

School Teachers in the context of NEP 2020 and WBSEP 2023: Facilities and Feasibilities

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Abstract

With the advent of scientific and technological advancement, the world is changing in terms of sociological, psychological, philosophical, and, most importantly, technological perspectives. National Education Policy 2020 (NEP 2020) has been published to cope with the changes. The NEP 2020 emphasizes universal access to quality education for all. The quality of education depends on the quality of teaching and the quality of teaching affects the performance of the students. So, the quality of education depends on the quality of the teacher. Teachers are the heart of the education system. According to the Kothari Commission, the quality, competence, and character of teachers are the most important factors in the quality of education. The teachers' quality is crucial for the holistic development of the students. The teachers have to adapt to the Global changes. The NEP 2020 acknowledges this fact and empowers teachers with different facilities. In the line of NEP 2020, West Bengal State Education Policy 2023 (WBSEP 2023) also mentions the quality of education equipped with knowledge, skills, and behaviours to make our students successful in life. The paper is an attempt to draw a picture of the facilities for the school teachers as recommended and also discuss the feasibilities of the implementation for the same in the context of NEP 2020 and WBSEP 2023.

Keywords: Changes, Quality Education, Facilities, Feasibilities

Introduction: Today's world is facing different challenges viz. international conflicts, terrorism, health epidemics, poverty, social instability, political turmoil, human rights, violence, economic imbalance, climate change, resource depletion, etc. (Babu, 2023). With the advent of scientific and technological advancement world is changing rapidly in terms of sociology, psychology, and technology as artificial intelligence, augmented or virtual reality, EdTech, etc. (Patil, 2022). So, our education system should be revised accordingly. To cope with this interconnected world Indian Education System was in dire need of a 21st century Education policy which must revamp and revolutionize the whole education system. The National Education Policy 2020 was published at that moment. The NEP 2020 focuses on education to substantiate the problems facing today's world and consequently, society entails equality, justice, scientific advancement, national development, inclusiveness, and values. Universal access to quality education is necessary at this moment to manifest the potentiality of our country's rich talents. The SDG4 goal is reflected in the NEP 2020 as inclusive, equitable, and quality education and lifelong learning. Quality education has a great role in the development of human resources and entails the well-being of individuals and opportunities for better living (Patil, 2022). Quality education is directly linked to the performance of the students. In the rapidly changing educational landscape it is important to know 'how to learn' rather than 'what to know' (*National Education Policy 2020*, 2020). The pedagogy should be experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible and enjoyable (*National*

Education Policy 2020, 2020) and the curriculum should be reoriented according to the needs of the 21st century. To reach the target, reorientation of teachers is necessary. The quality of teaching is directly linked to students' achievement and is an important factor in learning. The teacher is the heart of the educational system. "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in a critical measure upon the quality of their education; the quality of their education depends more than upon any single factor, upon the quality of their teacher". (Teacher's Talk, 2021.)" (Jana & Chattopadhyay, 2023, p. 1659). Our life does not occur in compartments and therefore, our teaching should be redesigned in such a way to reflect life in activities and content areas (Marlow & Inman, 2002). In this line, NEP 2020 emphasizes interdisciplinary studies. The new NEP 2020 proposes to lift teachers from the present dispirited, uninspired, disrespectful, disincentivized service environment to the merit-based structure of the teaching profession in terms of tenure, salary, and promotion (Chari, 2020). The Kothari Commission 1966 once said that the quality of education depends significantly on the quality, competence, and character of teachers (Chari, 2020). 'Teachers must be passionate, motivated and well qualified and well trained in content, pedagogy and practice' (Sakhare, 2020). The quality of teaching of the teachers impacts the achievement of the pupils. The teachers' quality is crucial for the overall development of the students. The teachers influence the most in the classroom. With the advent of the generation, teachers have to adapt to the changes (Mahanta, 2023). The NEP 2020 acknowledges the fact and proposes different facilities for the teachers and students in terms of scholarship, promotion, use of ICT in the teaching-learning process, conducive service environment and culture, school complex, CPD, CMP, special educators, etc. In the line of NEP 2020, West Bengal State Education Policy 2023 (WBSEP 2023) also mentions the quality education equipped with knowledge, skills, and behaviours to make our students successful in life as well as good citizens of the country. It also emphasizes quality education, digital education & ICT, continuous professional development, reformation of teacher transfer policy to get a healthy trend of pupil-teacher ratio, performance-linked promotion policy, school cluster, supportive supervision, culture of reading, socio-emotional learning, etc. The teachers are the heart of the education system. The NEP 2020 echoed same what the Kothari Commission said 'Teachers truly shape the future of our children and therefore the future of our nation'. The author attempts to draw a picture of the facilities for the teachers as recommended and also the feasibility of the implementation of the same in the context of NEP 2020 and WBSEP 2023.

