².

Teacher's training required due to the following reasons ³

1. New curriculum development and implementation

The NEP 2020 thrusts a lot of importance on creativity, innovation, work-integrated learning, and vocational education, among several others. To promote this, the policy envisions giving significant autonomy to educational institutions and motivated faculty to design and develop the appropriate curriculum and most efficient pedagogy. Therefore, the role of a teacher/trainer becomes crucial in contributing towards developing the relevant curriculum and pedagogy **that directly influences the learning outcomes.**

2. Imparting 21st-century skills and knowledge

Being the first education policy of the 21st century, the **NEP 2020**, strongly advocates the idea of preparing learners with 21st-century skills and knowledge. The 21st-century skills like critical thinking, creativity, collaboration, communication, taking initiative, problem-solving, etc. help learners build character and become well-rounded individuals. It becomes the role and responsibility of teachers and trainers to impart 21st-century skills among learners through engaging teaching methodologies.

3. Creating an environment of innovation and creativity

In the light of NEP 2020, teachers right from the school level are expected to create a learning environment that fosters innovation and creativity among the learners. Through innovations in teaching and pedagogy, teachers and trainers can cultivate a sense of excellence and innovation among the students. The role of teachers in the classroom under NEP 2020 will be to promote and create an environment where students can think with a creative, critical, logical, and innovative mindset. At higher education levels, this innovative mindset is going to be fundamental in encouraging research in arts and humanities, sciences and social sciences, and thereby contributing to the progress of the nation.

4. Focus on outcome-based education

Unlike the current system of education, where the utmost importance is given to marks and grades, NEP 2020 focuses on outcome-based education. It aims to measure the skills and knowledge of a learner based on his/ her ability to perform a task, solve a problem and find innovative solutions. The role of a teacher becomes essential in creating learner-centric learning models with defined objectives and outcomes, evaluation of progress and personalised feedback.

5. Promotion of professional development of teachers

Teacher education **and** empowerment of teachers is one of the key areas of focus in NEP 2020. With advancements in the adoption of technology in education, with e-learning, online teaching, etc., it is necessary for teachers and trainers to undergo training in new learner-centric approaches. The NEP 2020 makes it mandatory for teachers to undergo Continuous Professional Development (CPD), where each teacher is expected to participate in at least 50 hours of CPD opportunities every year for their own professional development.

II. Review of Literature

Amzad, M. (2023) ⁴ stated that educators who will mold the next generation depend heavily on teacher education. The process of becoming a teacher involves developing interdisciplinary perspectives and knowledge, forming attitudes and values, and practicing under the most experienced mentors. Teachers need to be well-versed in the most recent developments in pedagogy and education, as well as in Indian values, languages, knowledge, ethos, and customs, particularly tribal customs. According to NEP 2020, performance criteria for teachers should be developed that explicitly define the role of the teacher at each level of expertise or stage, as well as the capabilities needed at that level. NEP 2020 also discusses the frequent implementation of performance appraisals and teacher audits. These performance evaluation criteria will also be developed.

Dar, A. R and Jan, T (2023) ⁵ reported that any nation's ability to thrive depends on its teachers' caliber. Education is the key. The elements that contribute to high-quality instruction and student success are teachers' expertise, commitment, quality, and motivation. Today's governments face a significant difficulty in producing such teachers across the globe. A teacher's work has become more difficult due to the ever-growing body of knowledge available today, as well as new theories in philosophy, sociology, psychology, pedagogy, and globalization. Today's teacher education programs must be creative and well-planned. Today, the teacher education program needs to be examined, analyzed, changed, reconsidered, and refocused. One of the main goals of the Indian government is to promote quality and excellence in the field of education. The Indian government has been concentrating on quality and excellence in education at all levels in order to attain the goal of improved quality at all levels.

Babu, R. M. (2023) ⁶ discuss about the issues and challenges faced by the teacher education, to introduce India to a dynamic knowledge base by making education in schools and universities more inclusive, adaptable, and multidisciplinary in order to fulfill the demands of the twenty-first century and to showcase each student's special talents. Make society become a superpower of knowledge on a global scale. The policy was created through a thorough, collaborative process that was unparalleled in both breadth and depth. From elementary school to postsecondary education, reforms are outlined in the NEP 2020 policy. NEP seeks to put more emphasis on improving early childhood care, reorganizing the educational regulatory environment, and fortifying teacher preparation programs. Urgent and thorough reform is required for teacher education as a whole.

