Preparing Faculty for OBE as per NEP2020

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BY

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PM Shri Modi on NEP2020- Higher education

- In the NEP, we're focusing on 'How to Think'. How can our youth think critically and innovate.
- We're moving to an era where an individual will not be stuck to a single profession all his life. Thus, he will continuously need to re-skill and up-skill himself.
- Technology has given us the medium to reach even to the last person of the country. Technology will help in better content and course
- Every student should get an opportunity to follow their passion. They can pursue any degree or course and can leave according to their convenience and requirement without any loss of credits.

Rationalize Institutional Architecture

- Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from

- Research intensive Universities

- Teaching intensive Universities and

- Autonomous degree granting Colleges.

Multi- Disciplinary Universities and Holistic Education

- High-quality holistic and multidisciplinary education through flexible curriculum.

- Novel and engaging course options to students with specialization subjects.

- Curricula shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

- Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values .

- Scientific temper, citizenship values, and also life-skills and participation in community service will be considered an integral part of a holistic education.

- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HE

Teachers Role

- Teacher is a key driver of education since time immemorial.
- The world have always needed teachers to propagate/transmit their cultures from one generation to another.
- Teachers need to be seen as creators of knowledge and thinking professionals.
- A teacher needs to be an information provider, role model, facilitator, assessor, planner, resource and developer.
- Educated teachers, with wide knowledge, command the respect of fellow teachers and the people in their communities.
- They need to be empowered to recognise and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop.
- Teacher is a facilitator, is a friend, and is a philosopher.

Areas of Teacher Training

- NEP is altering the learner's experience. For that to happen it creates an innovative shift in teachers education and are training for the demands of the 21st Century. :

- **Multidisciplinary Approach:** One of the key features of the NEP is the focus on an interdisciplinary approach to **teacher training**. This approach aims to equip teachers with a wealth of knowledge, ensuring they are well-versed in numerous subjects and not restricted to conventional siloed domains.

- **Continual Professional Development:** The NEP fosters lifelong learning for teachers- encouraging and empowering teachers to constantly work on upscaling their skills and knowledge. This is achieved through the utilisation of online resources, teacher development workshops, and other forms of professional development to stay up-to-date.

- **Accentuating Practical Training:** The National Education Policy recognizes the imperativeness of practical training for teachers. It vouches for hands-on classroom experience during teacher training programs, providing aspiring educators with invaluable insights into real-world teaching scenarios.

Areas of Teacher Training

- **Technological Integration:** As the digital revolution is in full swing, the NEP underscores the imperativeness of integrating technology into teacher training. In the present scenario, teachers are now being trained to effectively make use of digital tools and resources in their teaching techniques.

- **Inclusivity and Equity:** The training of teachers under NEP focuses on inclusive and equitable education, ensuring that teachers are trained to fulfil the vast and diverse needs of all students. This also includes instruction on differentiated teaching methodologies and strategies for special needs learners.

- **Standardisation and Accreditation:** The NEP policy seeks to standardise teacher training programs and accreditation processes, ensuring that all educators meet a certain level of competence and quality in their training.

- **Student-Centred Teaching:** NEP motivates teachers to shift their focus to student-centred teaching. It enables educators to tailor their teaching techniques to the individual learning needs and styles of their students.

Motivated, Energized, and Capable Faculty

- NEP makes recommendations for motivating, energizing, and building capacity of faculty
- Through clearly defined, independent, transparent recruitment
- freedom to design curricula/pedagogy,
- incentivizing excellence,
- movement into institutional leadership.
- Faculty not delivering on basic norms will be held accountable

The Challenges of Teaching & Learning

- Learning must be students centric. Learning means more when Millennials understand

  practical applications for the information they receive.

- Content must be specific, concise and fast. Millennials are hungry for information and will search for it on their own if teachers do not present what they perceive to be relevant. Because so much information is constantly available,

- Millennials do not feel they need to learn everything immediately. Instead, they want to be taught how and where to find what they need when they need it.

- Technology can be distracting. Although Millennials respond best to high technology,

  these students and more often their teachers may become very distracted by it.

 ICT in the classroom requires students and educators to be taught how and when to use technology as a tool appropriately and safely.

- Technology can be expensive. The costs associated with implementing technological resources in academic institutions are daunting.

- Funding hardware, software, infrastructure, professional development and technical support must be an ongoing priority.

Teaching Methods: Integrating Education

- how to teach is more important than what to teach.
- The teaching methods should be used deliberately to support learning aims to relate the
- knowledge, skills and attitudes of learner .
- Learning methods The methods which are help full are
- Cooperative learning
- Group discussion
- Peer teaching
- Brain storming
- Role play
- Energizers
- Storytelling
- Dialogues
- Service learning
- Experiential teaching
- Inquiry based learning and teaching

Teachers for Better Assessment and Evaluation:

- Reduced Reliance on Rote Learning: shift away from traditional methods towards more student-centric and analytical methods. This is expected to encourage more active learning and critical thinking skills.