Objectives of the Study:

1. To highlight the recommendations regarding the facilities of teachers in the context of NEP 2020
2. To highlight the recommendations regarding the facilities of teachers in the context of WBSEP2023
3. To discuss the feasibility of implementing the recommendations for the teachers as described in NEP 2020 and WBSEP 2023

Research Methodology: The present paper is qualitative and descriptive. The secondary data collected from journals, e-books, articles, documents, blogs, websites, newspaper articles, reports of various organizations, documentaries, and internet resources have been used in this paper. The recommended policies have been analyzed critically. The extraction of the summary, articles, and journals is brought about to a conclusion. At last the recommendations in both the policies have been compared and analyzed.

Provisions for teachers in the context of NEP 2020:

Scholarship: The students especially from rural areas are provided merit-based scholarships across the country for studying quality 4-year integrated B.Ed. programme.

Female students as Local Role Models: Scholarship will be instituted for female students studying 4-year integrated multidisciplinary courses so that they serve as role models of their area and are highly qualified teachers in the local language.

Incentives: The incentives will be given to those teachers who will serve their duty in the rural area specifically in areas where are facing acute shortage of quality teachers.

No Transfer Policy: The harmful practice of teachers' transfer has to be stopped so that students would get their role models continuously and in educational environments. The transfer will be held on the laid down norms in a structured manner which will be maintained by the transparent online computerized system. No transfer policy except in very special circumstances entails a strong bond between students and teachers.

Teacher Recruitment Examination: The TETs will taken for young trainee teachers to inculcate learning among the students through content area as well as pedagogy. The test will cover all the stages of school education. To evaluate integrity, motivation, and interest along with the TET exam, a classroom demonstration and interview will be integrated for hiring the teachers at school and school complexes. Lastly, we are to check that at least one teacher from the school should be in students' mother tongue. So, the teacher must be qualified through TET, a demonstration cum interview, and knowledge of the local language.

Hiring Master Instructors: Local eminent persons or experts as 'Master Instructors' may be hired by the school or school complexes in different subjects like local arts, vocational crafts, entrepreneurship, agriculture, or any other subjects where local expertise exists to benefit the students and preserve and promote local knowledge and profession.

Teacher-recruitment Forecasting Programme: A technology-based comprehensive teacher-recruitment planning & forecasting exercise will be held by each state to assess subject-wise vacancies over the next two decades. The vacancies will be filled with qualified teachers including local teachers with suitable incentives for career management and progress. The teacher education programmes will be conducted in line with these vacancies thus projected.

Adequate and Safe Infrastructure of Schools: To ensure a decent and pleasant service environment at schools, working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries and sports, and recreational resources, adequate number of rooms will be provided to schools so that teachers and students including children with disabilities feel a safe, inclusive and effective learning environment that is comfortable. In-service training of teachers will have some inputs on safety, health, and environment at the workplace in school so that they are sensitized to these requirements.

Creation of School Complexes for Effective School Environment: Without shrinking accessibility, and rationalization of schools, a school complex has been proposed for effective school governance, resource sharing, and community building. The creation of a school complex helps to build vibrant teacher communities. The hiring of teachers to the school complex would automatically create a school community which helps to ensure excellent subject-wise distribution of teachers. Therefore, from small school would never be isolated anymore. School complexes could hire counselors,

trained social workers, technical and maintenance staff, and support teachers to share among the schools under its jurisdiction to create an effective learning environment.

Relief from Non-teaching activities: The teachers are currently engaged more time with the strenuous administrative tasks and other non-teaching activities. The NEP proposed to prevent the teachers from such non-teaching activities except rationalized minimum time for mid-day meal-related work to concentrate fully on their teaching-learning duties.

Autonomy of Teachers: Teachers will be given more autonomy in choosing the pedagogy to which they teach effectively in their classroom. Teachers will also handle the socio-emotional aspects of their students for holistic development. Teachers will be recognized for their novel approaches to teaching having improved learning outcomes in their classroom.

CPD Opportunities: In multiple modes including in the form of local, regional, state, national, and international workshops as well as online teacher development modules, teachers will be given opportunities for self-improvement and to learn the latest contemporary innovations and advances in their profession. Platforms like online platforms will be developed to circulate the best practices among the teachers. Each teacher is expected to participate in at least 50 hours of CPD (continuous professional development) every year to know the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies such as experiential learning, arts-integrated, sports-integrated and storytelling-based approaches, etc. School Principals and school complex leaders will be given similar modules as leadership or management workshops and online development opportunities to continuously improve their own leadership and management skills.

Recognition and Incentivization of Teachers: Teachers for their outstanding work must be recognized and promoted to salary raises. This incentivizes the teachers to do their best work. A robust merit-based structure of tenure, promotion, and salary structure will be developed with multiple levels within each teacher stage like foundational, preparatory, middle, and secondary that incentivize and recognize the teachers' best. The facilities as promotions and salary raises would motivate and incentivize the teachers' community. For that, a system of multiple parameters for proper assessment of performance will be developed by the state or UT governments that are based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on National Professional Standards for Teachers (NPST) to be developed by NCTE in consultation with NCERT, SCERTs, teachers from different levels and regions, expert organizations in teacher preparation, expert bodies in vocational education and higher education institutions. This is to ensure that the career growth of teachers in terms of tenure, promotions, salary increases, etc. is allowed to teachers within a single school stage i.e., either foundational or preparatory or middle or secondary. There is no career progression-related incentive to move from one stage to another stage however such career moves will be allowed provided the teachers have desire and required notifications. The promotion and salary increases will not occur on the length of the tenure or seniority but only based on performance appraisal.