Larasati, et al. (2019) ⁷ describe how teachers may improve learning outcomes, what obstacles they face, and how to overcome them in order to fulfill their tasks and responsibilities at the Elementary School of Santa Maria 2 Malang (SDK Santa Maria 2 Malang). In this work, a case study design was used with a descriptive qualitative methodology. Interviews, documentation, and observation are the methods used to acquire data. The study's findings show that teachers' roles in the classroom should be in accordance with Law Number 14 of 2005 on Teachers and Lecturers. It states that the teacher's primary responsibility as a professional educator is to instruct, guide, direct, train, assess, and evaluate pupils in early childhood education, basic education, and secondary school.

Bhatia, et al. (2024) ⁸ stated prioritize education if it is to prosper, and the quality of its teachers determines how far that nation will go. The amount of knowledge teachers possess, the diligence with which they work, the appropriate level of professionalism, their commitment to their work, and their level of motivation are some of the factors that determine students' success and the quality of education they receive. For governments everywhere to develop highly qualified educators capable of providing the best quality education possible, they face a significant challenge. The latest pedagogical and psychological theories, philosophy, sociology, and globalization, teaching has become a more challenging profession due to the rapid advancement of information. Today, there is a pressing need for teacher preparation programs that are both thoughtfully planned and imaginatively created. The current teacher education program needed to be rigorously examined, investigated, modified, reinterpreted, and reoriented in order to meet the ever-changing demands of the educational system. Ensuring the best possible standard of education in the nation has been a top priority for the Indian government.

Patil, R. D. (2022) ⁹ Teachers are essential to raising the standard of education, which is one of the main factors in every nation's progress. The main advantage and most valuable component of every educational system is its teachers. They are regarded as the foundation of the educational process because of the significant role they play in transferring knowledge and skills. Teachers and faculty are recognized as the core of the learning process under the National Education Policy 2020. The policy, as envisioned by the Hon'ble Prime Minister, will

empower Indian teachers through a number of reforms related to hiring, ongoing professional development, working conditions, etc. NEP 2020 acknowledges that in order to meet the demands of 21st-century education, teachers will need to receive training in both methodology and high-quality content. This essay outlines the characteristics of a successful teacher, including how to give clear directions and convey material in the classroom in an efficient manner. Additionally, it focuses on a few teacher-related professional and interpersonal competencies that are in line with 21st-century abilities and the UN Sustainable Development Goals.

Desai, A. J (2012) ¹⁰ The field of teaching and learning has seen significant transformation during the past 50 years, especially in the last few decades. Classrooms are becoming increasingly student-centred, with teachers acting more as learning facilitators than as masters with absolute authority. In the classroom today, new experiments involving project-based learning, thinking skill development, and discovery learning methodologies are being tested out, in contrast to the past when the instructor was tasked with imparting the material to a passive audience of pupils. The textbooks have also been changed as part of Sarva Shiksha Abhiyan (SSA); in many ways, these changes have, in my opinion, made the previous versions worse. Many teachers lack the necessary tools and training to adequately execute the new curriculum, as well as inadequate training in how to apply its concepts.

III. Research Methodology

The present paper is based on qualitative theoretical. This research work is mainly based on secondary information, that is collected from journals, articles, websites, conference papers and the internet.

