NCF 2023 - PEDAGOGICAL CONCERNS AND ROLE OF TEACHER

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ABSTRACT

Education is the key to the development of the country and depends on the quality of teachers. Communication, commitment, quality, energy and motivation of teachers are a reliable part of the quality of education and student achievement. Producing such teachers is a major challenge for government across the globe today. With the changing technology, knowledge and pedagogies, a teacher's job is a challenge in this current situation, also there is change in psychological, philosophical, sociological theories. So well planned and imaginative teachers are required to cope with changing scenario. To achieve the outcome of enhanced quality at all levels of education, Government of India is taking the initiative and focussing on the quality and excellence in all levels of education. The present paper focuses on the pedagogical concerns and role of teacher according to the new NEP 2020 and NCF 2023.

Keywords: Pedagogical concerns and Role of Teacher

The national Education policy 2020 envisions an Indian centred Education system that contributes directly to transforming our Nation sustainably into an equitable vibrant knowledge in education. The New Education Policy 2020 (NEP) announced by the Ministry of Human Resource Development is to bring in changes in the country's current, dying 34-year-old political schools and higher education systems. The new policy is more practical in its approach and based on the ground reality of the educational scenario in the country, where more emphasis is placed on creativity and innovation and personality development of students instead of expecting them to score high marks and mock content without. understand the basics The curriculum is the result of good preparation and thorough research. Designing and implementing a quality curriculum reduces stress for young students and helps lower dropout rates each year. It also produces skilled workers who are self-reliant as per the principle of Aatma Nirbhar Bharat and ultimately leads to improved quality of services. Through this reform, the education system will play an important role in some elite sectors such as the police, administration and political system, where the quality of education is very important.

The traditional teaching-learning system of India was guided by the Guru-Shishya parampara. It is a comprehensive system that has provided learners with comprehensive information, value-based learning and life skills. Multi-faceted pedagogies were used to achieve the main objectives of the entire learning process, which were exposure to real experiences and hands-on learning, value-based learning through stories/narratives, problem solving through research, role playing, memorization and dissemination. through stories/stories. discussions and discussions. Over the last few decades, various policy guidelines have been developed to meet the changing needs of different pedagogical approaches in higher education. The recently released National Education Policy 2020 (NEP) is the result of an extreme exercise to integrate India's traditional value-based education with today's technology-based teaching and learning. It aims to reform the current education system through a multifaceted approach, one of which is to develop a pedagogy that makes education more experiential, holistic, integrated, inquiry-based, discovery-based, learner-cantered, conversational, flexible and flexible. enjoyable as NEP 2020 aims to develop well-rounded and competent people

with 21st century skills, curricula and pedagogy must be oriented and reformed accordingly, which includes updating curricula and using appropriate pedagogical methods to effectively deliver learners.

The policy emphasizes the holistic development of students, which implies the use of innovative pedagogical approaches such as experiential learning, avant-garde pedagogy, integrated art education, flipped classroom, etc. NEP 2020 is learner-centric in its approach, with teachers playing a central role. in its implementation. This practice gives teachers more autonomy in choosing pedagogical aspects so that they can design teaching and learning in ways they believe will be most effective for students in the classroom. However, the meaningful use of this autonomy and flexibility depends on the teacher's understanding of different pedagogical approaches.

Academic enrichment is the selection of learning experiences designed for students to have a direct impact on their learning. Therefore, the use of effective teaching strategies is essential in order to successfully achieve the objectives of the learning program. Leadership strategies should broaden and complement inclusive ways of communicating, discussing, debating, questioning, collaborating and considering interests. Teachers must be equipped with the necessary requirements in the educational process to develop knowledge to meet the specific learning goals of students.

- Meeting the identified learning needs of students in the classroom and at home - the needs of students with different abilities.

- Differences in students' learning styles (visual, audio-visual and kinesthetic learning styles).

NEP 2020 focuses on providing open, transparent and unbiased guidelines. The teaching methods used in the classroom should show all the activities so that students can connect what is learned in the class and understand things related to it. NEP 2020 also supports a multidisciplinary approach as there is a need to understand every perspective on discrimination. When a subject is connected to other subjects, it affects students' understanding. Teaching methods have changed. Therefore, right teaching methods should be created and properly adopted so that there are no loopholes in the learning process.

Some learning strategies are also given by NEP 2020 in which if a teacher want to give various experiences to the students and enable him to familiarize with different approaches of life then a teacher can use different pedagogical approaches which includes Multiple methods of learning: -if learner should sensitize with the real-time problem then it is essential to incorporate fieldwork with an observational study. If the aim is to provide hands on experience or experimental learning, then project based learning should be used as a pedagogy. If teacher wants that his students should actively participate in the learning process, then collaborative and cooperative learning strategies should be followed by the teacher. Flipped classroom instructional method includes self or peer think about by understudies some time recently lesson to create an understanding of the learning fabric given by the educator and from there on lock in in wrangle about, dialog, investigation among understudies guided by the instructor amid the course time. It is one of the imperative pedagogies to empower enunciation, illustrate modern understandings of the substance and apply it in fathoming issues.

