

Energized, Engaged and Capable Faculty

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Abstract:

“Education is the manifestation of perfection already present in man” it is said by Swami Vivekananda . This quotation clears the real meaning of EDUCATION . Education is considered the best tool by which it helps all over development of a personality. God has given a person so much qualities but it is the Education which helps to lead out these traits . The greatness of a country doesn't depend upon lofty buildings ,gigantic projects and large armies. The ultimate test of a nation's greatness is the quality of its citizens. Educational institutions are entrusted the responsibility of developing attitudes , feelings, perceptions, insight , abilities and skills important for enrichment of personalities of individual students. So the progress of society and country depends upon the quality of its educational institutions. The future of the country, therefore , depends upon the type of Education and training imparted in the education institutions. Education commission has observed that the progress of a country is now being shaped in schools. It cannot be denied that the standard of living of people can be raised only by educating them . So that they can enhance and use their capabilities to the right way . Education can help a person's social and economic conditions. Many Education policies have been formed for the development of our country. So keeping in mind the importance of Education ,NEW EDUCATION POLICY is formed.. This paper discussed about one of the chapters of the Draft of 'New Education Policy 2019' formulated by the Indian government that is “Energized, Engaged and Capable Faculty”.

Keywords: Education Policy, National Education Policy (NEP) , Capable faculty

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I. INTRODUCTION

India has had a long and illustrious history of holistic education . The aim of education in ancient India was not just the acquisition of knowledge, as the preparation for life in this world or for life beyond schooling but for complete realisation and liberation of the self. According to S. Radhakrishnan “ Education should be man making and society making . Education without this remains poor and incomplete” .

The present policy spans several components of the national endeavour that go well beyond the mandate of the present MHRD . The committee recognises the importance of creating an over arching body that will synergise and integrate the multiple efforts that are in progress is widely diverse Institutions and departments of the government both at the Central and State levels, through an institutional mechanism that will have the necessary authority to make it feasible.

The National Policy on Education (NPE) is a policy made by the Government of India to promote education among the people of India. It focuses on elementary education to colleges in both rural and urban India. The first NPE was formulated in 1968 by the government of Prime Minister Indira Gandhi and the second by Prime Minister Rajiv Gandhi in 1986 . The Government of India has appointed in new committee under K. Kasturirangan to prepare a draft for the New National Education policy in 2017. All education boards in India like CISCE and CBSE are based on this policy. The Indian Government promote a variation of programmes to address the difficulties of illiteracy in both rural and urban India . Maulana Abul Kalam Azad India's first

minister of education , contemplate strong central government control over education throughout the country, with a unchanging educational system . The union government established the University Education commission (1948 -49) ,the Secondary Education commission (1952 -53), University grants commission and the Kothari commission (1964-66) to develop India's education system. The Resolution on Scientific Policy was made by India's first prime minister (Pt . Jawaharlal Nehru ji) . The Nehru Government promoted the Indian institutes of Technology . In 1961 , the union government formed the National Council of Educational Research and Training(NCERT) as an autonomous organisation that would advise both the union and State governments on creating and executing education policies.

Based on the Kothari commission (1964- 66) recommendations, the Prime Minister Indira Gandhi announced the First National Policy on Education in 1968 ,which called for a “radical restructuring” and equalise educational opportunities in order to attain national assimilation and greater cultural and economic development. The policy is only for compulsory education for all children up to the age of 14, which is mentioned in the Constitution of India . This policy focus on ,outlining the “three language formula” to be implemented in secondary Education- the English language, and Hindi language The policy also uplifted the teaching of the ancient Sanskrit language which was considered as an important part Indian society.

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In January 1985, the Government of Prime Minister Rajiv Gandhi, introduced a new National Policy on education in May, 1986. The new policy called for “special emphasis on the removal of disparities and to equalise educational opportunity,” specially for Indian women, Scheduled Tribes and the scheduled caste communities. To attain such a social unification, the policy called for enlarging scholarships, adult education, recruiting more teachers from the SCs, motivation for poor families to send their children to school punctually, development of new institutions and providing housing and services. The NPE called for “child-centred approach” in primary education, and launched “Operation Blackboard” to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National open University (IGNOU) which had been created in 1985. The policy also called for the creation of the “rural University” model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development in rural India.