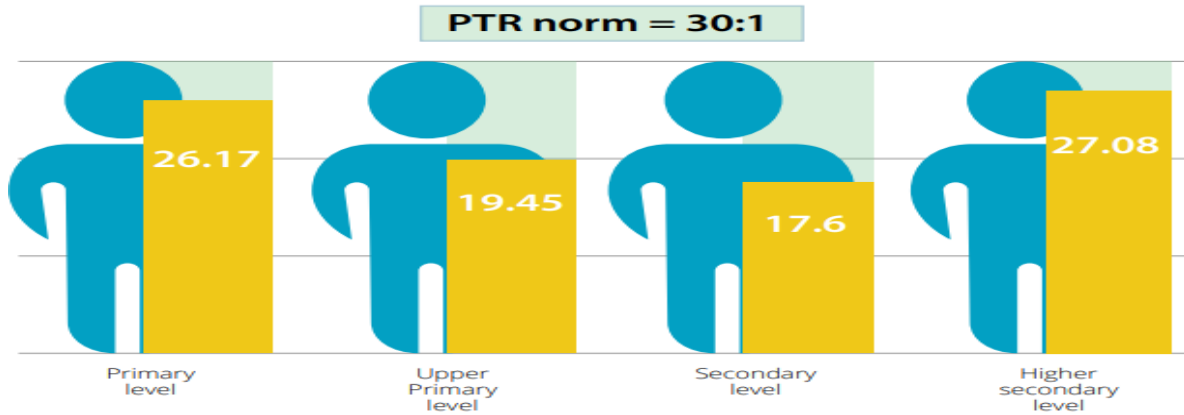
Objectives:-

- To analyze the challenges and recommendations for teachers in NEP2020.
- To determine the role of teachers in NEP 2020.
- To describe the teacher's Management in school.
- To Analysis the Pupil-Teacher Ratio (PTR).

IV. Result & Discuss

PRT:- The Pupil-Teacher Ratio is a crucial measure of the caliber of education. (PTR). The average number of students per teacher is shown by PTR. For every educational level, a 30:1 PTR is advised by the National Education Policy 2020. The below figure 1 shows that India has achieved the suggested PTR in all levels of school education.

Figure: -1 PRT

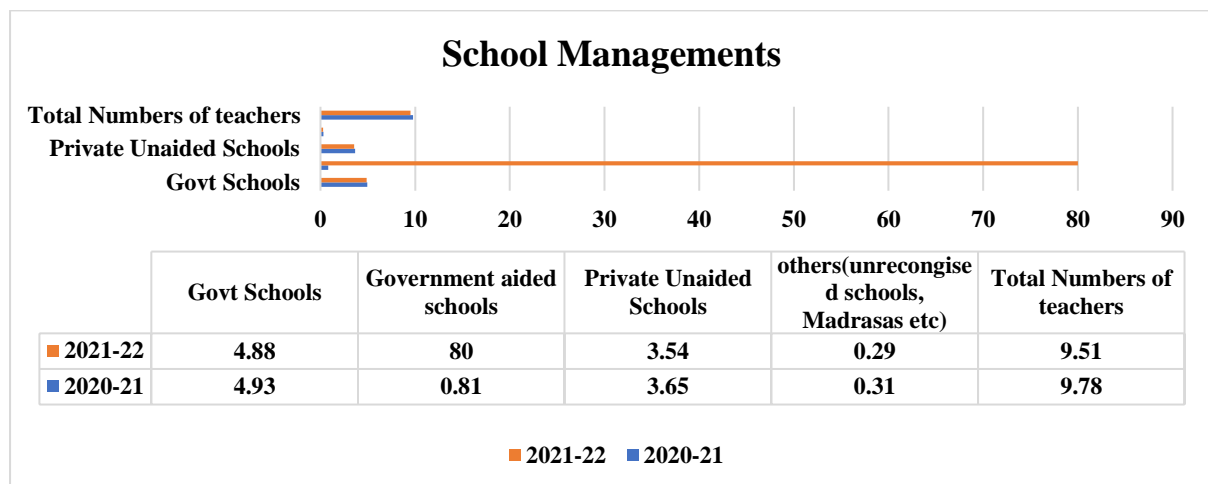


Source:- Educational fact ¹¹

From the above figure, it is clear that there is a deficiency of teachers at all levels of education. At the primary level it shows 26.17, at upper primary level it have 19.45, at secondary level 17.6 and at the higher secondary level it have 27.08.

School Management: - Teachers play a crucial role in raising the standard of education. Over 10 percent of the world's teaching workforce, or over 85 million teachers, are employed in India.

Figure: - 2 School Management (millions)