Opportunities for Academic Leadership: The teachers with qualifications will have the opportunity to move vertically. The teachers with outstanding leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

Special Educators: To teach children with disabilities at the middle and secondary school level including children with specific learning disabilities teachers would require not only the subject teaching knowledge and understanding of subject

matter but also require to know the necessity of special children. So, there is an urgent need for special educators in some areas of school education. Such areas could be developed as secondary specializations for the subject teachers or generalist teachers. There must be certificate courses in the pre-service as well as in-service teachers either in full-time, part-time, or blended mode necessary at multidisciplinary colleges and universities. To ensure adequate availability of qualified special educators to handle the subject teaching as well, a synergy between the course curriculum of NCTE and RCI will be enabled.

Teacher Education: To keep high-quality content and pedagogy, teacher education gradually move by 2030 into multidisciplinary higher education colleges and universities. The concerned departments of such colleges and universities will offer B.Ed., M.Ed., and Ph.D. in education. By 2030, the minimum requirement for teaching will be a 4-year integrated B.Ed. degree that will comprise a range of knowledge content and pedagogy including strong practicum training in the form of student teaching at local schools. The multidisciplinary institutions will offer 4-year, 2-year, and 1-year B.Ed. programmes at suitable qualifications. The multidisciplinary higher education institutions will offer a 4-year in-class B.Ed. programme and will have accreditation for ODL mode also which may offer high-quality B.Ed. programme in blended or ODL mode to students living in remote-access areas or difficult-to-access locations and to in-service teachers. In such a situation there must be robust arrangements for mandatory and for the practicum training and student-teaching component.

B.Ed. programme will comprise time-tested as well as most recent techniques in pedagogy, including pedagogy concerning foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. The curriculum will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development so that environmental education becomes an integral part of school curricula. NCERT will study, research, and compile several pedagogical approaches internationally for teaching particular subjects and recommend and assimilate them into their pedagogical practice

Shorter post B.Ed. certificate course will be made widely available in different multidisciplinary colleges and universities. Such courses will be for teachers who wish to move into specialized areas of teaching such as teaching students with disabilities, leadership and management positions in the school system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages. To restore the integrity, and credibility of the teacher education system stringent action will be taken against substandard standalone teacher education institutions including shutting them down if required.

Facilities Recommended for Teachers in the context of NEP 2020:

- Initiation of a large number of merit-based scholarships for outstanding, talented students to enter the teaching profession, especially from rural areas.
- The harmful exercise of teachers' transfers will be halted.
- Creation of a school complex to build a vibrant teacher community
- Relief from administrative non-teaching activities
- Safe, inclusive, and effective learning environment for school premises.
- Teachers will be given autonomy to choose the pedagogy to which they will teach
- Teachers will be given the opportunities for self-improvement in their profession through CPD

- Teachers will be recognized for their outstanding and innovative work and get promoted on their stage. They will have also the opportunity to move next stage provided they have eligible qualifications for such a move.
- The teachers will get promotions and salary increases based on their performance appraisal.
- The teachers either in-service or pre-service can short-term blended or ODL mode B.Ed. certificate courses to move or promote different areas of teaching level or stages

Teachers in the Context of WBSEP 2023: The aim of the school education system as per WBSEP 2023 is to create an enabling safe and supportive environment with suitable and adequate resources and opportunities where students, teachers, schools, and the community can work together to achieve success. Every student including adolescents especially the most vulnerable can learn and acquire skills for lifelong learning within an inclusive safe environment. The aim of the policy says we need self-directed students, who enjoy physical activities, appreciate the arts and aesthetics have a good sense of self-awareness and respect for other cultures, appreciate the plurality, have a critical thinking mindset rooted in scientific temper, and most importantly possess the necessary 21st-century competencies such as skills, moral courage, resilience and ability to communicate. So, we should have school teachers who can provide every student with the opportunity to grow holistically so that they become concerned citizens and lifelong learners. According to WBSEP 2023, teachers should

- Be true to the mission to bring out the best in students
- Be free from any judgment and any discrimination based on class, colour, caste, creed, religion, gender identities, learning abilities, place of residence, physical or mental capabilities, parental education or occupation, and others
- Be a guide for the students to be socially and environmentally conscious citizens
- Instill a love of learning in students that lasts a lifetime
- Win the trust, support, and cooperation of parents and the community
- Do training on various professional development opportunities to hone their skills in line with the dynamic requirements of learners
- Be centered on values, social and emotional well-being, and character development
- Believe in learners' capabilities when designing a learning experience
- Encourage children to construct knowledge actively
- Use assessment to address students' learning gaps

Provisions for teachers in the context of WBSEP 2023:

Continuous Professional Development: Continuous Professional Development is a necessary intervention to enhance the capacity of teachers for improved classroom transaction and teaching learning strategies. Training programme on the proper use of textbooks as well as implications of contemporary pedagogy in classroom settings may be conducted. Teachers' handbooks for every aspect of the teaching-learning process especially for the subject of science be developed. For better connection between teachers and students, the profile of each teacher has to be displayed in the school. In the case of imparting quality training on academic and related matters to the teachers, SCERT and its related organizations like DIETs & PTTIs will play an important role in ensuring quality training for teachers. The state govt. may have a comprehensive policy to encourage teachers to undergo such training with incentives at regular intervals. The focus of teacher education & training has been shifted from teaching to monitoring, teacher-centric pedagogy to child-centric

pedagogy, providing educational facilities everywhere to facilitating getting education from everywhere, creating islands of excellence to creating sustainable ecosystem of education, physical institution to connected institutions, collaboration among institutions to co-development of opportunities for job or value creation, administering to facilitating education.

Teacher Transfer Policy: The state govt should develop a sustainable general transfer policy so that the Pupil-teacher ratio (PTR) in a particular school or region be maintained after a micro-level analysis of the state. The teacher may have duty for 1st five years or a suitable period after joining the job in the rural areas for maintaining the PTR across the state. The number of sanctioned teaching posts will be reviewed and revised keeping the eye on normalizing PTR across the state.

Performance-based Promotion Policy: A performance-based promotion policy for school teachers should be developed at all levels. To this end, Academic Performance Indicators (APIs) scrutinized by a review committee with recommendations should be developed to build a transparent and objective matrix. In this case, the boards of primary, secondary, and higher secondary may put suggestions to motivate teachers to be strongly committed to the cause of the teaching-learning process. The state may follow the existing promotion policy of higher education and the ADEPTS framework as devised by the Ministry of Education as a guiding document. The committee will recommend a suitable policy for the upgradation of para teachers engaged in the school fraternity under the school education department.

Community Building: The creation of school clusters helps to build a teacher community and resource sharing. The horizontal and vertical integration between the schools at different levels helps to build the community. The school clusters may undergo some practices for the best results as the sharing of physical resources such as laboratories, libraries, gymnasiums, playgrounds, etc., and the sharing of human resources as subject teachers, counsellors, librarians, etc., sharing of collection of good practices of teaching among the teachers once in a month or twice in a month.

Mentoring and Monitoring: To identify the challenges faced by the teachers in their profession and to overcome barriers the regular monitoring of school teachers can take place under supportive supervision. In this regard, the DIs or AIs and Sis may be employed with a checklist of items spanning across teaching-learning and non-academic purposes. This visit should not be as an inspection mode but as a facilitator and also instead have a space for communication between school teachers and concerned administrators. The descriptive performance indicators for both the teachers and the child have been developed and checked through the real-time data that would have been captured through the mobile app integrated with the Banglar Shiksha Portal. In this regard, there may be involvement of retired teachers and school management committees.

Role of Teachers to Cultivate Reading Habits: The public libraries and school libraries should have a role in leveraging a culture of reading among students across the state. Due to the paucity of librarians, teachers should be motivated and trained to take responsibility for distributing books among the students. It is also recommended that this may be done on a rotational basis. The state education department may take the initiative to tie up the schools with the public libraries so that schools have membership to the concerned libraries for lending books and take necessary steps to set up libraries in all schools also. The regular reading melas may be organized to promote the culture of reading.

Recognition of Teachers: the state higher secondary schools and lower-level schools should be assessed and accredited in a phased manner by the newly recommended state school accreditation authority (SSAA) with an objective matrix of performance indicators. In this connection, the school teachers will be recognized for their efforts.

Teachers & Socio-emotional Learning (SEL): In recent times of concern, socio-emotional learning is of utmost importance to get resilience and adaptation capability. For the holistic development of a child, the child should have to acquire and effectively apply the knowledge, attitude, and skills necessary to understand and manage emotion, feel and show empathy for others, and establish & maintain positive relationships. To get better academic and job performance, overall success in life the student should have good socio-emotional skills. Teaching and non-teaching staff will play a vital role in creating a positive school environment and demonstrating positive social and emotional behavior themselves. So, it is necessary to train school teachers and non-teaching staff towards professional development in socio-emotional learning (SEL). Schools should have infrastructural items like books, gyms, and other materials to support SEL.

Teaching due to Climate Change: Climate change has an impact severely on the human race and the environment. So, it may increase the frequency of the natural disasters facing today. Consequently, its impact drives us to plan a programme. The WBSEP 2023 recommends a comprehensive school safety and security programme (CSSSP) for school children on the realization of essentiality. The role of teachers here is to teach students about forthcoming environmental calamities and their related topics including disaster risk reduction, safe learning environment, and child protection. The students should learn about the importance of conserving resources and how to recycle and reduce waste. The policy also recommended that they should learn about the impacts of climate change on the economy, society, and our health.

