



CHANGING ROLE AND RESPONSIBILITIES OF UNIVERSITY TEACHERS AMID NATIONAL EDUCATION POLICY 2020

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Abstract

The greatest democracy in the world is working to ensure that its youth have access to a strong university system. With the goal of providing everyone with a quality higher education and the expectation of holistic and research-oriented advancement, the National Education Policy, 2020 is a forward-thinking and futuristic plan that has both good and bad points. Education contributes to social and economic development, making a clear and long-term education strategy essential for any nation at the university level. This study looks at how the New Education Strategy, 2020 has affected faculty members' work-life balance in Indian higher education. Low employability and student flight to foreign universities are results of India's higher education system's poor performance. Higher education in India needs a specific strategy for faculty empowerment, autonomy, and decentralization if it wants to compete on a global scale. It also needs a willingness to increase skill and hierarchy.

Keywords: Work-Life Balance, National Education Policy 2020, Higher Education, Faculty.

I. INTRODUCTION

In The National Education Policy (NEP) 2020, which intends to reimagine India's educational system from the ground up, has arisen as a revolutionary plan for the country's educational landscape after massive changes. Improving student results, creating more inclusive learning environments and supporting high-quality education are essential to its goals. Educators' struggles to strike a work-life balance in the face of a rapidly changing educational paradigm have sparked a critical debate, even as these ambitious ambitions have inspired hope in the field. Instructors are positioned to be both the carriers of change and the ones most affected by it, making them an essential part of this agenda for transformation.

Within the framework of the National Education Policy 2020, this study sets out to investigate the significant challenges that educators face as they strive for a work-life balance. With its seismic alterations reverberating across the education system, the NEP 2020 provides a complex set of difficulties to teachers, but it also has the opportunity to transform education in India. These difficulties take many shapes, including increased administrative tasks, expectations for academic achievement, and the use of technology in the classroom. The pursuit of inclusive education, socioeconomic inequalities, restricted autonomy, and limited possibilities for professional growth all contribute to a situation where teachers struggle to find a balance between their personal and professional life.

This study aims to provide light on the varied obstacles that instructors encounter as they navigate the NEP 2020. In doing so, we want to stress how critical it is to recognize and resolve these issues since they are fundamental to achieving the goals of the policy. This paper aims to add to the current conversation about education reform in India by analysing and providing evidence that teachers need a work-life balance. This will help guarantee that the ambitious educational goals set out in the NEP 2020 are effective and sustainable in the long run, and it will also protect the health and happiness of teachers.

Following this, we explore these issues in further detail, providing viewpoints, ideas, and possible solutions that, taken as a whole, can point legislators, educators, and stakeholders in the direction of an educational ecosystem in which teachers can flourish personally and professionally.

The Indian government has launched a long-term and ambitious plan to restructure the country's educational system with the National Education Policy (NEP) 2020. It intends to revamp the whole educational system and represents a sea change in the country's perspective on education. A synopsis of the NEP 2020's salient points is as follows:

1. Early Childhood Education: With the goal of laying a solid foundation for children less than six years old, the NEP acknowledges the significance of early childhood care and education.

2. Education in Schools:

- Ensuring that all children, from the ages of three to eighteen, have access to a high-quality education is the policy's primary goal.
- The old 10+2 system is being replaced with a 5+3+3+4 educational and curriculum framework.
- Creativity, critical thinking, and a scientific mindset are emphasized in the curriculum.
- There will be greater leeway for schools to choose their own courses and curriculum.
- Less reliance on memorization is fostered via changes to assessment processes.
- Instruction based on the mother tongue and the use of several languages are both supported by the policy.

3. University Level Learning:

- The NEP aims for a university level learning environment that is more integrative and interdisciplinary.
- It seeks to expand access to higher education and raise the Gross Enrollment Ratio (GER).

- Degree programs now provide many entrance and exit points.
- Research and innovation are given priority in the policy.
- It makes it easier to transfer credits and promotes the establishment of campuses in India by international institutions.

4. Educating Teachers:

- New teacher preparation programs have an emphasis on holistic and ongoing skill building.
- Attracting and retaining top-notch instructors is the goal of the policy.
- The hiring process for teachers is now characterized by rigorous eligibility exams.

