

Impact of Frequent Structural Changes in Higher Education on Teachers' Motivation: Pre-empting NEP Implementation Fallouts

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Abstract

In the course of implementation of NEP there are several structural changes in higher education that are being ushered in with brutal pace and enthusiasm. Though the NEP document itself concludes that teacher motivation is one of the prime factors in achieving goals of education, specifically those of higher education, it seems that this 'motivation' itself has completely been ignored by the policy document. This article tries to explain how structural changes in education, if brought about in a rush, may negatively affect motivation of teachers engaged in imparting higher education. It also proposes to inquire about individual motivation and its impact on collective motivation in this rapidly changing structure of higher education.

Background

Prima facie, teacher motivation in higher education is one of the prime concerns of the New Education Policy, 2020. In chapter 13 of the document, the policy clearly acknowledges the 'criticality of faculty in achieving the goals of higher education'. Six identifiers and expressions of intent of policy in this regard talk of infrastructure, recruitment, promotion and vertical mobility (NEP, Pg 40) along with academic autonomy which impart a sense of being rightly worded but a closer inspection raises eyebrows. For Instance, infrastructure building calls for a fees hike and thus

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