The 1986 National Policy was altered in 1992 by the P.V. Narasimha Rao government. In 2005, Manmohan Singh (former Prime Minister) adopted in new policy based on the “common minimum programme”. Programme of Action (PoA), 1992 under the National Policy on Education, 1986 anticipated to conduct a common entrance examination on all India basis for admission to professional and technical programmes in the country.

The National Education Policy 2019 visualised an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

The vision of India’s new education system has accordingly been crafted to ensure that it touches the life of each and every citizen, consistent with their ability to contribute to many growing developmental imperatives of this country on the one hand, and towards creating a just and equitable society on the other. The historic Universal Declaration of Human Rights, adopted at the UN General Assembly in 1948, declared that “everyone has the right to Education”. Article

26 in the Declaration stated that “Education shall be free, atleast in the elementary and fundamental stages” and “elementary education shall be compulsory” and that “education shall be directly to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

Energized, Engaged and Capable Faculty : The most important factor in the success of higher Education Institutions is the quality and engagement of its faculty. This crucial matter has not escaped the attention of India’s current higher education system. Acknowledging the criticality of faculty in achieving the goals of higher education, 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.

Compensation level of permanent faculty in public institutions have been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities through the Human Resource Development Centres (HRDCs), formerly known as the Academic Staff Colleges.

Happily, there are thousands of faculty members working in higher education across the country who are motivated, engaged and fully committed towards achieving the highest levels of excellence. Their dedicated involvement with teaching and research, as well as with community service and service to their profession, has been truly inspirational.

However, despite these various improvements in the status of the academic profession - and the existence of so many model faculty members who truly inspire us all - on an average, faculty motivation in terms of teaching, research and service in Universities and colleges remains far lower than would be truly desired and needed for the higher education system to thrive and reach the high levels that are expected of it. The various factors that lie behind the lower-than-desired faculty motivation levels must be assessed carefully and addressed in turn to ensure that each faculty member is happy, enthusiastic, engaged and motivated towards advancing her/his profession and institution.

Challenges for faculty motivation in Higher Education Institutes (HEIs) : There remain a number of challenges for faculty motivation in HEIs at the current time.

First, physical infrastructure and service conditions remain less than ideal at too many institutions, including at many Central and State Universities. Many institutions lack the basic facilities and infrastructure needed for faculty (and student) to feel comfortable in coming to work. Essential facilities such as clean drinking water, clean working toilets, as well as blackboards, offices, teaching supplies, laboratories, pleasant classroom spaces and campuses, etc., must be provided and maintained at all Institutions for faculty to want to come and spend significance time working at and for their institution.

The service conditions of faculty members are also severely inadequate. At the current time, there are too many faculty members on temporary appointments, with low salaries and or insecurity. Indeed faculty vacancies against permanent roles remain extremely high; for example, faculty vacancies

in the new Central Universities are reported to be over 50% and 35% in the new IITs ; at other universities ,the numbers are generally even worse. Ad hoc and contractual appointments have become the norm, compromising institutional processes and depleting the energies and motivation of all faculty members . This is true for both public and private HEIs.

In addition, heavy teaching loads ,with high student -teacher ratios in each class , leave little time for adequate class preparation or proper student interaction , let alone time for research or other university activities and service .

A second, related issue is that faculty completely lack autonomy - in course development, on curriculum matters , on pedagogical approaches ,on taking service initiatives ,and on research . Even for faculty members were not on short term contracts , the feeling of being empowered and having the freedom to innovate is generally lacking. Curricula and syllabi are too often simply handed to faculty members to teach, with little room for any creativity or innovation in presentation, content , assignments or assessment.

