



## **A Review on Empowerment of Teachers in New Education Policy**

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### **ABSTRACT**

The National Education Policy recognises and identifies teachers and faculty as the heart of the learning process. The current 'concern of the nation' is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India- big /small, private/public, urban/rural, academic/vocational, schools/ colleges, IITs/ITIs etc. Our demographic size and variables may defeat us however, there is one common factor that can turn the tide and lead the Indian education system out of its current morass of aimlessness and inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focussed education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is – **the Teacher**. The NEP 2020 acknowledges the reality. Teachers truly shape the future of our children – and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. The purpose of this research paper is to examine what the National Education Policy 2020 has in store for teachers to lift them out their current uninspiring job profile, rampant exploitation and dis-incentivised service conditions.

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### **Introduction:**

The former President of India, great philosopher, educationist Dr. Sarvapalli Radhakrishnan's birthday is celebrated on 5 September as Teachers' Day all over the country. Recently, a new national education policy has been announced by our honourable Prime Minister Sh. Narendra Damodardas Modi. Since then an extensive discussion has been started on education and role of teachers in the country. In the new education policy of India, special attention has been given to the qualification and training of teachers apart from the education system. An 'equal teacher and equal education' policy will be worked out across the country. Expressing his views on the NEP guidelines, Mr Rishabh Khanna, Cognitive Scientist & Co-Founder at Suraasa shares,

"The policy emphasises practical skills and not just a knowledge-driven curriculum. This will certainly benefit students to curtail the challenges of the future. Aligning the educational roots of the country with the modern development of the world was the need of the hour and we are happy that with this new education policy, we as a country are moving in the right direction."

It is well known that teachers play a big and important role in shaping the life of man and has power to shape the whole world. They help every student in many ways to achieve success, such as increasing the level of knowledge, skill, confidence etc. and make life in the right shape. The Missile Man of India, former President Dr. A.P.J. Abdul Kalam has once said:

"If a country is corruption free and has become a nation of beautiful minds, I strongly feel that there are three major social members for it who can make a difference; they are father, mother and teacher."

The above magnificent quote of Dr. Kalam symbolizes the influence of teachers on the mind and society of every individual as a whole. Teachers who stand immediately after the parents shape and develop a person's talents and hidden abilities. They have the most inspiring work and a great responsibility in this world. In fact they are a repository of knowledge who believes in imparting their knowledge to their disciples which will help their disciples to improve the world in future. According to Dr. Radhakrishnan, "teachers play an important role in the creation of the country and that is why they deserve more respect." In these contexts, the new education policy requires efforts to be a teacher for a masterly position, to create such an environment. It is required that education should be a mission for the teacher, not a profession.

As Mahatma Gandhi said – if one school opens, then 100 jails will be closed. But today it is going upside down. As the number of schools increases, the locations of jails are getting smaller. The number of prisons is also increasing in the same proportion. The current education system and teachers are also responsible for the increase in violence and crime. Educated and intelligent are committing more crimes than uneducated and foolish. They can think of more tips to cover their sins and faults.

In the midst of all these discussions, we will see what is the reason that such errors are happening in the minds of new generation? Why are the teachers not able to create a generation with all-round qualities? What such shortcomings were left in the education policy of 1986, which needed to be brought to the new National Education Council to address it. Also, will this new national education policy be able to fulfill the objectives that Mahatma Gandhi

and Swami Vivekananda dreamed of? Now education system has become a business rather than a mission. There is great expectation from the new education policy in getting teachers out of these situations.

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### **Analysis of NEP in Empowerment of Teachers**

- A National Curriculum Framework for Teacher Education, NCFTE 2021 will be drafted to guide all teacher education, pre-service and in-service, of teachers.
- The 4-year integrated B.Ed., the minimal degree qualification for school teachers, is conceived as a multidisciplinary and integrated dual-major bachelor's degree.
- All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments.
- The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training.
- Shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching.
- All fresh Ph.D. entrants, will be required to take credit-based courses in teaching /education/ writing related to their chosen Ph.D. subject.

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### **Teacher Recruitment & Employment in NEP**

- For recruitment in private or government school the teacher must qualify through TET, give a demonstration class, pass the interview, and have knowledge of local language(s).
- Teacher Eligibility Tests (TETs) will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education.
- NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teacher.
- The NEP 2020 also encourages school complexes to hire local eminent persons or experts as 'master instructors' in various subjects.

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### **Teaching Career & Professionalism**

- The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage. A set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management.
- NEP 2020 also talks of Teacher Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal will also be formulated. Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority.
- School teachers must undergo 50 hours of CPD opportunities every year to keep themselves by attending workshops or online teacher development modules.
- School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency based learning.

