



## **NATIONAL EDUCATION POLICY (2020): A STEP TOWARDS BUILDING TEACHERS' RESILIENCE IN INDIA**

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### **Abstract**

In today's world, teachers are confronted with a plethora of challenges throughout their careers. Consequently, many teachers realized that their attitudes about themselves, their pupils, and their job are more pessimistic now than when they first started in the field. These teachers may see a decline in their sense of work satisfaction. So, they need the mental strength to persevere in the face of adversity to develop the resiliency that will allow them to navigate difficult situations successfully. The ability of teachers to be resilient is critical to their success as teachers. In the past, some limited initiatives had been made to systematically strengthen and build resilience characteristics in teachers but could not achieve the targeted objectives. According to National Education Policy 2020, the lack of teaching quality and motivation among Indian teachers is due to the deplorable conditions of teacher education, recruiting, deployment, and service conditions. The need to provide well-rounded service conditions for teachers is emphasized throughout the policy. So, the purpose of this study is to provide an overview of the resiliency of teachers as well as the role of the National Education Policy 2020 in building Teachers' Resilience.

**Keywords:** Teachers, Teachers' resilience, Resilience, National Education Policy 2020

### **Introduction**

At this time, teachers all over the world are faced with thousands of stressors that have an impact on their cognitive and emotional functions. Some examples of these stressors include a lack of support from their peers, school politics, limited support resources, a lack of support from their

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family and society, a low salary, and inadequate government policies, etc. Consistent exposure to these stresses may lead to feelings of insensibility or disengagement from one's work, which in turn can lead to poor performance on the part of the teacher. In the realm of education, resiliency has emerged as an essential component of the study, particularly in nations where high resignation rates have been seen together with low-quality teaching in the teaching profession (Scheopner, 2010; Hong, 2012). Due to the intellectual, emotional, and service-oriented aspects of the job, teaching is unquestionably the most difficult and complicated career in the world (Mercer, 2020; Sikma, 2021). Anil Shukla and Tripta Trivedi (2008) investigated cases of burnout in the teaching profession in India. The outcomes of the research indicate that the primary components of burnout for teachers are feelings of emotional tiredness and a sense of personal success. This reflects the reality that instructors are feeling tired not just physically but also emotionally as a result of their work. They see that they are unable to be productive in their work setting, and as a result, they are losing confidence in themselves. Because teachers bring their sentiments, emotions, and values to the classroom, it is of the highest importance to care for their mental health and the situations in which they find themselves in all educational settings (Dewaele & Li, 2020; Zhang and Zhang, 2020; Greenier et al., 2021).

High workload, little assistance, ineffective time management, and a lack of understanding of child psychology and pedagogy may all contribute to several difficulties and failures in the teaching profession. Inadequate teacher preparation programs are to blame for these issues in many nations, including India. These programs fail to educate teachers about the complexities of the classroom. The positive effects of resilience on teacher education and individual teachers and their pupils are distinct. As a result, teachers experience less burnout and less stress and report higher levels of job satisfaction, well-being, the pleasure of work, motivation, self-efficacy, and other positive emotions and attitudes (Brunetti 2006; Doney 2013; Richards et al., 2016). In order to create the traits of resilience, earlier education policies have brought up teachers' difficulties and tried to find solutions to their problems. However, these policies have not been successful in achieving their goal of increasing the quality of teachers. Hence the goal of improving the quality of teachers is further extended in the National Education Policy 2020. When considering solutions to teacher issues, the NEP 2020 is expected to put teachers at the centre of change. This policy places emphasis on the many challenges faced by teachers and seeks to address those challenges by guaranteeing a stable income, respect, dignity, and independence for educators at all levels, in addition to offering ongoing professional advancement and career progression opportunities. If we want to raise the next generation of responsible citizens, the NEP-2020 Policy must help restore teachers' status as the most valued and indispensable members of our society. It is the responsibility of the system to equip teachers with the resources and assistance necessary for them to achieve success in the classroom. The new education policy has to inculcate in the system fundamental techniques of quality monitoring and accountability while also providing a sustainable income, respect, dignity, and autonomy for teachers of all levels.

## **Teachers' Resilience**

A teacher's resilience means that a teacher can handle the ups and downs of the education field and keep teaching despite all the bad things that can happen. Teacher resilience is an essential area of study because students do better in school when they have good teachers who stay in the field. Brunetti (2006) explained teacher resilience as "a quality that enables teachers to maintain their commitment to teaching and teaching practices despite challenging conditions and recurring setbacks."

Teachers' resilience, as well as their knowledge, skills, and other qualities, make up a patchwork of learning support that helps students do better in school. It is even more critical when you think about the fact that teachers are the most important resource for making sure students learn well, especially in an emerging economy with few resources.