A further challenge with faculty motivation is that career management is too often not based on merit , but rather on seniority , luck or other arbitrary factors . There is no clear tenure track or career progression system at most institutions that ensures that hiring, retention , salary increase, promotion, and vertical mobility are all based on merit and quality of performance in teaching, research and service . Incentives for a conducting outstanding work are not an inherent part of the system, severely reducing faculty motivation and commitment to excellence.

Finally , the institutional leadership system is broken . Institutional leaders are not trained and fostered well in advance or always chosen based on merit ; in fact, in too many cases , institutional leadership is chosen based on totally corrupt practices . Transition between institutional leaders is too often not smooth , with reports of leadership vacancies for several months or more . As institutional leadership , by definition , must take the lead in creating a merit based culture of excellence and high performance at each institution , the broken system of leadership can have a severely demotivating effect on both faculty and students .

II. PUTTING FACULTY BACK INTO THE HEART OF HIGHER EDUCATION INSTITUTIONS :

Motivating and energizing faculty to achieve high quality in higher education : Service conditions ,faculty empowerment , performance management or career progression, and institutional leadership in HEIs must be completely overhauled so that faculty members are motivated, energized and incentivised to spend their energies on achieving personal and institutional excellence in teaching , research and service to their communities.

Energizing service conditions conducive to excellence teaching and research : All HEIs must be equipped with the basic infrastructure and facilities necessary to carry out good work in higher education, including but not limited to clean drinking water , clean working toilets, blackboards , offices , teaching supplies , laboratories,

pleasant classroom spaces and campuses, etc . Faculty must be appointed to individual institutions and not be transferable across institutions, so that they may feel truly invested and committed to their institution and community.

Enabling vibrant University communities through faculty empowerment : To motivate faculty members , it is important that they be trusted and empowered ; they must have the freedom to creatively design their own curricular and pedagogical approaches , including with respect to syllabi , pedagogy , assignments and assessments , and to choose their textbooks and other learning materials. In summary , empowering faculty to do innovative research , teaching and service is a key motivator and enabler for faculty to do truly outstanding creative work .

Incentivising excellence through merit- based career management : Institutional decisions regarding faculty recruitment , retention , salary increases , promotions, recognition and vertical mobility into institutional leadership must all be based entirely on merit and performance with respect to the quality of teaching , research and service . In keeping with the vision of autonomous institutions empowered to drive excellence , HEIs will have clearly defined , independent and transparent processes for faculty recruitment . The intent will be to ensure the highest capability individuals as well as a wide range of capacities and experience among teachers within an institution , as determined by each HEI.

A robust and merit-based tenure track promotion and salary structure will be developed , with multiple levels within each faculty rank , to incentivise and recognise excellent and committed faculty through tenure , promotions and salary increases . Vertical mobility of faculty based on merit will also be essential outstanding faculty with demonstrated leadership and management skills would be trained over time to take on academic leadership positions .

Creating a culture of excellence through outstanding institutional leadership : The presence of outstanding and enthusiastic institutional leadership that cultivates excellence and innovation through creating a merit and performance based culture is the need of the hour . High quality institutional leadership is extremely important for the success of an institution and of its faculty. Various outstanding faculty with high academic and service credentials as well demonstrated leadership and management skills will be identified early , and trained through a ladder of leadership positions . Institutional leaders will aim to create a culture of innovation and excellence that will encourage and incentivise outstanding and innovative teaching, research , institutional service and community outreach from faculty members of all HEI leaders . Higher education faculty must be valued and supported with excellent preparation and conducive working environments.

Adequate physical infrastructure and facilities : All HEIs will have adequate physical infrastructure and facilities with basic hygiene requirements by 2023 ; including : safe drinking water and functioning toilets ; faculty office space ; conducive learning environments through pleasant classroom with adequate furniture ; materials and infrastructure to support differently-abled students ; well designed campuses ; computers and computer rooms,

internet connectivity and institutional email ; science laboratories ; vocational education spaces ; materials for arts /crafts,etc.

Ensuring faculty availability : Every institution must have adequate faculty ensuring that all programmes , subject and field needs are met, a desirable student- teacher ratio is maintained and diversity is ensured .