ICT and Teacher: In the pace of the 21st century teachers have to resort to digital technology to leverage their teaching-learning process. It motivates the teachers as well as students to engage and create an interactive learning environment. The teachers can use the Banglar Shiksha Platform to engage, create multimedia, and assign quizzes and projects for students in a fun and engaging way.

Facilities Recommended for Teachers in WBSEP 2023:

- Training programmes as a part of continuous professional development to enhance the capacity building on proper use of textbooks and contemporary pedagogy such as experiential learning etc.
- Teachers' handbooks for every aspect of the teaching-learning process be developed.
- Better connection between teachers and students as a part of encouragement from schools
- To impart quality training on academic and related matters by SCERT and its allied organizations
- The state govt may have a comprehensive policy on training teachers with the same incentive to ensure quality training at regular intervals
- The teachers will have facility of getting promotion on performance by a transparent system of Academic performance indicators on some objective matrix.
- A suitable policy for the future of the para teachers will be formulated.
- The introduction of a school cluster helps the teachers to express their effective practices in a teaching community.
- The performance of teachers will have an opportunity to improve through mentorship and monitored by the school inspectors, DIs, or AIs on some parameters spanning both academic and non-academic aspects.
- The schools of the state are now to be accredited by the SSAA and subsequently, the efficiency of teachers is to be recognized individually.
- The teachers got the opportunity to keep pace with 21st-century skills as use ICT in the teaching-learning process to create a more engaging and interactive learning environment.

Feasibilities of Implementation of the Recommended Policies for the School Teachers in NEP 2020: To create a safe, flexible, caring, equitable inclusive environment for the holistic development of pupils universal high-quality 21st-century education from an effective competent well-trained teacher is required. So, proper implementation in a synchronized manner is necessary. No single initiation will not work for the successful implementation of the recommendations for the teachers. According to NEP 2020, such implementation will require multiple initiatives and actions by multiple bodies in a synchronized and systematic manner with a timeline and a plan of review through coherence in planning and synergy across all the concerned bodies involved in education. The implementation is guided by the principles as the spirit and intent of the policy, implementation of the policy initiatives in a phased manner, prioritization, comprehensiveness in planning, joint monitoring, and collaborative implementation between central govt and state govt. Lastly, careful analysis and review of the linkages between multiple parallel implementations to ensure effective dovetailing of all initiatives.

There are a lot of similarities in recommendations, challenges, concerns, and even proposed solutions between the National Policy on Education 1968 and National Education Policy 2020 except the 21st-century skills but one variable is common i.e., teachers that can turn this current aimlessness and inflexible situation to a progressive, flexible, vibrant knowledge system (Chari, 2020). The recommendations of NEP 2020 include merit-based scholarship for a 4-year integrated B.Ed. programmes especially for rural areas, cutting off excessive teacher transfer, strengthening TET with demonstration cum interview and knowledge of local language, hiring local eminent persons for local expert knowledge, integration of technology in the teaching-learning process as well as administrative process, safe caring, vibrant and inclusive environment, relieving teachers from non-teaching activities, creation of school complex, autonomy of teachers, decent and pleasant service conditions, CPD for teachers and school principals, career growth for school teachers, special educators, creation of NPST, reforming teacher education. There are several challenges to implementing these recommendations at all stages. There are hurdles and hindrances at each step of this system. So, now the question is whether all the recommendations are feasible to apply successfully across the country because our country consists of 29 states, and 7 union territories with various geographical, cultural, and financial conditions. Even public expenditure on education in NPE 1968 was not 6% of GDP as recommended which was reiterated by the NPE 1986 but that is not the case for any developed country. It is recommended again in NEP 2020 to increase public investment in the education sector to 6% of GDP. Financial constraint is the main hindrance to implementing all the recommendations.

Now let us discuss the feasibility of the recommended proposals for the teachers in the context of NEP 2020. NEP 2020 is an attempt to empower teachers to reach the potential of students to their fullest capacity for learning.

- The recommendations include merit-based scholarships for student-teachers, special merit-based scholarships for students in rural areas, and incentives for teachers taking their posts in rural areas. These recommendations may increase the chances of filling the vacancies but there are a lot of doubts about it. The question is whether all the students taking admission to teacher education courses in either govt or private institutions get the scholarships. What would be the sharing of funds between central govt. and state govt.? The questions have been unanswered. Again, the policy was announced in 2020 but yet to get any notice to take initiatives regarding it.
- The policy proposed to halt teacher transfer and teacher transfer should occur through a computerized system only to get transparency on transfer. The transfer has been occurring through a traditional system which is not up to the recommendations in NEP 2020. It has been noticed that in some schools the number of teachers is too

low to manage the class and in some schools, there are surplus numbers of teachers in ratio of students. It is now expected to full use of its resources through the proper implementation of the recommendations of NEP 2020.