Teachers' resilience is defined as the ability to overcome personal and environmental vulnerabilities while remaining committed to teaching in the face of teaching-related obstacles, pressures, and demands (Brunetti,2006; Daniilidou & Platsidou,2018). The resilience of teachers is a dynamic process that is defined by their individual characteristics, such as self-worth, anxiety, spirituality, cognitive aptitude, and social skills, as well as the interactions these characteristics have with external factors. These interactions define how teachers react to stressful situations. These external factors include support systems, occupational uncertainty, high pressure, and workload (Mansfield et al.,2012).

Mansfield et al.(2012) use a four-dimensional protective factors model to explain the qualities of a resilient teacher:

- **Professional Resilience**

The term "professional resilience" refers to the set of pedagogical abilities that enable a teacher to conquer the obstacles and difficulties that present themselves within the context of a school setting. A commitment to ongoing professional development, the utilization of coping strategies to address challenging situations in the classroom, and the use of a variety of teaching practices are some of the characteristics of a teacher who demonstrates professional resilience. Other characteristics include familiarity with students and the ability to respond to their needs.

- **Emotional Resilience**

Emotional resilience encompasses characteristics such as teachers' capacity to control their emotions and not take things personally, keep their sense of humor, love teaching, and feel a sense of personal satisfaction despite the stresses of the profession.

- **Motivational Resilience**

Teachers who exhibit motivational resilience are those who, despite challenges, remain focused on their professional development, make well-considered decisions about their careers, and strive to achieve attainable objectives.

- **Social Resilience**

Effective interpersonal skills that enable the creation of social support networks, such as mentorship for aspiring teachers and the ability to effectively engage and collaborate with co-workers, family members, and friends, are essential components of social resilience.

The job of a teacher is mentally and emotionally stressful. It has always needed resilience to be a teacher, particularly if one wants to maintain effectiveness over time. Teachers must have a high degree of resilience since they must encounter and battle a great deal of difficulty in their professional lives. As a result of the nature of the teaching profession, those who choose to enter it are often put in stressful and difficult circumstances. Teachers need to have a high degree of resilience since they deal with a lot of stress in their jobs. As a profession, teaching can be pretty stressful and challenging for its practitioners. Educators should keep working as hard as they can despite the difficulties they may be facing. Teachers who are good at what they do are those who are happy in their careers, who are resilient in the face of stress, who have support networks both inside and outside the classroom, who are resourceful in the face of challenges, and who offer solutions to their students and their parents, who are reliable and consistent, who have their thoughts and ideas about teaching, who are committed to their growth as professionals, and who aspire to be the best teachers they can be.

### **National Policies on Education and Teachers' Resilience**

Education policy is the set of rules and ideas that determine how education systems work. The module also tries to answer questions about what the goals of education are, what methods are used to reach these goals, and what tools can be used to measure their effects. The teacher is very crucial in bringing about the necessary changes in the students. The National Education Commission, therefore, stressed the teacher's role as follows: "The destiny of the nation is being shaped in the classroom." Almost all of the reports and the findings of the different commissions supported the idea that the standard of living enjoyed by the members of any society is directly correlated to the level of education that is made available to them. The quality of the teacher is a very significant component of the educational system. As a result, the standard of education is directly correlated with the quality of the teacher. Throughout their careers, teachers are put in various settings that put them in uncomfortable or stressful situations. If not effectively managed, conflict and stress can have a negative impact on both one's physical health and psychological well-being, potentially leading to shifts in one's sense of self-worth, alterations in sleeping and eating routines, sadness, decreased job satisfaction, and an increased likelihood of becoming ill (Linville, 1987; Brooks, 1994). Not enough money for schools, putting much weight on how well teachers do on standardized tests, having to deal with difficult parents or students, problems with classroom management, financial stress, feeling underappreciated or undervalued, and not having much freedom and changing expectations can all contribute to teachers' physical and mental exhaustion, sleep problems, lack of belief in one's own abilities or potential, lack of inspiration or drive, and anxiety. These issues create a lot of problems in the teaching-learning process because a good learning process requires a healthy, fully motivated, and energetic teacher. There have been several policies on education enacted with one of the intentions of assisting teachers in overcoming these

