



Implementation of National Education Policy an Imminent Reality

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ABSTRACT

Teachers play a vital role in nation building. Yet, not much is known regarding the psyche and unique motivations of teachers. This study analyzes the value-orientation profile of teachers and further suggests ways to achieve a Service Environment and Culture as suggested by the National Education Policy (NEP). With the help of a short survey and its results, the paper suggests paths to achieve a service environment for teachers thus making NEP a reality. The paper suggests that the teachers value their work as a support to raise the standards of the society. If this value is emphasized the teachers will automatically be motivated to do their best and excel in whatever teaching activity they undertake. With friendly contact with workmates and proper working surroundings the service environment can be easily achieved. Thus, it is through the emphasis of these three values namely – support, social and environment, the NEP can be achieved with regard to the teachers in discussion.

Key words: Value, Education, Teachers, Orientation, NEP, Work, Social, Security, Implementation.

Dr. A P J Abdul Kalam said “teachers are the backbone of any country, the pillar upon which aspirations get converted into reality”. The National Curriculum Framework (2005) and the RTE Act (2009) attaches immense significance to the role of teachers. NEP 2020 also stresses the key role teachers play in nation building. Without committed teachers to shape students’ minds, our nation’s most valuable resource—its youth—would become inept and unworthy.

However, not much is known about the nature and unique motivations of our nation’s teachers. The NEP speaks of Service Environment and Culture with regards to teachers, but how can this environment be achieved? The purpose of this paper is to understand how this Service Environment and Culture can be achieved especially by understanding the value orientation of teachers.

Value-Orientation a Current Need

Values are the basis of any society. Without values the society in general would break apart. It is the value system that keeps the society up and running and more over it keeps an individual in check of its own ethics. There are scholars who speak of values as connected to the work of teachers and the effect it has on themselves as well as their students.

According to Putti, Aryee and Ling (1989) the value of intrinsic work has a significant relationship with the employee’s commitment to the organization. The value of work is a very important aspect for the whole value system in the organizational work culture. Their study also found that the practice of working value practiced by teachers greatly influenced the performance of teachers in schools (Abdullah 2018). Values are intricate to any organization. Every employer wants employees who are not only knowledgeable and skilled but also with good values and ethics (Kraska, 1991).

The study of Bonnett (2010) reveals that teacher pupil relationship implied by new era values has relevance to ancient concept of education which indeed searches for in-depth meaning and develops authentic understanding of values in pupil. This comes along with the values that each teacher holds and the experience that a teacher has with regard to her profession.

It can be surmised that these scholars emphasize values within teachers so as to help a pupil develop his/her own values. The values of a teachers would further enhance the quality of their work and create an environment that promotes positivity, professionalism and thus create a foundation for the nation building process.

Methodology

The study follows a survey research design wherein data is collected through a questionnaire via google forms from 50 teachers. The data is analyzed and their value-orientation is evaluated. The paper then compares the emerging values with the NEP to see the values implemented through the NEP. Fifty teachers from various schools of Punjab collaborated in providing the needed data. The mean age was 41 years.

Tool

An online questionnaire on Value-Orientation along with Norene Linday’s (2004) Work-Value Questionnaire and S. Lyons Work Value Survey (2003) was considered for the study. This questionnaire requires an individual to rate the values of Advancement, Social Orientation, Economic Orientation, Job

Security, Independence, Prestige, Variety, Environment, Support, Creative, Risk and Authority. 30 statements were asked to be rated on a scale of 1 to 6, where 6 was considered important and 1 as unimportant. The data was then processed through Anova, Statistical Analysis software to get the required results.

Data Collation and Results

An evaluation of the ratings of the teachers with the value code provided the following data:

Out of 50 teachers 31 teachers rated Support Orientation as most important. This was followed by Social Orientation with 28 teachers having it as their first preference and 24 teachers rating Creativity as their first preference. 21 teachers rated Environment as their first choice and Authority Orientation was rated the first by only 3 teachers. Further analysis of responses on the basis of the various rating of all the fifty teachers help in finding the mean thus providing with their proper preferences.¹

Respondent's ratings were averaged to get an overall value ranking of teachers (*Table 1*). Results suggest that Support Orientation was rated highest (5.22), followed by Social Orientation (5.09) and Environment Orientation (5.06). Authority Orientation was considered as least important.

