



The Commitment of Teachers in the Context of NEP-2020: A Holistic Study

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Abstract

The National Education Policy (NEP) 2020 introduces transformative changes to India's educational framework, promoting inclusivity, flexibility, and interdisciplinary approaches to learning. Its success largely hinges on teachers' commitment to fostering knowledge, skills, and critical thinking. This holistic research paper delves into the multifaceted nature of teachers' commitment within the framework of NEP-2020. It explores parameters such as professional ethics, motivation, job satisfaction, and policy alignment, offering a conceptual framework to understand how teachers' dedication can effectively contribute to achieving the goals of NEP. The paper addresses challenges teachers face in meeting policy expectations and suggests strategies to enhance their commitment. It emphasizes the importance of professional development, autonomy, and resource-based education while highlighting the critical role of teachers in advancing NEP's vision of equitable, inclusive, and innovative education systems. By underscoring the connection between teacher commitment and sustainable reforms, this paper affirms the centrality of teachers in fostering an enduring transformation in India's education system.

Keywords: NEP-2020, Teacher Commitment, Educational Innovation, Professional Development, Inclusive Education, Pedagogical Practices, School Education

1. Introduction

The National Education Policy (NEP) 2020 marks a pivotal shift in India's educational landscape, emphasizing inclusive, equitable, and high-quality education. It aims to bring transformational changes to teaching practices and learning outcomes, with teachers playing a crucial role in transitioning education towards a learner-centered model. This research paper investigates the



concept of teacher commitment within the framework of NEP-2020. It explores how the policy seeks to redefine teachers' roles and examines the impact of motivation, engagement, and professional values on their effectiveness. The success of NEP-2020 is largely dependent on teacher commitment, encompassing their dedication to fostering student development, upholding institutional values, and demonstrating professional excellence. Particularly in the Indian context, this paper provides a conceptual framework to understand the relationship between policy expectations, teaching practices, and school culture.

2. Dimensions of Teacher Commitment

Teacher commitment reflects their dedication and responsibility toward their profession, students, and institutions. In the context of NEP-2020, teacher commitment involves a broad vision that includes promoting holistic development, encouraging collaborative and interdisciplinary learning, and adhering to evolving educational practices. It is a multifaceted construct that includes:

2.1 Commitment to Students: Teachers are responsible for fostering the academic, emotional, and social development of their students.

2.2 Professional Commitment: Teachers must be dedicated to adopting innovative teaching methods, adhering to professional ethics, and pursuing continuous development.

2.3 Institutional Commitment: Teachers should support the goals of their schools or colleges and contribute to creating a positive learning environment.

2.4 Commitment to Policy and Reforms: Teachers must align with the transformative goals of NEP-2020, participating actively in implementing educational reforms and modern practices.

3. NEP-2020 and Teacher Commitment

NEP-2020 positions teachers at the core of educational transformation, recognizing them as critical change agents. To realize the vision of this policy, teachers must demonstrate unwavering commitment to its objectives. This section explores how NEP-2020 influences various dimensions of teacher commitment:

3.1. Commitment to Holistic Education

NEP-2020 emphasizes a shift towards holistic development, where cognitive, emotional, and social skills hold equal importance. Teachers are expected to foster critical thinking, creativity, and problem-solving abilities in students. Committed teachers will transcend traditional content



delivery, embracing these new responsibilities to encourage interdisciplinary learning and cater to diverse student needs.

3.2. Commitment to Inclusivity and Equity

The policy underscores the importance of equitable education, aiming to provide access and opportunities for students from marginalized communities. Teachers must be sensitive to cultural, linguistic, and socio-economic differences, creating inclusive and supportive learning environments. NEP-2020 calls on teachers to act as driving forces in reducing educational disparities, ensuring that no child is left behind.

3.3. Commitment to Professional Growth

NEP-2020 highlights the need for continuous professional development. Teachers are expected to engage in lifelong learning, adopt innovative teaching methods, and stay updated with the latest pedagogical tools and interdisciplinary knowledge. The policy emphasizes teacher training programs, peer-learning networks, and mentorship to enhance professional competence and adaptability.

3.4. Commitment to Autonomy and Accountability

A key feature of NEP-2020 is empowering teachers with autonomy in their teaching practices, accompanied by increased accountability. Teachers are expected to take ownership of student outcomes and align their efforts with institutional and national educational goals. A committed teacher will balance this autonomy with responsibility, ensuring self-regulation and dedication to achieving high standards.

3.5. Commitment to Innovation and Customization

NEP-2020 places significant emphasis on designing and implementing customized educational approaches that meet the diverse needs of students. Teachers' autonomy is pivotal in crafting such strategies, supported by a commitment to continuous improvement and adaptation. Professional autonomy, coupled with a sense of competence and intrinsic motivation, strengthens teacher commitment and drives effective educational practices (Deci & Ryan, 2000).