problems and making them more resilient; nevertheless, despite these efforts, the anticipated results have not been realized to the fullest extent possible. The NPE-1968 emphasized the vital role that teachers play in advancing the country's educational system and economic growth. It advocated for better pay and working conditions for teachers and encouraged faculty to be free to do and publish their own research and speak out on important domestic and international topics. It is strongly suggested by the NPE-1986 that teacher education should be seen as an ongoing process, with its pre-service and in-service components functioning as integral parts. The National Policy on Education 1986 and its Programme of Action 1992 both called for raising the quality of teacher education as a requirement for raising the quality of student learning in schools. As a direct consequence of this development, a number of training schools have been transformed into District Institutes of Education and Training, Colleges of Teacher Education (CTEs), and Institutes of Advanced Studies in Education (IASEs). NPE-1986, Modified in 1992, was deemed insufficient due to its unfinished objective; it became clear that a new education policy was required to keep up with the rapidly evolving educational landscape of the twenty-first century. Therefore, NEP-2020 was formulated to overcome the unfinished objectives of the previous policies and to construct a new system that is aligned with the aspirational aims of emerging education, including SDG4, while building upon India's beliefs and customs, the whole education structure must be revised and updated, including its regulation and governance.

### **Role of National Education Policy 2020 in Building Teachers' Resilience**

It is known that teachers' quality and motivation do not match expectations because of problems with teacher recruitment, placement, work environment, and empowerment. Schools can only provide students with a high-quality education if they can recruit, train, and keep excellent educators. A school's ability to provide a safe and healthy learning environment is influenced by the working conditions of its employees. Good teachers can be attracted to and retained in the classroom by schools that provide them with a safe, pleasant, supportive working environment and competitive pay. Class sizes, mentorship and induction programs, the degree of autonomy allowed to teachers, and the level of administrative support given to teachers all have a role in successfully retaining and recruiting teachers. (Guarino et al., 2006). Research has suggested that these factors play a crucial role in teachers' job satisfaction; it seems that they also play an important role in building and maintaining resilience among teachers. The National Education Policy 2020 places emphasis on enhancing the resiliency of teachers by assigning more authority to them and providing assistance that enables them to do their jobs more efficiently. By ensuring a living wage, respect, dignity, and autonomy, as well as instilling fundamental methods of quality control and accountability in the system.

Teachers' advancement is hampered by several factors, including ambiguity regarding future opportunities, an overload of non-teaching responsibilities, an absence of incentive recognition, a mismatch in values, and so on. To make teachers more resilient, the new education policy places emphasis on the following issues pertaining to them:

### **Parental Support**

The implementation of recent changes to education policy has made it possible for teachers to seek the direct assistance of students' parents in an attempt to improve morale. Teachers will have a more significant role in school governance in conjunction with parents and other key community representatives. Coolahan (2003) argues that parental support is essential in maintaining a healthy level of morale among teachers. Various research suggested that when parents are involved in their children's education, teachers can devote more time to educating. Teachers can better accommodate their pupils' requirements when they are in constant communication with their families. Teachers' morale rises when parents actively engage in their children's education.

### **Teacher Retention**

By the National Education Policy 2020, the damaging practice of unnecessary teacher transfers will be put to an end in order to retain the teachers. This will ensure that students have consistency in both their educational surroundings and the role models they look up to. Additionally, the teacher will be shielded from obstacles such as distance, difficulties with transportation, sociocultural conflicts, and so on. Transfers will only occur in very exceptional conditions that have been appropriately outlined in an organized way by the administrations of the State and UT. It would be necessary for the teachers to defend themselves against involuntary transfers, particularly politically driven transfers. Voluntary transfers may be avoided by providing service conditions that are respectable and pleasurable. Shen (1997) discovered that teachers who stayed at the same school felt like they had a say in how the school taught and that officials understood their issues. Noor et al. (2012) discovered that teacher transfers had an impact on productivity and teachers' competence in two ways: first, when a teacher is transferred from his current position to a new school, he faces many challenges he wasn't anticipating, such as distance, transport issue, sociocultural issue, and delay in delivery of salary. second, when a teacher is transferred from any school, the remaining teachers at that school face challenges that undermine their competence and efficiency and fail to get the intended results.

### **Minimizing Non-Teaching Responsibilities**

Teachers around the country have been seen doing a wide variety of tasks other than teaching, including voting responsibilities, vaccination drives, a cow census, public surveys, mid-day meals, and the verification of Aadhaar or ration cards. Responsibilities other than teaching are one of the factors that lead to increased levels of stress among teachers, which in turn leads to decreased levels of both mental and physical energy. Banal and Cruz (2022) found that teachers' level of teaching performance declines as a direct consequence of the fact that they have a lot of work to accomplish in addition to teaching; therefore, they experience feelings of stress and lack of motivation. The National Education Policy 2020 recognizes that teachers' involvement in work that is not directly related to teaching is one of the most significant challenges they face. To address this challenge, the New Education Policy 2020 states that teachers will no longer be required to perform work unrelated to teaching. To ensure that teachers can devote their full attention to their teaching

and learning responsibilities, they will not be required to participate in laborious administrative chores or spend more than a reasonable minimum amount of time on work linked to mid-day meals. As a result, teachers will have less stress, which builds resilience.