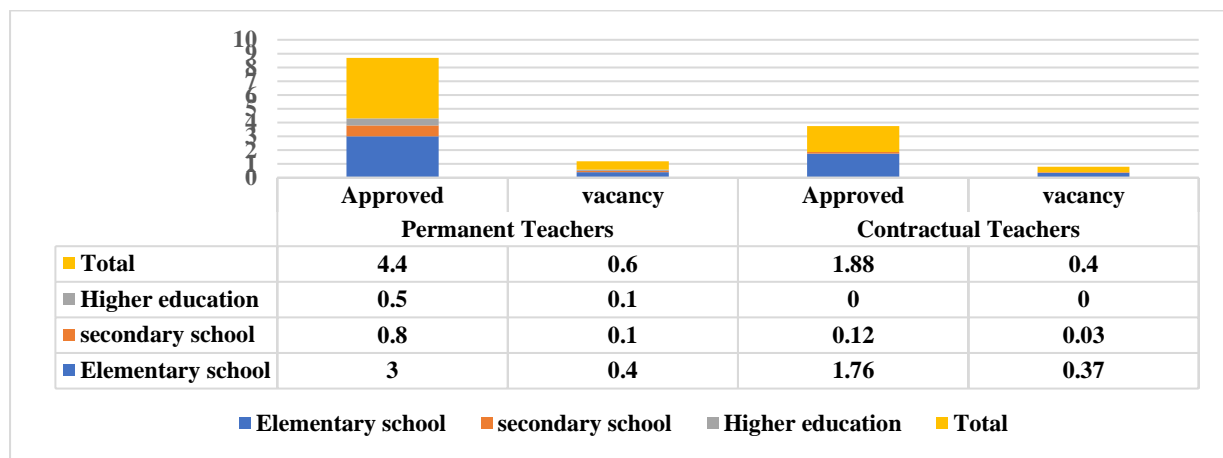
Source:- Educational fact ¹¹

In 2020–21, there were 9.78 million teachers worldwide. By 2021–2022, it was down to 9.51 million. The government schools saw a decrease of 0.9%, government-aided schools had a decline of 1.45%, private schools saw a decline of 2.94 percent, and other schools saw an 8.3 percent decline in instructors between 2020–21 and 2021–22. By type of offering and educational level, there are variations in the number of teachers. In primary and upper primary education, the number of teachers in government schools was more than that in private schools;

in secondary and higher secondary education, however, the number of teachers in private schools was greater than that in government schools (Figure 2).

Teachers Post: - The statistics mentioned in the below figure 3 clearly indicate the shortage of teachers in the system. According to the Parliamentary Standing Committee report of Department of School Education and Literacy, there are 9,86,565 vacancies of teachers against 62,71,380 approved posts that is 16% of teacher posts are vacant in India

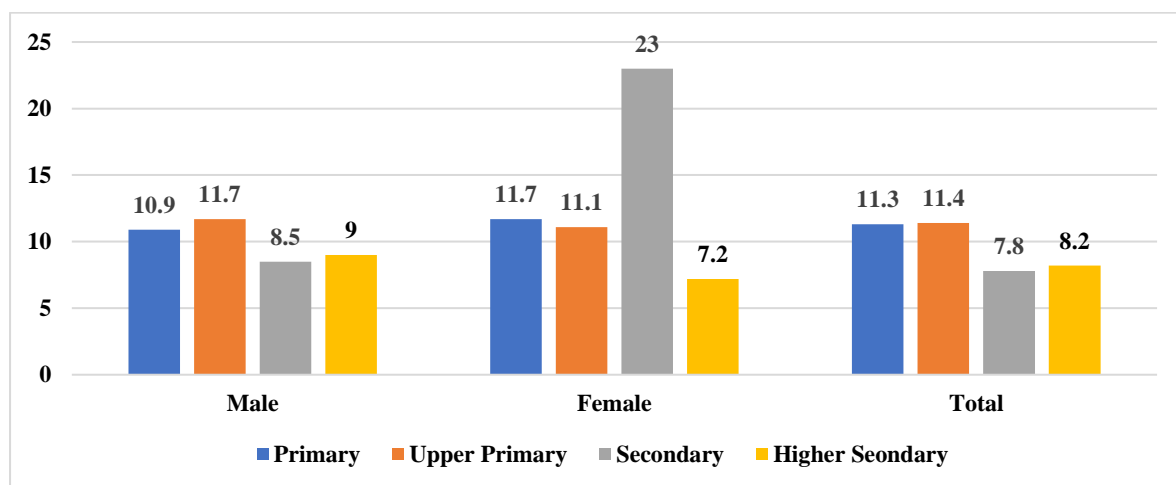
Figure:- 3 Vacant Posts of teachers in India (millions)



Source:- Educational facts ¹¹

Training: - The below figure 4 makes the correct picture of the teachers without training at the different levels in India. Approximately eleven percent of current primary and upper elementary instructors lack the necessary training. Compared to their male counterparts, a greater percentage of female teachers lack training across all educational levels.

Figure:- 4 Teachers without proper training (percentage)



Source:- Educational Facts ¹¹

Role of Teacher: - The teacher is one of the most important components of the educational system. Acknowledging the significance of the teacher's role is feasible when seeing education as a three-pronged process. Even if today's teacher-centered education is more student-centered than it was in the past, teachers will always have a special place in education. The entire process of teaching and learning is facilitated by the teacher. In addition, the teacher's proficiency determines how well the teaching-learning process works ¹².

