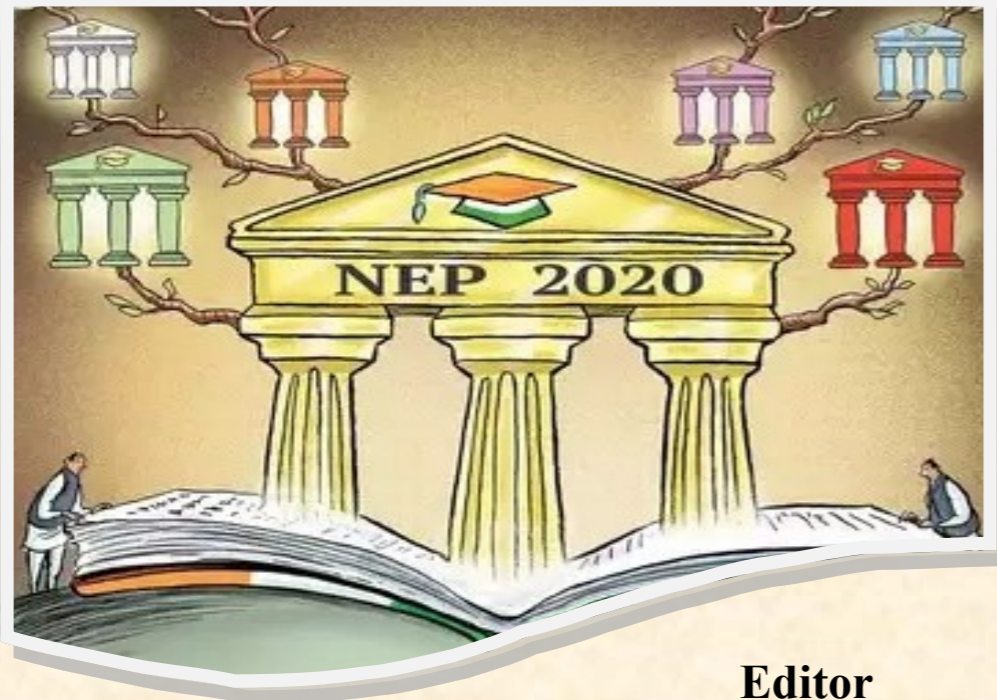


Role of NEP 2020 in Transforming Higher Education in India



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Catalyzing Teacher's Professional Development through Teacher Social Capital

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Abstract:

“The most important factor in the success of higher Educational institutions is the quality and engagement of its faculty....” (NEP, 2020). Teachers often work single-handedly but during the process of imparting education, they do engage in interactions. Recently there has been rising interest in this interaction and how it influences the professional development of the teachers. Community practice perspective on teachers' interaction portrays how interaction with each other and engagement in diverse activities enable professional development. It needs to be understood that teachers are participants in the community who take roles and try to improve, reproduce and even transform practices with the available resources. Their sharing of practices leads to the formation of social ties through which mutual exchange of expertise takes place. The more sharing of practices takes place the more readily knowledge and information are exchanged. There has been growing interest in mapping different aspects of teacher interaction through social network analysis embedded in the sociological concept of social capital (Baker-Doyle,2010). It has been also seen that there exists a strong tradition of research which focuses on how teachers are influenced by the environment of the organisation and how they contribute to the co-construction of thought processes. National Education Policy 2020 emphasises the development of creative potential among teachers. It aims to bring about teachers' reform by modifying the work environment and promoting greater social interaction among teachers. This article aims to highlight the role of social capital in the form of teacher social capital in the professional development of teachers.

Keywords: Teacher social capital, social capital, and NEP 2020.

Introduction:

Teachers' professional development is a multidimensional concept which involves human, social and decisional capital (Galosy&Gillespie,2013; Hargreaves,2012). Educational qualification, education, experiences, skills and expertise are part of human capital while the ability to make insightful judgments and impressions is decisional capital. Teacher social capital is resources available to a teacher as a part of the community. It is generated through meaningful interaction among colleagues. There is a prominent role of social capital in professional development (Osmond-Johnson,2017). Teachers are constantly working in a set-up that is very demanding in terms of quality and standards. They are working under the pressure of high expectations in terms of curriculum coverage, student assessments, classroom discipline and student output. The educational reforms mirror development in pedagogy, assessment, strategies, cooperative learning and information technologies and adoption of instruction according to the needs of learners from diverse backgrounds through a challenge before teachers and to meet these challenges professional development is the only key to success. Professional development requires professional capital(Hargreaves,2013) or teacher social capital which develops overtime with human expertise individually and social networking collectively. In 1966 Kothari Commission highlighted the quality competence and character of teachers as the most significant factor that influences the quality of education and its contribution to the nation's development. Again, in the 21st century, National Education Policy 2020 strongly admits that teachers truly shape the future of children as well as the future of a nation. Their role in the creation of high-quality human resources is unparalleled. While this idea of a teacher's potential is undebatable, the ground realities portray a different picture. Justice J.S Verma commission was appointed to closely observe the existing provisions and quality of teacher education and highlight the deficiencies therein stated that the broken teacher education sector was putting 370 million students at risk. The report highlighted that an average of 85 percent of qualified teachers could not qualify Central Teacher Eligibility Test (CTET). Witnessing this depressing condition of teachers and the education sector, National Education Policy 2020 holds poor recruitment, deployment and service conditions as factors responsible for the lack of quality and motivation among teachers. Recognizing the power of teachers, NEP 2020 has focused on systemic reforms to improve quality and increase the potential of teachers. Given the purpose, this article focuses on how schools, colleges and other educational institutions can evolve a vibrant and inclusive community and foster the creation of teacher social capital, which facilitates the flow of knowledge and optimizes teachers' efficacy and professional growth. Generally, teacher reforms are focused on developing the individual knowledge of teachers, which can be termed as an investment in human capital. With the current emphasis on developing teachers' individual capacity, less