### **Teacher Autonomy**

Teacher autonomy comes from a desire to grow as a person and professional. This means that independent teachers will look for ways to grow throughout their careers. If the teacher has these traits, he will be self-directed. Studies show that self-directed teachers teach more effectively and efficiently than non-self-directed teachers. The teacher should be allowed to explore, design suitable communication and activity approaches, and address community issues. Teachers need to be able to make decisions on their own, so they can meet the needs, interests, and motivations of each student and tailor their approach to them. The National Education Policy 2020 identified these issues and emphasized that it puts more power in the hands of teachers by giving them more freedom to choose how to teach. This way, teachers can teach in the way they think is best for their students. Additionally, teachers will emphasize students' social and emotional development, which is vital to their overall development. Teachers will be recognized for their innovative pedagogical approaches that not only improve their students' academic performance but also contribute to their career development.

### **Opportunities for Continuous Professional Development**

Continuing professional development enables teachers to adopt a more scientific frame of mind, ultimately improving their professional competency. Continuous professional development helps teachers stay positive and self-motivated by assisting them to stay organized, manage their time well, learn new techniques, and gain knowledge and insight into different parts of their subject. Previously, several educational commissions, committees, programs, and other initiatives acknowledged the significance and usefulness of teachers' professional development as a crucial intervention for enhancing the quality of schooling. To empower teachers to remain optimistic and self-motivated, the National Education Policy 2020 stated that Continuous chances for professional development and exposure to the most recent innovations and developments in teachers' respective fields would be made available to them. These will be made available in various formats, such as in-person workshops at the local, regional, state, national, and worldwide levels, as well as online courses for the professional development of teachers. It is intended that every teacher would take part in at least 50 hours of continuing professional development opportunities each year for their own professional growth, led by their interests.

### **Salary Increments and Promotional Opportunities**

When determining how satisfied teachers are with their jobs, some of the essential factors to evaluate are remuneration, work status, social security, and prospects for career progression. Several studies (Abdullah et al., 2009; Ashoka et al., 2011; Usop et al., 2013) carried out in a variety of settings have investigated the levels of work satisfaction experienced by teachers.

According to the findings of these researches, the principal's acknowledgment and reward for outstanding performance, as well as income, supervision, and possibilities, are some of the most critical factors that contribute to the level of job satisfaction experienced by teachers. Other studies have also revealed the aspects that impact workers' job happiness, such as their compensation, the various benefits they get, and the support they receive from their colleagues. It is a widely held belief that a positive correlation exists between an employee's level of pleasure with their employment and the amount of money he earns.

Promotion opportunities for teachers and remuneration increases are two factors that significantly contribute to overall teacher satisfaction. It helps teachers become more engaged in their work, which in turn improves morale, lowers absenteeism, and, ultimately, increases productivity. To encourage all teachers to perform to the best of their abilities, it is necessary that those teachers whose work is deemed exceptional be acknowledged, promoted, and given pay hikes. Consequently, according to National Education Policy 2020, A comprehensive merit-based framework of tenure, promotion, and salary structure will be constructed, with different levels within each teacher stage. This structure will encourage and recognize excellent teachers by providing them with financial rewards and professional advancement opportunities. Further, outstanding teachers with leadership and management abilities would be taught to lead in schools, school complexes, Block Resource Centres, Cluster Resource Centres, BITEs, DIETs, etc.

## **Conclusion**

The National Education Policy 2020 emphasizes developing the characteristics of resilience among teachers by making an effort to provide more educational support that is insightful, reasonable, compassionate, and substantial by lowering the workloads of the teachers, minimizing unnecessary activities that are not related to teaching, teacher autonomy, and holding seminars and training sessions that are related to self-efficacy. Therefore, the educational institution will have a healthy teaching workload, enabling teachers to effectively carry out their obligations and responsibilities in the face of crisis. Recommendation of these new measures will serve as protective factors for the teachers. Protective factors have an effect on resilience in the sense that they reduce the adverse effects of risk factors. At least two different ways of thinking about them can be found in the related literature: The first component relates to aspects of an individual's or an environment's features that indicate the lack of factors that pose a risk or the presence of factors that foster self-improvement. The second aspect relates to those aspects of an individual's environment that either lessen the negative impact of risk factors or boost the likelihood of favourable outcomes and effective adjustment on the part of the individual (Johnson & Howard, 2007).

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