

Role of Teacher in Ensure Quality Education- in the light of New Draft Education Policy 2019

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DOI: 10.29322/IJSRP.9.09.2019.p9374
<http://dx.doi.org/10.29322/IJSRP.9.09.2019.p9374>

Abstract- This paper attempts to define role of teacher in ensuring quality in Education with the support of New Draft Education policy 2019. Quality in education cannot be ensured without well equipped teachers with pre- service and in-service training. Hence the proposed section of teachers in New draft National Education policy 2019 is a welcoming steps and it has been further discussed below.

Index Terms- New Draft Education Policy 2019, Teacher Training, Integrated B.Ed Programme, Pupil Teacher Ratio, Continuous professional Development, Teaching Learning Environment, Teachers Resource Group.

I. INTRODUCTION

Quality in education is heart of Sustainable Development Goal-4, and is supported by world-wide to improve quality in education. There is a considerable improvement in student teacher ratios, assessment of learning outcomes, and in student learning outcomes. Although quality education has been in mainstream discussion, an universally accepted definition of quality in education remains unclear. In 1990, the World Declaration on Education for All noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant. The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. It was identified that the improvement in access to school education will not be adequate for education to contribute fully to the development of the individual and society as a whole. With this realization Government of India has come up with the proposed New National Education Policy 2019 currently in draft form. The fifth chapter of the draft New Education Policy 2019 is dedicated to teacher with the objective of ensuring that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained and well equipped teachers.

The New Draft Education policy 2019 recommend improvement for teachers existing B.Ed programme will be replaced by a four years of integrated B.Ed program with combined high quality content, pedagogy and practical training. An integrated continuous professional development programme will also be developed for all subjects. Teachers will be required to complete a minimum of 50 hours of continuous professional development training programme each year.

The Policy drafting committee also realized that there is a shortage of professionally qualified teachers also the existing

teachers are deployed in non teaching job. Hence the draft policy recommends that teachers will not participate in any non teaching activities such as cooking of mid day meals or participate in vaccination campaigns during school hours that could affect their teaching time.

II. SOME SUGGESTIONS

1. Preparation of a teacher begins with the selection of those who are to enter teacher training. As the Draft New Education policy proposed for a integrated professional training course at university level seems challenging as the degree courses in liberal streams are offered in university affiliated colleges rather than in university department. Greater clarity is required on how the B.Ed program run by Regional institute of Education will be integrated into four years B.Ed programme.
2. The draft policy is also not explicit on how this four years B.Ed programme will cater to all category of teachers teaching in different level of schooling e.g- at pre-school, foundation stage, primary and middle stage or at secondary stage. Because teaching in different level requires separate pedagogy.
3. The clarity on pay parity, equivalence in pay scale and cadre/career advancement in not clear with the integrated B.Ed being proposed as pre-service training for all teachers seeking service in all stages of school system.
4. Role of the national institutions like NCTE, NCERT and NIEPA in teacher education can be clearer in the policy document.
5. As the new draft National Education policy 2019 proposed school complexes and deployment of teacher accordingly but it is not clear on the pupil teachers ratio.
6. Since the policy proposed a professional cadre of teachers it can propose a probation period to its employment service contract.
7. Continuous Professional Development (CPD) can be linked to either university education or to the state run teacher training institutions.
8. Incentivizing the CPD and teacher training in-terms of linking them with professional growth and pay scale.
9. The draft policy is not clear on the hand holding support once they join the service, teachers require continuous support to improve their teaching learning environment, which should be explicit in the policy document.

10. As the policy document rightly identified that the status of teachers have dropped there is a need to motivate the existing teachers through Teachers Resources Groups to motivate and celebrate the talented teachers and using their talent to motivate other teachers through formation of a peer group.

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