- ii. Increased Use of Technology: The integration of technology in the education system is expected to have a major impact on the assessment and evaluation process. Online assessments and digital evaluation tools can provide teachers with a more accurate and real-time understanding of student progress, and can reduce the administrative burden associated with traditional assessment methods.

Teachers for Better Assessment and Evaluation:

- iii. <u>More Holistic Assessment</u>: holistic approach to assessment and evaluation account for factors such as creativity, critical thinking, problem-solving, and emotional intelligence. This is expected to provide a more accurate picture of student abilities and potential, and to better prepare students.

- iv. <u>Reduced Pressure on Students</u>: create a more student-friendly assessment process. This may involve reducing the number of high-stakes exams, providing students with multiple opport

Increased Teacher Motivation:

- The NEP recognizes that teacher motivation is a key factor in teacher quality

- By providing teachers with the opportunity to develop their skills and knowledge, to help teachers feel more fulfilled in their work and more motivated to help students succeed.

- (c) Improved Student Learning Outcomes: By improving teacher quality and increasing teacher motivation, the NEP aims to improve student learning outcomes. Teachers who are well-trained and motivated are more likely to provide students with the quality education they need to succeed in the 21st century.

- (d) Better Alignment of Education with the Workforce: The NEP aims to better align education with the workforce, and the emphasis on teacher training and professional development is expected to help achieve this goal. By providing teachers with training in real-world skills, the NEP aims to help teachers better understand the demands of the workforce, and better prepare students for the challenges of the 21st century.

Motivated Teachers

- Faculty quality and its engagement is key factor in the success of HE.

- Ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession.

- The basic infrastructure access for supporting education viz. blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces with ICT facility.

- student-teacher ratios not too high, so that the activity of teaching remains pleasant.

- Faculty autonomy for design of curricular and pedagogical approaches. Faculty to conduct innovative teaching, research, and service,

- Faculty excellence will be incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership

- HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment.

- A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed

Issues related to the teachers

- Selection

- Training

- Assessment

- Development

- Retention

- Promotion

NEP for Teachers Recruitment

- The New Education Policy aims to help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring teachers their livelihood, respect, dignity, and autonomy, while also installing in the system basic methods of quality control and accountability.

Teachers' Core Activities

- Teaching

- Research

- Technology Development and dissemination

- Undertaking projects with timely delivery

- Publications

- Creating IPR

- Academic administration

- Mentoring

Teacher Education

- Training in Subject core

- Prepare for emerging areas of technology

- Supporting innovative technology

- Training in merit based assessment

- Human values

- Innovations

- Leadership roles

- Institution building

Teachers need vibrant Research Environment

- Introduce research element in the programme curriculum
- Encourage faculty to do research by recognizing hours he spend on reasearch
- Creating good laboratories
- Quality computing facilities
- Analytical software
- Quality instrumentation
- Encourage student research
- Allow faculty to participate in conferences
- Startup fund or Research Seed money
- Reduced teaching load for uotstanding research
- Create a team of mentors
- Create a institute vision to encourage research.
- Good budget for research and journals

Learning outside the class room-teacher role

- Educational institutions will send students to study the renowned destinations to learn their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas. Know the country and its history adds a positive dimension to the personality

- They will interact with elder persons , farmers artisans, artists and young persons

- Identify problems for solving them for society benefit.

- Vibrant campus life enables high-quality learning and personality development processes. Students be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. for their holistic development .

- Due credits must be assigned for learning out side the class room.

Institutional Autonomy to Drive Quality

- Institutional autonomy shall be the key for quality education. Autonomy to be achieved through attainments in Accreditation. Autonomous institutions can move up the ladder from college to research university, the highest.

- This will enable curriculum design ,enabling Pedagogy having emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

- Opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions,

- This will help students to engage with the practical side of their learning and, as a by-product, further improve their employability.

Research focus is the need of hour for Teachers

- Leads to good quality student teaching

- Enable to create an innovative and current curriculum

- Suppliment university Budget

- Develop a brand for individual faculty and University

- Support attainment of Accreditation by NBA and NAAC

- Improve chances of Ranking amongst institutions

- Brings Industry closure to institute

- Brings Consulting and enhances faculty earning

Promoting Innovation

- HEIs will set up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research.

- HEIs will take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas of greater good of society

- HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities.

- The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

Teachers enable Institutional Development

- Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP).

- Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom.

- For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc.

- Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides

Thanks