Each learning strategy may have a fitting instructional method for conveying to the learners what is to be learnt. In this way, deciding the suitable instructional method for a chosen learning strategy is a fundamental step toward viable teaching-learning. Given the importance of instructional method and the diverse perspectives of it which are to be taken into thought,

there's a need to formulate guidelines for innovative pedagogical approaches taking care of the learning needs of students, modes of teaching learning, approaches for different disciplines, evaluation and assessment strategies and the most important capacity of the teacher to use different pedagogical approaches.

Instructional method is a craftsmanship of sharing information which is energetic in nature and may shift from instructor to instructor, classroom to classroom, institution to institution and stage to stage. The foremost basic calculate in instructional method is the constructivism. For this, Innovative pedagogical approaches should be used by the teachers. By innovative means, those pedagogical approaches which involve usage of appropriate tools and ways to make teaching learning process more effective and those strategies which helps to attain the expected learning outcomes and helps to develop problem solving abilities of the students, make students creative and enable them for reflective thinking.

There are four broad categories of pedagogical approaches, namely **behaviourism, constructivism, social constructivism** and **liberalism.**

(i) Behaviourism: This is a teacher-centred approach where in teacher is the solely authority of all activities. All the activities are led by the teacher. Teacher can engage the students in some activities. But whole teaching process is revolving around the teacher.

(ii) Constructivism: Constructivist pedagogy\y is invisible pedagogy. It incorporates project work and inquiry based learning. In this approach teacher is less involve.

(iii) **Social Constructivism:** This approach is a blend of teacher guidance and student centred. The teacher he instructor employments gather work components, having littler bunch sizes and restricted points for choices. The educator may moreover utilize instructor displaying, addressing, and a blend of person, combine, and whole-class instruction.

(iv) **Liberationism**: A liberationist approach includes vote based system within the classroom. The lesson finds the subjects together, and the educator plays the part of a learner. An instructor may utilize illustrations like writing containing non-standard developments, such as spray painting or hip-hop. Understudies playing the part of the teacher choose approximately the subject of the lesson and exhibit their learning through execution, discourse, or move. The instructor thus provides space and opportunity for the understudies to memorize freely.

In addition to the above strategies some more pedagogical strategies teacher should aware about these like: Gamification, computational thinking, multi-literacies, artificial Intelligence, engaging with data ethics, learning from animations, online laboratories, and also one important pedagogy Gratitude. With all these pedagogies a good teacher-learner relation is built up which provides opportunities for the shaping of future of the learner. It also improves the student-student relationship. In the 21st century of technology ICT has a significant space in the classroom. For the use of ICT tools teacher and learner must know the importance and usage of ICT. Teachers can provide knowledge in different digital formats such as short-span videos, info graphics, concept-maps, quizzes, blogs etc. educators commonly use today's technology through desktops, laptops, tablets, smart phones etc. ICT makes teachers and students more confident, reliable, responsible and keep them to engage many productive activities.

NEP 2020 envisioned holistic education of learner. For holistic development it ensures different pedagogical mode. These modes are: Offline, hybrid and online mode.

These modes ensure the following aspects:

Offline Modes of Teaching: Models of Teaching: Models such as Concept-Attainment Model, Role-Play, Assertive Training Mode, Inquiry-Training Model, Jurisprudential Inquiry Model, synaptic are a few powerful models for classroom environments, even in Higher Education. Each model has direct instructional as well as nurturing effects such as development of concept-formation, logical reasoning, creativity, assertiveness, etc. Various modes of pedagogy that a teacher at HEI may use for offline (in-person classroom) teaching are: Cooperative Learning Strategies (CLS), Brainstorming, Group discussions, Role plays, Interpretive Trails, Music, Poetry and Visual Art, Stimulus activities, Critical incidents, Case studies, Reflexive accounts, Critical reading and writing, Problem-based learning, Solution-based learning, Fieldwork and outdoor learning, Storytelling, Talks and presentations:

Online Modes of Teaching:

Live Online Classes, Online Whiteboard, Online Quizzes, Pre-Recorded Video Lectures, Game-Based Teaching, Collaborative ICT tools, Flipped Classroom, Class Blog, Virtual environments.

Blended Mode of Teaching: Teachers may combine physical classroom learning activities with online learning components. Using a blended approach as a course design enhances students' teaching and learning experiences. In many cases, the act of ―blending‖ may bring better experiences and outcomes for a student and more efficient teaching and course management practices for a teacher. This may involve a combination of presentation methods, teaching methods and learning styles. Advances in technology provide new opportunities for blended learning forms for students in diverse environments. Also, blended teaching allows the designing and delivery of courses to enhance the teachers' role. The blended learning approaches a teacher may use include: Sharing the Video Lectures with the students for the entire course, Use Internet-Based Learning (IBL), Project-Based Learning has integrated multiple peer groups for the projects, and students collaboratively generate ideas, Use of Tablet (TAB) based remote learning / remote examination and evaluation. Touch screens and digital pens appeal to tactile learners requiring mobile learning, Satellite-based TV channels provide an opportunity for mass learning, adult education, and farmer education, taking care of different timings, Online Assessments – Quiz, Assignments, Tests, Examinations – at regular intervals to measure learning outcomes.

