

Teacher Voices: Attracting and Retaining the Best

Dr APJ Abdul Kalam said “Enlightened citizenship has three components: education with value system, religion transforming into spiritual force, and creating economic prosperity through development”.

Introduction

In India, education is considered one of the most respectable professions because it helps shape the future of children and thus of our country. Effective teacher recruitment policies and practices are not limited to ensuring a high standard of teacher education but also include clear recruitment guidelines and timely and transparent procedures at various stages of recruitment. The main objective of the National Education Policy (NEP) is to ensure that teachers should be given the highest quality training in content and practice. This can be done by shifting the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers.

The policy brief will be stating a comparison between the teacher recruitment process before NEP 2020 and post- NEP 2020. It will be stating the problems and includes a case study on how successful systems select prospective teachers and attract the best to the teaching profession.

Context

Teacher recruitment process before NEP 2020

Recruitment of faculty members from states across the country is either a direct process which is recruitment from non-current faculty members or an indirect process which is promotion or compassionate recruitment of existing faculty members. At both the primary and secondary levels, it is done by direct/indirect process or a combination of both. Indirect recruitment is generally based on the experience and qualifications of the teacher. Both direct and indirect hiring methods have advantages. Direct recruitment allows the government to pump fresh blood into teachers and at the same time raise teacher standards (minimum qualifications) as easily as possible after the teacher has been employed. At the same time, indirect recruitment has the advantage of providing teachers with opportunities for promotion. However, it may not be easy to allow direct and indirect recruitment at the same time from the perspective of building a collegial system at school. A prerequisite for being appointed as a grade I to grade VIII teacher is to pass the Teacher Eligibility Test (TET).

The justification for including TET as the minimum qualification for a person who is eligible to claim Teacher appointments include:

- Setting national standards and teacher benchmarks. The quality of the hiring process.
- Incentives for teacher training institutions and students For these institutions to further improve their performance standards.
- A positive signal to all concerned that the government places particular emphasis on teachers quality.

Teacher recruitment process post NEP 2020

NEP 2020 has made some changes to the recruitment process for teacher appointments. In short, to get a job in a private or public school:

- Teachers must be qualified through TET
- Provide demonstration classes
- Pass an interview
- Knowledge of the local language.

As recently proposed by NEP 2020, the minimum training qualifications for teachers will be changed to a four-year integrated bachelor's degree by 2030. If this admission standard is implemented in the education system, only candidates with a four-year bachelor's degree and a TET, CTET, or STET certificate can apply for a faculty position at a public school in the country. The TETs exam is expanding to target teachers of all levels (primary, preparatory, secondary, secondary) for standardized school education. Teachers are encouraged to teach in rural areas, especially in areas where there is a sharp shortage of currently qualified teachers. An important incentive for teaching in a local school is to provide local housing near or within the school grounds, or to increase housing allowances. To make the lessons more interesting and easy to learn, we use technology to make the subject easier to understand and require CTET and TET qualified teachers to be familiar with the technical device. The government introduced a new Professional Standard for Teachers (NPST), where teachers are selected on the basis of aptitude and talent. As proposed in the New Education Policy 2020, the focus is on making the school teacher recruitment process more transparent, balanced, equitable and empowered.

Problem

The teacher education department suffers from the mediocrity and rampant corruption of commercialization. Today, most institutions offering teacher education are small private universities that offer only a single narrow program and generally lack a commitment to the rigor and quality needs of teacher education. According to the Justice J. S. Verma

Commission (2012) constituted by the Supreme Court, a majority of these standalone teaching institutes - over 10,000 in number are not even attempting serious teacher education, but are essentially selling degrees for a price. Therefore, the education sector and its regulatory system need to be urgently revived through raising standards and drastic measures to restore the integrity, reliability, effectiveness and quality of the teacher education system. The integrity and credibility of the teacher education system has unfortunately taken a great hit and witnessed a severe decline due to the thousands of “Teacher Education Institutions” that are solely commercial operations where little if any teacher education is taking place.

Case Study

Reforms in Teacher Management: A Case Study from Karnataka

Teachers are one of the most important actors in the education system. It is necessary for teachers to have motivation and commitment to improve the overall educational index and quality of education. As part of a NUEPA-led nine-state survey, Centre for Budget and Policy Studies (CBPS) conducted a survey in Karnataka, finding that the state has emerged as a leader in implementing reforms related to teacher recruitment and transfer. Until the late 1990s, recruitment of teachers in Karnataka was through a district committee that selected candidates based on their grade. These finalists were then interviewed and finally elected. This was changed in the early 2000s when the Common Entrance Test (CET) was introduced and the district recruitment committee was abolished. The list of candidates is based on high school grades, professional qualifications, and scores calculated using entrance exams, each with a given weight. Over time, the process has been switched online so that candidates can apply directly through the central application system. At the time of consultation, you can make corrections due to incorrect input or typo. These are automatically updated in the performance list as your grades change. Another was teacher transfers in Karnataka were rare until the early 2000s and were only possible for those with influence and political ties. The 2007 Teacher Transfer Act changed this dramatically as it gave all teachers the right to transfer after a minimum of years of service, especially for those in urgent need. The law limits 8% of executive strength in each unit of transfer priority. Like recruitment reforms, these reforms were initially handled manually. The process was gradually migrated to software and controlled based on a priority list, migration limits, and legal priority units. A computer-assisted online application, a priority list based on well-defined transparent parameters, and a consultation-based final decision using a GIS-based sitemap make the

entire process more comprehensive. It abolished political training and corruption at different levels.

Conclusion

Government needs to come up with efficient policies which we can take forward in order to make a better teacher recruitment process such as the inclusion of streamlined teacher recruitment and deployment policies and processes. These are some of the ways to combat the problems stated above:

- There is a need to strengthen the institution of headmasters / principals and give more powers (not only more responsibilities), including academics to them. An introduction of systematic induction programme for teachers should take place. Some booklets of information related to teacher role/responsibility should be published. The teachers should be aware that there are systems in place to protect their professional interests and aspirations and that their performance matters and will be acknowledged.
- Corrupt and substandard “institutions” cannot and must not be allowed to run. They must be shut down. The Policy gives a very clear in the mandate to do this, and it stresses that this action will have to be implemented with energy and will, in the face of every resistance. If teacher education is to improve and reach the levels of integrity and credibility, all the substandard institutions will have to be closed immediately while good institutions with positive intent should be strengthened.
- Integrated programmes of teacher preparation for all levels of education, and in all areas of the curriculum, must be launched across the higher education sector, while single-stream programmes must be phased out. All of the currently existing genuine teacher education institutions must aim to become multidisciplinary higher educational institutions by 2030.
- The four- year integrated B.Ed. will, by 2030, become the minimal degree qualification for school teachers. By 2030, every higher education institution offering a teacher education programme will be multidisciplinary and offer the four-year integrated B.Ed. programme.
- The large scope of the teaching programmes required for school teacher preparation across all levels and disciplines points to the need for faculty with a wide range of specific expertise.