5. Embracing Technology in Education:

- The NEP acknowledges the significance of technology in the classroom and advocates for the use of digital resources and technologies.
- Access to high-quality electronic information is one of its stated goals.

6. Regulatory Reforms:

- The policy reorganizes and simplifies regulatory agencies such as the UGC and the AICTE.
- Reducing regulatory costs and promoting institutional autonomy are its stated goals.

7. Financial Assistance:

- Education will get an increase in government financing to 6% of GDP.
- Less fortunate students are encouraged to apply for scholarships and other forms of financial aid.

8. Cultural and Ethical Values: The policy acknowledges the significance of integrating global knowledge and learning while safeguarding India's cultural and ethical values, which brings us to our eighth point.

9. Equity and Inclusion:

- Achieving social and gender inclusion and decreasing gaps in education are given special priority in order to promote equity and inclusion.
- All students, including those with disabilities, should be able to receive high-quality education, which is its primary goal.

10. Evaluation and Certification: PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) will be founded as a new National Assessment Center.

11. Languages: The policy emphasizes the need of being multilingual and promoting Indian languages.

A major improvement to India's educational system is the NEP 2020. Its stated goal is to bring the educational system up to date so that it better meets the demands of the present day by being more adaptable, student-centered and contemporary. If the NEP 2020 is carried out as planned, it might have a profound impact on the country's socioeconomic growth and educational system.

II. LITERATURE REVIEW

A person's happiness, health, and productivity on the job depend on their ability to strike a balance between their work and home lives. The hard nature of teaching makes work-life balance all the more important for educators. At this critical point, India's National Education Policy (NEP) 2020 offers profound changes and improvements to the country's educational system. On the other hand, teachers now face new obstacles on the path to work-life balance as a result of these developments.

➤ Administrative Overburden and Increasing Workload:

The increase in teachers' administrative duties and workload is an often mentioned problem in relation to the NEP 2020. As a result of the policy's push for more comprehensive education and novel pedagogical strategies, classroom instructors are under increasing pressure to provide more interesting and varied lesson plans. To add insult to injury, keeping track of student progress and complying with new evaluation methods may be a huge administrative headache.(Al-Hamdan et al., 2020; Singh & Verma, 2021).

➤ The Demand for Superior Academic Achievement:

Student outcomes and performance are given great importance in the NEP 2020. There is a lot of expectation on teachers to help their kids succeed in school. As a result of rising expectations and the prevalence of high-stakes standardized exams and examinations, some teachers have reported feeling pressured to sacrifice their work-life balance in order to achieve these academic goals (Sengupta & De, 2021).

➤ **Fewer chances for professional growth:**

Despite the NEP's emphasis on CPD, there is a significant regional disparity in the accessibility and availability of high-quality training programs. Teachers often have to go out of their way to find materials since professional development opportunities aren't readily available to them. Al-Hamdan et al. (2020) and Tandon and Chaudhary (2021) found that this obstacle makes it harder for instructors in rural and underprivileged regions to keep up with the current teaching approaches.

➤ **Obstacles in Technology:**

Teachers will need to become more comfortable with digital resources and online learning platforms in order to implement the technological integration envisioned by the NEP 2020 in the classroom. It may be a difficult and time-consuming adjustment for some teachers, particularly those who are not very tech-savvy. Teachers may find it difficult to maintain a work-life balance due to technological difficulties, poor connection and the need of undergoing more training (Rani & Meenakshi, 2021).

➤ **Creativity and Limited Autonomy:**

Teachers often face limitations when trying to apply novel teaching approaches, even while the policy talks a good game about giving them more freedom and autonomy. Their independence and inventiveness in the classroom may be hindered by bureaucratic red tape, standardized curriculum and strict evaluation systems. Their capacity to strike a balance between their personal and professional lives may be impaired as a result of this difficulty (Sengupta & De, 2021).

➤ **Inequalities in Income:**

Fair educational opportunities are a priority for the NEP 2020. On the other hand, higher class sizes, few resources and poor infrastructure are some of the specific difficulties faced by educators in low-income communities. Teachers in these areas may find themselves experiencing more stress, more work, and less time for personal life as a result of these circumstances (Tandon & Chaudhary, 2021).