3.6. Integration of Technology

NEP-2020 envisions a digitally empowered educational ecosystem, where technology becomes a key tool for enhancing both professional growth and student learning experiences. Committed



teachers are expected to embrace technology as a resource to enrich teaching and learning outcomes. Integrating technology is not merely a technical shift but also a pedagogical transformation towards 21st-century skills, such as adaptability and collaboration (Mishra & Kohler, 2006).

4. Factors Influencing Teacher Commitment in the Context of NEP-2020

The NEP-2020 provides a comprehensive framework for educational reform, but its success largely depends on the extent to which teachers are committed to its objectives. Several factors can influence teacher commitment in this context:

4.1. Motivation and Job Satisfaction

Intrinsic motivation and job satisfaction are critical components of teacher commitment. Alignment with the vision and goals of NEP-2020 can enhance teachers' sense of purpose and motivation. However, challenges such as workload, inadequate resources, and unclear expectations can negatively impact their commitment.

4.2. Opportunities for Professional Development

NEP-2020 emphasizes structured and continuous professional development. Access to training, mentorship, and peer-support networks can positively influence teacher commitment by equipping them with the skills and confidence to implement the policy effectively.

4.3. Institutional Support

Institutional support plays a pivotal role in enhancing teacher commitment. Schools and colleges should create an enabling environment aligned with NEP-2020's vision, which includes providing resources, encouraging innovation, and valuing teachers' contributions. A lack of institutional support can lead to burnout and diminished commitment.

4.4. Policy Implementation Challenges

While NEP-2020 sets ambitious goals, implementation challenges such as inadequate infrastructure, administrative pressure, and slow policy rollout can hinder teacher commitment. Clear guidelines and adequate time to adapt to new frameworks are essential for sustaining their commitment.



5. Recommendations to Strengthen Teacher Commitment

To ensure teachers remain committed to achieving the objectives of NEP-2020, the following recommendations are essential:

5.1. Clear Communication and Engagement

Teachers should actively participate in discussions on policy changes and decision-making processes. Transparent communication of expectations, responsibilities, and timelines can reduce uncertainty and foster commitment.

5.2. Relevant Professional Development

Training programs should be context-specific and aligned with NEP-2020 goals. Tailored workshops, online modules, and mentoring systems can help teachers adapt to new curricula and pedagogical approaches effectively.

5.3. Emotional and Institutional Support

Prioritizing teachers' well-being is crucial for maintaining their commitment. Counseling services, peer support groups, and a positive working environment can alleviate emotional stress and motivate teachers to engage with policy reforms.

5.4. Addressing Implementation Barriers

Clear and consistent policy implementation plans are necessary to build trust and confidence among teachers. Adequate infrastructure and realistic timelines should be established to support teachers in adapting to new expectations.

6. Challenges to Teacher Commitment in the Context of NEP-2020

Despite the pivotal role of teacher commitment in implementing the NEP-2020, several challenges may hinder this commitment:

6.1. Workload and Burnout: Teachers face expectations to engage in continuous professional development, innovate in teaching practices, and integrate technology into classrooms. If these expectations are not supported by institutional frameworks, they can lead to burnout (Coleman & Rousseau, 2001).

6.2. Misalignment Between Policy and Ground Realities: Teachers may encounter difficulties in aligning policy expectations with practical classroom realities. If there is a perceived disconnect between the aspirations of NEP-2020 and ground-level feasibility, it



may lead to conflict and resistance to change (Arthur & Davis, 2003). Such misalignments can reduce teacher commitment as they struggle to reconcile ambitious policy goals with everyday challenges.

6.3. Professional Autonomy vs. Accountability: While NEP-2020 emphasizes the importance of teacher autonomy, it simultaneously increases accountability. Balancing these dual expectations can be stressful for teachers, leading to tension and dissatisfaction if not managed effectively. Overemphasis on regulatory oversight can also undermine teachers' sense of empowerment (Tschannen-Moran & Hoy, 2001)

7. Conclusion

Teacher commitment is a cornerstone for the successful implementation of NEP-2020. Teachers are instrumental in promoting inclusive and student-centric education while contributing to India's evolving educational landscape. This paper highlights the significance of motivation, professional development, and institutional support in fostering teacher commitment. The findings emphasize that sustaining teacher commitment is crucial to realizing the transformative goals of NEP-2020. Teachers' dedication to innovative and inclusive education will shape the future of India's education system. By addressing challenges such as workload, policy misalignment, and balancing autonomy with accountability, educational stakeholders can ensure long-term success. Ultimately, the NEP-2020 envisions an education system where teachers are at the center of transformative change. Empowering and supporting them will be vital for creating a robust foundation for the nation's academic and social progress

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