- **Research-oriented mind:-** The teacher should stay up to date with current events and provide fresh knowledge because the globe of knowledge is always expanding. An ideal teacher would be curious about the subject. His inspiration for the pupils in this work will never stop.
- **Progressive attitude:** - A teacher needs to have a progressive attitude in light of the changing times and society because progressivism is necessary for teachers to stay up to date with the ever-evolving global community and human thought processes.
- **Need to have technology knowledge:** The field of education is currently being continuously influenced by contemporary technology, and new technological inventions are improving it. Thus, a teacher must be knowledgeable about and keep up with technological advancements. Particular recommendations have been made regarding the use of technology in education by the new education policy.
- **Need to have a Clear idea about teaching method:-** A teacher must be well-versed in both classroom pedagogy and content since it is crucial to determine which teaching strategy will best engage students and meet their learning objectives in a way that best suits their requirements.
- **Passionate & Motivated:-** Students must be motivated in order to develop and sustain a suitable level of interest in the classroom. In order to make the lessons more intelligible, the instructor can motivate the class before to the lecture by giving an inspirational speech.
- **Need to have multidisciplinary knowledge:** In the current educational system, a multidisciplinary approach has been given importance where a teacher cannot impart knowledge to students in other subjects, particularly in the new National Education Policy. As a result, teachers need to be knowledgeable in a variety of subjects in addition to just thematic knowledge.
- **Knowledge about multicultural and multi-language:** When students in a classroom come from different speech or religious backgrounds, or when one student comes from a different background, it is evident that the kids are diverse. Since teachers must engage and communicate with all of the students, they must be multilingual and multicultural.

Some of the emerging issues and challenges are as follows ¹³

- Innovation in pre-service teacher education curriculum.
- A dearth of current texts and resources for teacher education.
- Development of national professional standards.
- Strengthen workshops and partnerships between universities and schools to prepare teachers.
- Mentoring Inexperienced teachers.
- Creation of a mechanism for teachers' ongoing professional development.
- Create teacher networks and learning communities.
- Education leaders' access to professional learning.
- Increased openness about the financing of teacher education.
- Peer observation in schools and staff assessment systems are still in the early stages of development.
- It appears that professional obligations and responsibilities are given greater weight in teacher evaluations than real classroom instruction.
- In the classroom, teacher-centered pedagogy and practices continue to be predominant.
- When it comes to teaching, there is a fair amount of variety amongst institutions, especially when it comes to student autonomy, questioning techniques, and instructor expectations for student performance.
- For the goal of teacher assessment, it is necessary to investigate the creation of developmental or performance-based evaluation systems.
- Teachers agreed that class observations improve teaching quality and that developmental assessment should be kept separate from judgmental appraisal. If a teacher's goal orientation is more learner-oriented than performance-oriented, they will be more receptive to lesson observation.

V. Conclusion & Suggestions

In India, 23 percent of schools lack the necessary number of teachers. On the other hand, an average PTR for all of India does not accurately represent the situation when broken down into smaller categories. For instance, in the primary (I–V) level, the PTR in the state of Bihar is 54, compared to 7 in the state of Sikkim. In India, more than 23% of schools roughly 0.35 million total do not fulfil the PTR standard, and 10% of schools have more than one teacher working with more than 50 children. Each school has six instructors on average. In actuality, 6.74% of Indian schools have just one teacher, and 90% of them are in rural areas. The National Education Policy 2020 suggests that public education expenditure "at the earliest" amounts 6% of GDP. Additionally, the policy has advocated for making education in schools available to all students, highlighting the necessity of funding teacher recruitment, teacher preparation, and other educational materials. Allocating a significant quantity of resources is necessary for this.

Currently, however, the combined spending of national and subnational governments on education at all levels is less than 4% of GDP, and on school education, it is 2.56% of GDP ¹¹.

The new education policy 2020 should be created by NCFTE 2021 for a new and comprehensive teacher education framework based on the principles of the new and comprehensive teacher education by NCFTE by 2021, in cooperation with NCERT. NCFTE 2021 should also consider the needs of the vocational education teacher education curriculum. After then, it is advised to update the NCF annually to take into account changes made to the amended NCFTE and newly developing teacher education standards ¹⁴. Lastly, severe action, including closure if required, must be taken against standards institutions, such as stand-alone teachers education institutes across the nation, in order to preserve the integrity of the teacher education system.

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