- TETs should be strengthened and extended to cover all the stages of school education. The teacher recruitment to schools and school complexes will be through the three steps TET or NTA, Demonstration cum interview, and Knowledge of local language. This leads to selecting the right persons to enter the right job. It requires proper planning with systematic strategies to implement the process. Earlier under Sarba Shiksha Abhiyan (SSA) project Cluster Resource Centre (CRCs) had been formed with almost the same purpose but at present it is in inactive mode. It may delay the teacher-requirement process concerning the school indirectly.
- The provision to hire local eminent persons as ‘master instructors’ helps the concerned students to get direct knowledge and also it endorses the local profession and respect. But the question is whether it is always possible to avail such local eminent persons. Again, no remunerations against such activity of local person have been announced so far.
- A comprehensive technology-based teacher recruitment process forecasting the requirements in the next one decade will be conducted. The govt can implement the project successfully. Though it is notice that there are scams or corruption in teacher recruitment entailing the death of transparency.
- The primary goal of this policy is to overhaul the service environment and culture of schools to maximize the ability of teachers for an effective learning environment. An adequate and safe infrastructure to create an inclusive, vibrant environment with internet facilities must be provided in each school in the country. But to implement these, the main barrier is fund restriction.(Jana & Chattopadhyay, 2023). There is not enough fund allocation to create such an environment.
- School management committees and School Complex committees are said to strengthen their collaboration with parents, local stakeholders, and teachers on account of school governance. The experience taught us the detrimental effect of such committees on the school environment. In the name of committee members, local political parties involve themselves in every matter of school and entail a chaos and corruptions. Even the elections of such committees would invite a fight for grabbing the positions and leading the police case. So, the practical situation is quite challenging than the theoretical one.
- It’s a very good proposal to refrain teachers from non-teaching activities to concentrate on the teaching-learning process. But in reality, due to the paucity of non-teaching staff teachers have to engage in different administrative as well as project-related works as govt want to ensure the benefits of their projects reach every student of the state. There is an urgent need for an adequate number of Group-C and Group-D staff to implement projects Govt. runs for the students otherwise teaching-learning process affect largely for it. The principals or school-in-charge and other stakeholders of the schools have an important role in taking initiatives to create an effective positive learning environment. In this case, the school education department should have the proper instructions here.
- The policy is in favour of the autonomy of the teachers in choosing the pedagogy to which they deliver their lessons in their classroom. Here the competent authority should have proper instructions from higher authority for teachers. It’s possible by the concerned authority. It’s a very effective proposal to motivate the teachers to recognize their effort to create novel approaches of the teachers to improve the learning outcomes in the classroom. Today it’s necessary to include socio-emotional learning in the curriculum for getting the holistic development of the students. Proper curriculum development with the training of teachers on it is of utmost importance to commence the programme.

- As per recommendations of NEP 2020, the teachers and principals will be given the opportunity for self-improvement to participate in at least 50 hours of CPD regarding the latest pedagogies and content to get recognition, promotion, and salary raises. Also, it recommends a robust structure on versatile parameters be there in each teachers' stage. But for proper implementation, it requires a sufficient amount of funds to be sanctioned by the concerned government. This programme may be impeded due to financial constraints. In our country, the allocation of funds in the budget is much lower than in any developed country (Jana & Chattopadhyay, 2023). The NPST was to be developed by NCTE by 2022 in consultation with NCERT, SCERT, teachers across the levels and regions, and expert organizations to improve the teachers' personal and professional development. But at present it is still going on in preparing the document. So, the status of the implementation of NPST at the school level is waiting and so is the promotion.
- A proposal to recruit additional special educators should be made on an urgent basis in school sector. Though some special papers or chapters may be included in the teacher education curriculum that is not enough to realize or appreciate the special requirements of the children studying in the regular school. To date, some of the universities or colleges have already initiated to implement the certificate or diploma course on inclusive education but in-service teachers have not shown much interest in participating in the course because they have no liability or obligation to improve and develop their professional teaching skills.
- A nation's development depends on the quality of its education and the education depends on the quality of its teachers. The quality of teachers depends on the quality of teacher education. With the advent of knowledge, the teachers' job has been changed and more challenging in psychological, pedagogical theories and philosophical, and sociological perspectives (Ahangar & Ayub, 2022). There are no criteria or admission tests to get admission in a teacher education programme. At present, B.Ed. curriculum is outdated, and not matched with the contemporary education landscape. The present curriculum is not in accord with the recent development of digital education, digital pedagogy, and preparedness to address the challenges faced today in a dynamic society by teachers. It has been proposed in the NEP 2020 to formulate NCFE 2021 and revise thereafter once every 5-10 years with a view of emerging needs in teacher education. It has been said to take stringent action against the sub-standard teacher education institutions running in the country. But the problem is in these thousands of private sub-standard teacher education institutions across the country lakhs of students are taking their B.Ed. degree. Justice JS Verma Committee Report, 2012 said, 'a broken teacher education sector is putting over 370 million children at risk upon inspection scores of private Teacher Education Institutes (TEI) were found to have only a foundation stone in the name of infrastructure and 99% passing rate.' (Chari, 2020). Therefore, the lack of quality teacher education is another hindrance to improving the education standards of our country (Jana & Chattopadhyay, 2023). To solve the issue NEP 2020 urges the 4-year integrated B.Ed. degree and set a target by 2030 the minimum degree qualification for teaching. The question is whether students having a 2-year B.Ed. degree would not be eligible for applying teaching profession after 2030. The issue is not addressed in the NEP 2020. The committee has recommended 4-year courses in multidisciplinary colleges or universities where a huge amount is required to sanction as well as build infrastructure & curriculum, staff, etc. Now the question is in such a developing country whether it is possible to develop the same. Again, what will happen with already running private TEI across the country? It has been noticed that no such feasible solution has occurred yet.
- The NEP 2020 recommends the integration of technology with education through digital platforms, online platforms, digital repositories, and digital infrastructure to transform the entire nation into a digitally empowered society and knowledge economy. It may not be possible to address the digital divide because, in a country where