An encouraging plan to revamp India's educational system is laid forth in the country's National Education Policy 2020. At the same time, it throws a plethora of obstacles in the way of teachers' efforts to strike a work-life balance. In order to achieve the goals set forth by the NEP and ensure the safety of educators, it is crucial to resolve these issues. Teachers face many demands in the classroom. Administrators and policymakers need to take note of these difficulties and do what they can to help them. The NEP 2020 lays out significant educational changes and achieving work-life balance for teachers is crucial to their long-term efficacy and sustainability, not to mention their personal well-being.

III. OBJECTIVE OF THE STUDY:

Within the context of India's National Education Policy (NEP) 2020, this research article aims to examine and assess the difficulties teachers face as they strive to achieve a work-life balance. The following important elements are included in this goal:

1. In light of the educational changes proposed by the NEP 2020, we must first determine what difficulties have been identified and listed for use by elementary and secondary school instructors in several contexts.
2. To investigate and evaluate how these difficulties affect teachers' mental health, happiness on the work and quality of life in general.
3. To investigate how these obstacles could affect the goals of NEP 2020 and the education system in India as a whole.
4. To identify and implement ways based on research to successfully address these difficulties, helping teachers achieve a sustainable work-life balance and achieving the aims of the NEP.

IV. OBSTACLES TO A HEALTHY WORK-LIFE BALANCE FOR PROFESSORS IN HIGHER EDUCATION IN THE LIGHT OF THE 2020 NATIONAL EDUCATION POLICY

A number of modifications and requirements have been placed on faculty members teaching at the university level under India's National Education Policy (NEP) 2020. Teachers' ability to

maintain a healthy work-life balance may be affected by these developments. In this respect, they could encounter difficulties such as:

- 1. More Work:** The NEP 2020 highlights the need to reorganize curricula and include a multidisciplinary approach, which will increase the workload. Course reform, pedagogical adaptation, and new material development may need more time and energy from educators. As a result, their workload may rise, making it harder to strike a good work-life balance.
- 2. Research and Innovation Expectations:** The strategy anticipates that faculty members will participate in research and new idea development. Although this is great for academic progress, it may be a lot of effort, particularly for teachers who are not used to juggling research and classroom duties.
- 3. Continuing Professional Development:** The National Education Policy Act (NEP) encourages educators to participate in ongoing professional development opportunities, such as seminars, training programs and the revision of pedagogical practices. It may be difficult to juggle these pursuits with usual teaching responsibilities and one's personal life.
- 4. Education in Multiple Languages:** Teachers may need to become fluent in more than one language in order to implement mother tongue-based education and multilingualism, which may be difficult for students. This may increase their workload and take up valuable time.
- 5. Digital Learning Integration:** The policy promotes the use of digital learning tools in the classroom. It is imperative that educators embrace online pedagogy, provide digital curriculum and assist students in making effective use of digital resources. These modifications have the potential to increase labor hours and disturb the usual teaching pattern.
- 6. Evaluation and Certification:** The NEP places an emphasis on thorough evaluation and procedures to guarantee quality. It may be time-consuming for faculty members to participate in evaluation procedures, aid in accrediting efforts and keep documentation for all of these things.
- 7. Policy Implementation Variability:** Different organizations and governments have different approaches to effectively implementing NEP 2020, which involves making modifications and adaptations to policies. Discordant regulations and support systems

provide problems that teachers may encounter, interfering with their ability to maintain a healthy work-life balance.

To overcome these obstacles, institutions and lawmakers should think about:

- Giving professors enough time and money to adjust to the new system.
- Providing rules for managing workloads and flexible work arrangements.
- Promoting a healthy work-life balance and positive mental health practices in schools.
- Acknowledging as well as valuing the commitment and effort put forth by educators.

If we want to keep higher education professionals healthy and productive while also implementing the NEP 2020, we need a balanced strategy that considers their well-being.