Above all are the pedagogical strategies which are given by NEP 2020. So for implementing these strategies teacher should aware about these pedagogical concerns and apply in his classroom effectively. For this a teacher must have the capacity, knowledge, belief, experiences, and professional identity for shaping the learning outcomes of their students. It is necessary for the teacher to shape his attitude towards teaching, make them more interactive, and student-centric. Proper training, continuous professional development is required to bring out the successful change at a substantial level. Teacher need to be build his capacity in communication skills, presentation skills, knowledge enrichment, library resources, class management, evaluation and assessment, empathy, motivation, use of digital technologies.

Teaching can only be effective if teacher can efficiently use pedagogical strategies. So it is essential for the teacher to use appropriate pedagogies to ensure teaching effectiveness. However, there are other aspects of the teaching-learning process, like developing competence to assess learner needs, broadening the role of the teacher as a mentor and facilitator, use of library sources, which expands the role of pedagogy in ensuring teaching effectiveness. All the faculty members acquire and demonstrate specific competencies such

as improving their work performance, learn to apply new instructional models, technologies, enhancing research skills, ICT, content creator, curriculum developer, and lifelong learners., participate in seminars and workshops.

Role of Teacher

The National Education Policy (NEP), 2020, of India aims to transform the nation by improving its previous education policy. The goal of NEP is to introduce 21st century skills to children and make the country's education more inclusive and flexible. It recognizes the critical role of teachers in achieving these goals and emphasizes the need to improve the quality of education in India. Here are some pointers on how the role of teachers is key to the success of India's national education policy.

1.Participation in the development of the curriculum

According to the Sentinel, the role of teachers is no longer limited to teaching within the four walls of the classroom. As political promoters, they participate in policy making. It helps every educator to reduce the burden of daily work challenges and create better personalities for the society.

2. Implementation of the new curriculum

Teachers play a key role in the implementation of any policy or activity related to education. NEP 2020 focuses on a holistic approach to developmental needs of students. It is entirely up to teachers to decide what strategies they adopt in their classrooms to ensure that these developmental goals are met in accordance with the policy.

3. Creating an environment of innovation and creativity

An environment of innovation and creativity is created The best result of teaching can be measured only if it is not limited to written knowledge and grades. Instead, it should encourage students to think about the practical side of the concept and connect written information to real problems. The role of teachers in the classroom according to NEP 2020 is to promote and create an environment where students can think creatively, critically, logically and innovatively. In this way, teachers can prepare students for future obstacles and challenges in life**.**

4. Identity individual interests and treat them accordingly

Each student has their own unique potential and individual differences. Teachers must understand these differences in their abilities, interests and needs in order to provide a personalized learning environment that helps them achieve their goals. Under the new policy, teachers are trained to identify the developmental needs of each person and train them accordingly. By providing individualized learning, teachers can tap into the individual potential of their students.

5. Inculcate lifelong skills and knowledge

The ultimate goal of education according to the economic and social development of the country is to teach students skills and knowledge that will be useful throughout their lives. They must be able to solve problems and issues from personal to social level. This can only be achieved if teachers encourage their students in self-directed learning and help them grow and learn throughout their lives.

6. Implement vocational education

Apart from the NEP 2020, previous guidelines emphasized the vocational aspects of education. It helps students create job opportunities for themselves by incorporating skills gained from local arts, crafts, cultural and geographic resources and enhancing their entrepreneurial skills. To achieve this, teachers must focus on the professional side. The role of teachers is crucial to achieve the goals of students and transform the nation. Chances of success in political and national reforms are only possible because of people advocating at the grassroots level. Therefore, teachers have a key role to play in getting it right at the grassroots level and creating the necessary impact.

CONCLUSION

Teachers must understand and embrace the concepts of integrated and multidisciplinary approaches and the need to develop 21st century skills. While implementing NEP at the grassroots level, strong coordination, cooperation and motivation to change the lives of students through skill and character development become important for the teaching fraternity. Apart from teachers, the onus for the successful implementation of NEP falls on those involved in NCF. Hence the government, school heads must support teachers by mapping a teacher education program for in-service and pre-service which must be supported by policy makers of school education and higher education. NEP emphasizes the contribution of, sacrifice and efforts to uphold the dignity respect and honour of the teaching profession. This can only be happening if policy makers create independent agencies for the recruitment of teachers. And also monitor them for the desired results. If all this happens in an actual sense, then only India will become the Vishva-Guru in the coming days.

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