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### **Enculturation of Teacher Empowerment**

- Teachers' autonomy: The NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them also to ensure socio-emotional learning of their students.
- Innovative teaching methods: Innovative teaching methods adopted by teachers to improve the learning outcomes will be recognised, documented, and shared widely as recommended practices. Close collaboration is recommended among schools within a School Complex as it will reduce teacher isolation experienced by teachers working in smaller schools.

In view of these conditions, there should be extensive brainstorming and thinking about the role of the teacher in the new education policy. Recruitment of well-qualified teachers into the schooling system is the first prerequisite to ensure that students receive quality education. However, teacher recruitment processes in the country are not adequately streamlined. There are diverse recruitment processes across regions, school stages, and school types — central, state, and private schools. This, in turn, leads to multiple criteria and processes for hiring teachers, thereby bringing a wide disparity in teacher quality across institutions and regions. Many of the processes are also sub-optimal in measuring the competency of a candidate.

One of the most common and widely-taken tests to ensure eligibility for recruitment is the Teacher Eligibility Test (TET), conducted at both the state (STET) and central levels (CTET). However, in India, the test is required only for government school teacher recruitment at the elementary stage (Class 1-8). TET has been critiqued time and again for various reasons. These include low pass percentages, poor test quality, lengthy test papers and a serious lack of alignment with teacher preparation programmes. The test was in the news recently because of the [teachers' recruitment scam in West Bengal](#).

To mitigate the longstanding gaps, the NEP 2020 recommends not only a revision of the existing test but also supplementing it with other processes such as classroom demonstrations and interviews to gauge the passion and motivation of individuals towards teaching.

There will be multiple long-term benefits for adopting such a holistic model of teacher recruitment. To begin with, it will ensure recruitment of quality of teachers in the country. This, in turn, will contribute to equitable education for students from diverse sections of society. The recruitment process will also become credible if it is rooted in a framework that outlines the core competencies of becoming a teacher. At the systemic level, this may also lead to a reduction in coaching centres as the assessment processes will be non-standardised and cannot be easily gleaned from coaching materials and guidebooks.

Teachers with a passion for the profession are foundational to the positive educational change envisaged by the NEP. Setting up clear benchmarks of quality and well-designed recruitment processes hold the key to ensuring better teaching-learning outcomes.

The present system of Teacher Education Institute is deeply problematic. All possible forms of malpractices are prevalent and agents and middlemen flourish there. The existing model of a teacher Education Institute having 100 to 200 students drawn from/ nominated from an entrance examination conducted by the Government attending a classroom learning of two years is financially nonviable. Often there is a fee cap, that the promoters are prompted to adopt unethical practices. Like many of the engineering colleges where teaching faculty has no industry or business experience, TEIs are also staffed by people who have seen schools only when they were students there. It is not surprising therefore that both these sets of institutions produce more than 85% non-employable graduates. There is a very good chance that all these maladies will be removed if our teacher education model is redesigned as suggested by NEP 2020.

Further NEP also speaks about School clusters sharing resources, why not pool and share talent and resources in running Teacher Education as well? A percentage of their products could be absorbed in their schools thereby giving these schools certainty of the quality of their teachers at the entry point itself.

Large groups who employ more than 300-400 teachers could be permitted to run TEIs so that they can prepare the type of teachers they want with adequate entry-level skills in IT, ICT, Digital Education, and language skills. Some of the new Universities who have established their academic credentials during the last few years could be asked to open Teacher Training Institutions without delay. Neither the Government nor the private individual's Trusts or Societies who are not associated with school education should be allowed to open new TEIs. Existing TEIs in both sectors should be given two to three years to realign themselves and qualify themselves through an assessment by an independent autonomous agency.

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## Conclusion

The status and image of teachers in society is another area that attracted attention in NEP in para 5.1 to 5.7. They are so passionate about it that the words "outstanding teacher" appears six times in seven short paras. Need for good training and skilling has been dealt with. Status in terms of remuneration has also been partly touched. Use of teachers for every odd job, be it Corona survey, polio drive, census, polling duty, for anything and everything it is the teacher. Use of Teachers for such duties must be the last resort after the entire bureaucracy has been exhausted. Restoring the self-concept, self-respect, and self-confidence of the teachers as well as their position and status in the society and the immediate community they operate, is the first requirement. Benjamin Disraeli had said, *'The secret of success is to be ready when your opportunity comes!'* For Indian teachers' time has come to seize the opportunity and become makers of their own destiny and for this dream and work hard to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner. Share your ideas, grow by experimenting and researching. Gain insights also from the thoughts, beliefs, and experiences of your peer-practitioners. Enjoy your journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner. Understanding the gap and trying to ensure teachers have all resources, The NEP 2020 has beautifully laid down a series of empowering and comprehensive frameworks for our teaching force.

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