

About the Book

This edited book is a cumulative effort made by teacher educators to recollect the salient features of NEP 2020 in higher education and teacher education. This book carries 20 articles from a spectrum of authors. The articles highlight the major highlights and reforms in higher education discussed in NEP 2020. The articles analytically focus on the major educational transformations in higher education envisaged by NEP 2020 and also provide a future vision to look upon this transformation following the changing demands of 21st century India.

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Education Policy-2020: Envisioning India's Future

Shireesh Pal Singh

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Preface

The new education policy 2020 emphasizes equitable access to high-quality education for all learners regardless of social or economic background. The policy proposes the revision and remodeling of all aspects of the education structures to create a new education system that is aligned with the aspirational goals of 21st century educational needs. While resting on India's traditional and cultural values, this policy envisions a transforming education system that contributes to equitable and sustainable development. From preprimary education to higher education. NEP 2020 incorporates major educational reforms in curricula, pedagogy regulation, and governance. In recent times higher education and teacher education in India has been facing major problems concerning accessibility, discipline, rigidity, fragmented educational eco-system, limited teachers, less emphasis on the development of cognitive skill and learning outcomes, etc. This policy envisions a complete rebuild and reexamines of the higher education system to overcome these problems and emphasizes and delivering high-quality higher education with equity and inclusion.

Teacher education has always been the foremost concern in the Indian education system. Teachers as the most respected and integral members of our society they have the NEP 2020 envisages a teacher education system that not only requires multidisciplinary perspectives and effective methods of quality control and accountability but also prepares culturally responsive teachers grounded in Indian values, languages, knowledge, ethics, and traditions including tribal traditions, while also being well informed in the latest 21st century advancement in education and pedagogy.

This edited book is a cumulative effort made by teacher educators to recollect the salient features of NEP 2020 in higher education and teacher education. This book carries 20 articles from a spectrum of authors. The articles highlight the major highlights and reforms in higher education discussed in NEP 2020. The articles analytically focus on the major educational transformations in higher education envisaged by NEP 2020 and also provide a future vision to look upon this transformation following the changing demands of 21st century India.

The first chapter in this edited book is, **“Highlights of Indian Culture in National Educational Policy 2020”** written by **‘Vinod Kumar Shanwal’** who is a teacher educator. The chapter describes the various provision in NEP 2020 with regard to the promotion and preservation of art and cultural values of India. An attempt has been made to grab the reader's attention to reflect upon the importance of cultural awareness and the inextricable link between culture and education. It discusses the

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Motivated, Energized, and Capable Faculty

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ABSTRACT

National education policy 2020 design to meet the Dynamics of Indian population with regard to quality education, creativity, innovations. The aim of national education policy 2020 is to increase the gross enrolment ratio in school education and higher education. The important factor of education is quality and engagement of faculty. In our education system, various reasons are behind for low level of motivation and energy. The policy has made recommendations to achieve the motivated, energized and capable faculty in higher education. All higher education institutions will be equipped with the basic infrastructure and facilities. Teaching duties of the faculty will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities.

Keywords: National education policy 2020, Motivation, Energized and Capable faculty

INTRODUCTION

National education policy 2020 design to meet the Dynamics of Indian population with regard to quality education, creativity, innovations. The aim of national education policy 2020 is to increase the gross enrolment ratio in school education and higher education. It will bring change in existing structures with latest techniques and modern methodology. In January 2015, T.S.R Subramanian started consultation process for the new education policy. The Ministry gone through rigorous consultation process to formulate the policy: “over two lakh suggestions from 2.5 *gram panchayats*, 6600 blocks, 6000 urban local bodies, 676 districts were received.”

Vision

National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

Motivated capable and energized faculty

Objective: “National Education Policy 2020: major objective empowered faculty with competency and deep commitment energy for excellence in research and teaching.” National education policy 2019 draft.

Motivated, Energized, and Capable Faculty: NEP 2020 demands motivated, energised and capable faculty because only motivated teacher can promote engagement in classroom and foster to motivate to learn and develop talent among learner. Motivated, Energized, and Capable Faculty will support to students to stay in school rather than drop out. “Highly motivated students are usually actively and spontaneously involved in activities and find the process of learning enjoyable without expecting any external rewards” (Skinner and Belmont, 1993).