Judicious mix of capacities within each institutions : Faculty must have academic expertise and depth , and teaching capacities along with dispositions for public service ; they must be inspired and guided by the educational goals and vision for the country as envisaged in the Constitution . The Faculty body must be a mix of academicians and field practitioners, which is critical for establishing strong and involved connections with the field of practice ; lateral requirement will therefore be encouraged .

Institutional autonomy for recruitments : All Institutions , including public institutions will have the autonomy to recruit faculty and other members of their choice . Recruitment will be based on rigorous and transparent criteria and processes ; both the criteria and processes will be available in the public domain .

Empowering and motivating institutional culture : An enabling and participative culture characterized by equality and respect for the value and dignity of each member will prevail in every institution . The environment should be open with new ideas being encouraged , with a commitment to dialogue even in the face of dissent . The most important element of the empowering culture must be academic freedom for the faculty , including the freedom to pursue their research , write and adopt innovative pedagogical and curriculum practices . Developing such a culture would be one of the most important factors of the role of the institutional leaders , including the Vice Chancellor/director.

Permanent employment track for university staff including faculty : An appropriately designed permanent employment track system for faculty will be introduced for all college and university staff , including the faculty - this will be fully functional in all institutions by 2030, including private HEIs. The probation period will typically be 5 years , which may be reduced or increased upon evaluation . Confirmation will be based on a rigorous and comprehensive assessment process with multiple source of data . Permanent employment refers to an employee who has been hired for a position without a predetermined time limit . A permanent employee differs from a term or temporary or contract employee all of which have a predetermined period of employment . Such a permanent employee will have an explicit long term appointment contract , usually ending when the employee reaches the age of retirement in that institution or resigns or is dismissed /terminated from the employment of the institution following the due processes of the institution . Faculty recruitment will be on the basis of academic expertise and depth on teaching capacities and dispositions for public service .

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 HEIs across the country.

Orientation programmes for the new faculty : All new faculty in HEIs 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 ethos 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.

Mentoring by senior academics : A large pool of outstanding senior /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 empowered to make curricular choices for their courses and to pursue research with academic freedom.

Career and compensation management of faculty and other employees : All HEIs will decide their people management processes , including career progression , promotions ,compensation (salary) determination and service conditions of all their employees . HEIs will set up effective and fair processes for career progression, promotion and compensation determination of all its employees , including the faculty . These processes will be based on developing , recognising and rewarding performance and contribution ; they will not based on 'seniority'. The evaluation of contributions and performance, through these processes will be in the context of the work goals and objectives set up for individuals , deriving from the goals of the institution and informed by measures of excellence in the relevant field across the country in the world . The evaluation of research will ensure that the quality of work is assessed rigorously, and will not be driven by mere number of publications , being especially careful about the credibility and reputation of the publication and platforms ensuring that no credence is given to low quality journals .

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 HEIs, including public HEIs, will be empowered to setup the compensation levels .and its increases for all its employees , HEIs 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 HEIs, they will assess the diligence of adherence of the HEI to the process of articulated by itself.

Faculty recruitment in development , career progression and compensation management to be part of the Institutional Development Plan : All matters pertaining to faculty from number of faculty to be recruited to recruitment criteria and processes , to career progression and compensation determination will be part of the IDP, and will be owned by the BoG. Since the IDP is the primary mechanism for alignment of all state stakeholders of the HEI , including for public HEIs , it will be used as such for all these people processes . This will include commitment of adequate funding in the long term from the relevant public body/ sponsoring institution, for supporting all costs related to all the employees of the HEI. including their compensation . By 2030 , all HEIs , including public HEIs , shall have empowerment on all these counts, enabling them to manage and develop their people resources ,aligned with their growth and development plans .

III. CONCLUSION

In this way ,this new policy on education is connected to the Education system . It explains about the whole area of Education. This draft is so lengthy that it is impossible to discuss it in one chapter. This draft is divided in so many chapters because it discussed about every area of Education. So it clears the importance of faculty members. Faculty should be energized , enthusiastic , active,and engaged because it plays an important role in all educational institutions.

IV. REFERENCES

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