Rank	Value	Description	Mean	SD
1	Support (SU)	I can help people to cope better with their lives. I can do work that is socially useful.	5.22	1.12
2	Social (S)	I can work as part of a team. There are friendly people around me.	5.09	1.16
3	Environment (EN)	I can enjoy my place of work. There is a pleasant working environment. The location of my work is important to me.	5.06	1.15
4	Authority (AU)	I am incharge of other people. I am keen to lead other people.	3.83	1.15

Table 1- Average Value Ranking

Discussion

Analysis suggests that **Support orientation** is the most important value for teachers. This is because teachers possess an intrinsic motivation to reach out and build a better society by moulding young minds.

Teaching entails the ability to effectively deliver course content to students and communicate with peers and management alike. Since the crux of the profession is social interaction, it is but natural that **social orientation** is imperative to teachers.

A pleasant, safe physical surrounding creates an **environment** conducive to the teaching-learning process. Moreover, it is instrumental in fostering a sense of well-being and security among the staff and learners alike. Therefore, it rates highly among teacher values.

It was also observed that **Authority** is the least important value amongst teachers. Since the management structure in teaching is relatively flat and there is less scope for change in designations and upward mobility. Therefore, Authority ranks low for teachers.

National Education Policy and Work Value Orientation

The findings suggest that support, social and environment orientation ranks highest for teachers. This suggests that teachers, above all else, value personal relationships, cordial work environments, work ethics and positive social impact. The NEP precisely talks of this in its fifth section dedicated to teachers.

The survey not only affirms the NEP but assures that its implementation will enhance the education system as a whole especially in relation to the teachers role. The NEP emphasizes on equitable and inclusive education emphasizing on the fact that "The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background (NEP 6.1) Reaching out to the underprivileged, the minorities, the neglected ones at the periphery; the NEP desires to reach to the socially neglected. This indeed is the need of the hour. The survey conducted emphasizes the fact that the teachers work better in a situation which provides a support to others. They look upon their profession as a vocation which can help people to cope better with their lives. This indicates that the emphasis of the NEP upon the role of developing a caring and inclusive culture at school is indeed the answer to the essential need of the teachers.

In the survey, the teachers have emphasized that they work better in a social environment. An environment which is friendly and team oriented. The NEP though not explicitly states the social environment of teachers but highlights the need for a more vibrant teacher knowledge base (NEP 5:10). This teacher-knowledge base relies not only on the knowledge of the subject that the teacher holds rather also the relationship that the teacher holds with its students

¹ In order to obtain the respondents score for each value, the rating of each corresponding statement was added and then divided by the number of statements for that particular value. For example, respondents rating for statements 1, 14, 25 were added and then divided by 3 to get the rating for advancement. These ratings for all respondents were averaged to obtain group mean.

as well as with its peers. This development of the teachers relating not only with the teachers of their institution rather with other institutions will enhance the working capacity of the teachers and take the education system to the higher level

Within the survey the third most important element that the teachers highlighted was environment. It indicates the place of work or the working environment. The NEP is spot on in placing on record the need to have good working environment. The NEP states, "The first requirement in this direction will be to ensure decent and pleasant service conditions at schools. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all school. (NEP 5:9).

Conclusion

The findings of the survey provide an insight into the psyche of teachers. These insights are invaluable for school management in order to create strategies to ensure teacher engagement. The NEP is a path breaking endeavor which emphasizes the underlying values that the teachers uphold. Once the tapped values are emphasized, the process of development will automatically advance thus creating a ripple effect on the nation's education system. This will lead to an open and enlightened society.

As the NEP states, the school management should take active steps to ensure an egalitarian management system which encourages free thinking, informal sharing, enabling work-life balance in teachers. A formal mechanism for teachers to sharing experiences and best-practices should also be created. In addition, regular team-building activities and offsites will boost morale and bring about team cohesion.

The survey complements the NEP. The implementation of the NEP will indeed help the teachers in achieving higher standards. Since the values that the teachers hold most-dear, are in correspondence to the plan suggested in the NEP, its implementation will not only enhance the quality of education but it will enhance the value system of the teachers and students. This in turn will help in the key aim of nation building that the NEP desires to achieve.

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