80 crores of people are availing ration and most people have to face load shedding, network glitches in different parts of the country is not feasible to address digital divide properly, and accurately. Also, there are some limitations in different online technical platforms. The students and more often teachers also may become very distracted by the technology. Also, the technology can be experienced with the recurring cost of implementing new technological resources, hardware, software, infrastructure, professional development, and technical support (Babu, 2023).

Feasibilities of the Implementation of the Recommended Policies for the Teachers in WBSEP 2023: According to WBSEP 2023, by 2035 every child including adolescents learn and acquire skills for lifelong learning in a safe and inclusive environment. The school teachers are to provide every student with an opportunity to grow holistically so that they possess the necessary 21st-century skills in a globalized world such as having critical thinking, mindset, and skills to take on challenges of the future. The teachers must be free from any discrimination based on caste, colour, class, race, religion, gender identities, place of residence, physical or mental capabilities, parental education, occupation, and others. There were proposals to develop necessary continuous professional training of teachers by SCERT and its related organizations, a transparent teacher transfer policy to normalize PTR, a performance-based promotion policy for school teachers, policy linked future growth of para teachers, formation of school clusters, supporting supervision, culture of reading, accreditation of schools with recognition of teachers for their individual efforts, socio-emotional learning (SEL), comprehensive school safety, leveraging education technology for teaching-learning. These proposals are recommended in WBSEP 2023 to create an engaging, interactive learning experience for students. Now the question is whether it is possible to implement all the recommendations for teachers as well as schools. Let us check the feasibility of these proposals one by one.

- The teachers have to participate in the continuous professional development of textbooks, contemporary pedagogy, and regular training on academic matters. In the age of globalization, due to scientific and technological developments, the teaching-learning process is dynamic in nature. It is revolutionized with artificial intelligence, smart devices virtual reality, etc. so a restructure and redesign is required to meet the effective teaching-learning process in the classroom of the 21st century (Patil, 2022). Although WBSEP 2023 proposed a comprehensive policy on teachers providing some incentive to ensure quality training at regular intervals. Quality teaching-learning with essential competencies is required in the line of 21st-century knowledge and skills. But to feasible the reality programme it is hard to keep especially quality training and teachers' motivation. Here the training occurs in a theoretical way not in practical application in the real classroom.
- In the state of West Bengal, nearly 85% are being studied in either Govt-aided or Govt. Schools in the state (*West Bengal State Education Policy 2023*, 2023). So, maintaining PTR is required for the essential quality development of a school. The WBSEP 2023 acknowledges that there are disparities in PTR at the district, block, and school level. It has proposed to develop a suitable general policy for the transfer of teachers so that PTR in a particular school is maintained after a suitable micro-level analysis. However, the transfer of teachers has occurred so far across the state for the sake of teachers not for the benefit of students. It is feasible with proper systematic implementation with cooperation.
- A performance-based promotion policy on a transparent and objective matrix should be developed for school teachers at all levels as per WBSEP 2023. It motivates and encourages our teachers to do better performance. But in reality, govt. of West Bengal is now unable to pay the required DA increment of the state govt employee following the market-inflation due to financial crisis. Therefore, it may be concluded that performance-based

promotion for school teachers may not be implementable. In the state, a concerted effort from all corners is required to get a quality teaching-learning process successfully. It has been noticed that after independence few education committees had been made for the development of the education scenario of the state but the recommendations of the committees have not been implemented properly.