V. SUGGESTIONS FOR MEETING THE PROBLEMS THAT INDIA'S HIGHER EDUCATION FACULTY MAY ENCOUNTER ALONG THE WAY OF THE NATIONAL EDUCATIONAL PLAN (NEP) 2020:

- 1. Programs for Professional Development of Teachers:** Launch all-encompassing professional development programs for teachers so they can learn the new methods of instruction proposed in the NEP 2020. The promotion of research abilities, digital literacy, and interdisciplinary education should be the primary goals of these programs.
- 2. Peer Learning and Mentorship:** Promote an environment where more seasoned teachers help other, less seasoned teachers embrace new ways of teaching. Build platforms for students to learn from one another and share strategies for success in the classroom and in the lab.
- 3. Allocation of Resources:** Speak up in favor of sufficient financing and resources to help faculty members carry out high-quality teaching and research. Research facilities, digital technologies, and enough infrastructure should be available to universities.
- 4. Research and Collaboration:** In keeping with the NEP's focus on research and innovation, encourage faculty members to work together on research projects. Promote the creation of research hubs and collaborations with businesses and other organizations throughout the world.
- 5. Focus on Students:** Actively include students in activities that promote critical thinking, creativity and problem-solving; this will help to embrace a student-centric approach to

teaching. Mentor students and provide academic guidance so they may make well-informed decisions.

- 6. Networks for Professional Development:** Encourage the establishment of communities and networks for professional development both within and across institutions. These networks may facilitate the exchange of ideas, materials, and approaches to education.
- 7. Programs to Improve Language Proficiency:** Create initiatives to help teachers become more fluent in their native languages so they can implement the multilingualism and mother tongue-based education policies outlined in NEP 2020. It is essential that teachers be able to converse and teach in more than one language.
- 8. Advocating for Policies:** In accordance with NEP 2020, faculty members may work together to promote rules and policies that support academic independence and freedom. Communicate with governmental and institutional entities to provide feedback on policy execution.
- 9. Helping Teachers Acquire Digital Literacy and Use Technology Efficiently:** Assist teachers in becoming more proficient with technology and finding ways to incorporate it into their lessons. Make sure that teachers are well-versed in online pedagogy and can easily adjust to new technology resources.
- 10. Take part in quality assurance procedures:** Ensure quality and contribute to efforts to maintain and improve educational standards in accordance with NEP 2020. Work together with accrediting bodies to guarantee high-quality curriculum.
- 11. Work-Life Balance:** Foster an environment that values work-life balance in order to reduce the likelihood of faculty burnout and increase happiness in the workplace. Institutions should provide resources to help, such as wellness programs, counselling and flexible scheduling.
- 12. Engaging with the Community:** Motivate faculty members to participate in outreach initiatives, share expertise and work with local groups to make a difference in the community. As a member of the faculty, advocate for social responsibility and volunteerism.

These suggestions might be useful for faculties as they face new obstacles and adjust to NEP 2020's adjustments. Higher education faculty members may greatly contribute to the policy's goals of improving India's higher education system by encouraging a mindset of lifelong learning, teamwork and advocacy.

VI. CONCLUSION

With the goal of promoting an all-encompassing, student-centered, research-oriented approach to education, the National Education Policy (NEP) 2020 in India seeks to overhaul the country's educational system by 2020. Although the policy aims to make a lot of changes, it also poses certain problems, such making it easier for teachers to have a life outside of teaching.

Teachers will need to put in more time and energy to adjust to the new curriculum, evaluation and teaching methods that are part of the NEP 2020. Research, creativity and continuous professional development are all demanded of faculty members, but they come with heavy workloads and the risk of burnout.

It is critical to execute the policy in a way that takes educators' well-being into account if NEP 2020 is to create a good work-life balance for teachers. This includes encouraging a work-life balance culture and offering sufficient support, resources and chances for professional growth.

More importantly, for these issues to be successfully addressed, there must be cooperation among educational institutions, politicians and teachers. The policy's execution should encompass teachers personal and family life, defined standards for managing workloads, and flexibility in work arrangements.

To guarantee the success of the policy and the well-being of educators, it is essential to recognize and address the challenges related to work-life balance. This will help make the most of the NEP 2020, which has great potential to improve education in India. India may accomplish more of the lofty objectives outlined in the NEP 2020 if it adopts an all-encompassing strategy for education that prioritizes the health and happiness of educators.

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