“Lack of motivation, a significant barrier to academic success that exhibits itself through feelings of frustration and annoyance, hinders productivity and well-being in the long run. Several factors influence the motivational level in learning, such as the ability to believe in the effort, the unawareness of the worth, and characteristics of the academic tasks” (Legault, Green-Demers, & Pelletier, 2006).

The important factor of education is quality and engagement of faculty. This Important matter has not escaped the attention of India's current higher education system. Various initiatives have been introduced in the past several years to systemise recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. But still motivation level is lower than the desired level. In our education system, various reasons are behind for low level of motivation. The policy has made following recommendations to achieve the motivated, energized and capable faculty in higher education:

- 1. Equipped with Basic Infrastructure:** First step towards all higher education institutions, all will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.
- 2. Teaching without excessive burden:** Teaching duties of the faculty will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities.
- 3. Non Transferable:** Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.
- 4. Teacher Autonomy:** Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework,

including textbook and reading material selections, assignments, and assessments.

5. **Empowering the faculty to conduct Research:** faculty will empowered to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.
6. **Incentives, Reward, and Promotions:** Excellent work will be incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.
7. **Independent, Transparent processes and criteria for faculty recruitment:** In keeping with the vision of autonomous institutions empowered to drive excellence, Higher Education Institutions will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a ‘tenure-track’ i.e., suitable probation period shall be put in place to further ensure excellence. There shall be a fast-track promotion system for recognizing high impact research and contribution. 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.
8. **Institutional Development Plan (IDP):** Each institute will consider 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 by each HEI and clearly enunciated in its Institutional Development Plan (IDP).
9. **Effective institutional leadership:** Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.
10. **Faculty development plan:** All Institutions will develop CDP plan for the faculty and determine the process for its implementation. The plan should include capacity development in the field/discipline, pedagogical capacities, research and contribution to practice. The HRDCs will be integrated into the Universities presently hosting them, instead of remaining external entities. A national programme for the professional development of teachers (faculty) in

higher education will be launched, the curricular framework for which will be designed by the HRDCs, in consultation with Higher Education Institutes across the country.

- 11. Orientation programmes for the new faculty:** All new faculty in Higher Education Institutes must undergo orientation programmes, which may also be designed and offered by the departments /colleges of education. This program must familiarise them with the culture and ethics of the institution, the programmes and courses, good teaching practices and pedagogical approaches, and other matters that will facilitate them into becoming an effective part of the team of the HEI. Each new faculty member may also be assigned a faculty mentor having a long tenure in the HEI and an exemplary track record.
- 12. Mentoring by senior academics:** A large pool of outstanding senior and retired faculty, willing to provide short term mentoring /professional support to University /College teachers must be funded and established, particularly those with the ability to teach in Indian languages. Outstanding people for specific subjects or geographies must be specially considered. Faculty will empower to make curricular choices for their courses and to pursue research with academic freedom.
- 13. Career and compensation management of faculty and other employees:** All Higher Education Institutes will decide their people management processes, including career progression, promotions, compensation (salary) determination and service conditions of all their employees. Higher Education Institutes will set up effective and fair processes for career progression, promotion and compensation determination of all its employees, including the faculty. Academic staff would have three levels — Assistant Professor, Associate Professors and Professor- across which promotions may happen depending on evaluation of individual faculty members as mentioned earlier. Within each of these levels there would be a wide compensation range, with some overlap across the levels. While Higher Education Institutes, including public Higher Education Institutes, will be empowered to setup the compensation levels and its increases for all its employees, Higher Education Institutes shall not reduce the compensation of its employees from currently prevailing levels, nor will they recruit new employees in equivalent roles with lower compensation. Regulatory authorities or regulatory processes will have no role in determining this process for any Higher Education Institutes. They will assess the diligence of adherence of the HEI to the process of articulated by it.

CONCLUSION

National Education Policy 2020 is connected to each and every aspect of our education system. In 2019 Draft of national Education policy defined every challenge that exist in our system so to revamp our education system our educationist and expert

of education system have made some recommendations. In this chapter, Discussed about motivated, Energised and capable faculty. Teachers are only core bodies who can bring positive change in our system but first, we have to motivate and filled them with energy then we can bring them into form. Policy have given recommendation like they will equip our education system with basic facilities and teachers can take decisions about teaching practices. Regulatory authorities or regulatory processes will have no role in determining this process for any Higher Education Institutes. They will assess the diligence of adherence of the HEI to the process of articulated by it.

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