- It has been recommended to construct school clusters for the sharing of physical resources, human resources, teacher collections of good practices, and community building. It is no doubt a good proposal for an effective classroom environment integrating essential competencies and skills. So, teachers will have extra accountability to share their physical infrastructure as well as mentor and facilitate the students' learning. In the absence of playgrounds students and teachers may have to travel far away in the urban area and the same for the schools' students and teachers in the remote rural area in the absence of good laboratories, libraries, and gymnasiums. It entails hampering the classroom activities and may create messy situations among the students of the school. So, for this more specific systematic planning is required to implement the recommendations successfully. However, there is yet to be any initiative regarding this practice.
- The mentorship and monitoring of the school activities will be held under supportive supervision by the regular visit of SIs, DIs, or AIs with a checklist of items spanning both academic and non-academic aspects through real-time data using the mobile app. It's a good initiative to view the holistic scenario of school education in the state. However, the question is whether an SI or DI is eligible to supervise the teaching-learning process because SIs or DIs have no experience in teaching as in-service teachers. So, administrative persons like SIs or DIs should not be deployed to the concerned supervision. Moreover, SIs or DIs have already burdened their schedules with non-academic, administrative activities. This supervision is proposed as a space for open communication. Again, as per recommendations, the involvement of retired teachers and SMCs may invite unwanted situational crises which has a detrimental effect on the aim of the policy.
- The recommendations include building a culture of reading by reading melas, selection of best reader, institutional membership of the schools to the nearby public libraries and responsibility of teachers to distribute and issue books to the students in the absence of librarians, setting up libraries in each primary and upper-primary schools under West Bengal govt. It's really appreciable to propose reading melas for students. But here, the number of classes has to be reduced to the concerned teacher who would take up the responsibility of distributing the books which in turn hamper the classes of students. Also, there are no provisions for remuneration to the concerned teachers.
- It is recommended to accredit the schools through the newly set up SSAA using an objective matrix of performance indicators. Here teachers will be recognized for their individual effort. When the higher education institutions are being assessed and accredited by NAAC they are given a good amount for their better performance based on some criteria. But here no such provisions have been seen to accredit the schools across the state. As a result, the aim of accreditations of schools may be ignored and dissatisfied. The recognition of teachers is an encouraging factor for them. Though till date no such initiative has been taken for it.
- With the advent of technological advancement, digital technology should be leveraged to enhance the teaching-learning process in a more personalized, engaging, and interactive way. So, every school should have a robust ICT infrastructure with the Internet. But the policy document mentions any sanctioning amount to build the infrastructure in the school. Although the state govt is giving some amount of money to the pupils of the higher secondary stage to buy the smartphone. Also, teachers should have ICT tools like laptops with adequate software to teach the pupils easily and clearly. It is said in the WBSEP 2023 that the aim is to ensure every child has

access to a computer. To be feasible with this programme, a large amount of money must be sanctioned for the schools to build an infrastructure to optimize their teaching at the 21st-century level. So, it's quite uncertain to implement the scheme at the school level.

Conclusion: Both policies i.e., NEP 2020 and WBSEP 2023 aim to universal high-quality education to enable the child equipped with competencies, resilience, 21st century skills, and behavior making them responsible, rational, compassionate citizens of the country. The teacher quality has a direct and positive impact on the students' achievement. Teaching quality is the most important factor influencing students' achievement (Patil, 2022). The NEP 2020 acknowledges the contribution, and efforts of teachers and so it emphasizes empowering the teachers and recommends some facilities to do their job effortlessly. Therefore, the talented and best persons would come to the teaching profession. The WBSEP 2023 also has proposed some recommendations in line with NEP 2020 despite differences. Though both policies say teachers to bring contemporary pedagogy to the classroom with 21st-century skills NEP 2020 facilitates brilliant students to enter the teaching profession with merit-based scholarship, especially for rural areas. Also, incentives are to be given to teachers doing their teaching jobs in rural areas. Again, whereas in NEP 2020 harmful practices teachers-transfer have to be stopped in WBSEP 2023 in the name of normalizing PTR teachers are to be transferred after a micro-level analysis of the situation. In NEP 2020 teachers are to refrain from any non-teaching administrative activities to concentrate their teaching activities whereas in WBSEP 2023 there are no such recommendations to apart teachers from such activities. However, the sharing of human resources as subject teachers across the group of schools is the same to ensure deployment of the adequate numbers of subject teachers in schools. In NEP 2020, for improved classroom transactions teachers are to participate in at least 50 hours of CPD to get a promotion in their career whereas WBSEP 2023 teachers also have to participate CPD programme. Also, both policies recommend the promotion of teachers based on performance appraisal but not on seniority. The NEP 2020 suggests that teachers will be recognized for novelty in their teaching to improve teaching-learning outcomes in their classrooms. But no such provision is there in WBSEP 2023. However, at the time of accreditation of the school by SSAA, the individual efforts of the school teachers will be recognized. In both policies, teachers will have a vibrant, caring, and inclusive community of teachers. The NEP 2020 is the third national policy on education after NPE-1968 and NPE-1986. Given the previous history of implementation of the policies, we can conclude that the successful implementation requires multiple initiatives and actions and most importantly the political will. All the recommendations of the previous policies hadn't been implemented properly. The most important factor responsible is the funding for it. The NEP policies recommended 6% GDP in the education sector to implement the proposals of the policy properly. The state policy also depends upon the central share of 6% of GDP. India's expenditure on the education sector is however around 3% of GDP which is smaller than most developed and developing countries. Also, both policies would have recommended calling philanthropic funds as well as private funds to support the education sector. Due to such fund constraints, it may be possible to not implement all the policy recommendations. Again, a bureaucratic system may lead to unspent funds, parking of funds, and delay in disbursement of funds. Some of the recommendations of both policies may not be feasible to implement at all. So, concerted efforts will be required in a synchronized and systematic way to implement the recommendations successfully (*National Education Policy 2020, 2020*).

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