



## A STUDY ON KEY REFORM IN TEACHER'S EDUCATION UNDER NEP 2020

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### RESEARCH ARTICLE



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#### Abstract

The Indian education system has undergone some changes over time, but the pace has often been slow and limited. The recent National Education Policy 2020 aims to address this by proposing a comprehensive overhaul of the education system, with a particular focus on teacher education. The National Education Policy 2020 in India has ushered in a transformative era of educational reforms, with a significant focus on redefining the landscape of teacher education. This paper examines the multifaceted opportunities and challenges presented by the NEP 2020 in the context of teacher training programs, drawing insights from the policy's core objectives and existing academic literature. The analysis delves into the policy's emphasis on fostering holistic development, integrated teaching-learning approaches, and the need to elevate the status, motivation, and professional capabilities of teachers. The paper explores the potential benefits of the proposed changes, such as the integration of multidisciplinary learning, enhanced practical training, and the incorporation of educational technology. However, it also highlights the challenges of implementing these reforms, including infrastructure constraints, resource allocation, and the need for systemic changes within teacher education institutions. The paper concludes by outlining the critical steps and interventions required to ensure the successful and sustainable transformation of teacher training programs, aligning them with the transformative vision of the NEP 2020. This analysis aims to inform and guide policymakers, educational leaders, and stakeholders in their efforts to reshape the future of teacher education in India.

**Keywords:** *National Education Policy 2020, Teacher education, Education reform, Transformative initiatives, India*

#### Introduction

The National Education Policy (NEP) 2020 marks the first significant educational reform of the 21<sup>st</sup> century, succeeding the 34-year-old National Policy on Education (NPE) from 1986. This policy aims to make both school and university education more inclusive, flexible, and interdisciplinary, addressing the demands of modern society while recognizing the unique abilities of each student. The goal is to transform India into a dynamic hub of knowledge and establish it as a global leader in education. NEP 2020 was created through an extensive and collaborative process, reflecting a deep commitment to reform across all educational levels. It emphasizes the need to enhance teacher training, revamp the examination system, improve early childhood education, and restructure the regulatory framework governing education.

The National Education Policy recognises and identifies teachers and faculty as the heart of the learning process. As the Policy will empower teachers of India and lists out various reforms for their recruitment, continuous professional development, service conditions, etc.

NEP 2020 recognises that teachers will require training in high-quality content as well as pedagogy. By 2030, teacher education will gradually be moved into multidisciplinary colleges and universities. The minimum degree qualification for our teachers will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy.

This degree will also include strong practicum training in the form of student-teaching at local schools. Meanwhile, the 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed. It will be intended only for those teachers who have already obtained Bachelor's Degrees in other specialised subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes. They will be offered only to those who have completed the equivalent of a 4-year multidisciplinary Bachelor's Degree or who have obtained a Master's degree in a speciality stream.

Furthermore, special shorter local teacher education programmes will also be available at BITEs, DIETs, and school complexes. These courses will promote local professions, knowledge, and skills, such as local art, music, agriculture, business, sports, carpentry, and other vocational crafts. This also aligns with the vision of the policy to provide holistic education.

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries / Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education.

Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognised for novel approaches to teaching that improve learning outcomes in their classrooms.

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, State, National, and international workshops as well as online teacher development modules. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, etc.

A robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivises and recognises outstanding teachers. As Hon'ble Prime Minister has said, "We remain grateful to the hardworking teachers for their contributions towards shaping minds and building our nation." NEP 2020 will honour and recognise the efforts of all educators in making India a Vishwa Guru.

### **Background**

The National Education Policy 2020 is an important initiative to transform India's education system, including reforms to teacher education programs. The policy aims to address longstanding issues, such as the inability to keep up with global changes and the need for comprehensive reforms. At its core, the NEP 2020 emphasizes a shift towards a more learner-centric approach that develops critical-thinking, problem-solving and other essential 21<sup>st</sup> century skills.

The NEP 2020 recognizes the crucial role of teachers and proposes reform the teacher education programs. These reforms focus on developing teacher's proficiency in technology, improving access to resources and enhancing infrastructure. The goal is to equip educators with the necessary knowledge, skill and tools to nurture student's holistic development. However, the successful implementation of the NEP 2020 faces significant challenges, including the need to streamline decision-making, prioritize resource and address the scale of the task (2023). The NEP 2020 aims to address these issues by proposing a more holistic and integrated approach to teacher education.

Ultimately, the NEP 2020 acknowledges the importance of teacher motivation and the need to restore the reputation and status of teachers in Indian society. By transforming teacher education programs, the policy seeks to empower educators to lead the redesign of India's education system and foster a brighter future for students.

### **Research Problem and Objectives**

This paper examines the challenges and issues in implementing India's NEP 2020, with a particular focus on reforms teacher education programs. The key objectives are:

- Analyze the specific challenges and problems in implementing the NEP 2020, especially in the context of teacher education.
- Provide insights and recommendation on how India can effectively address these challenges and promote "quality education for all" to benefit the global community.
- Explore in a world increasingly focused on long-term strategies for fostering peace, education emerges as a crucial avenue for change.
- Explore the details of the NEP 2020 and how it aligns with the Sustainable Development goals 2030.

### **Significance of the study**

This study reforms of teacher education programs under NEP 2020. It aims to provide insights and recommendation to key stakeholders, including policymakers, educational institutions and educators. This paper will highlight the key changes proposed by NEP 2020 in teacher education, analyze the potential impact on teaching quality and educational effectiveness identify implementation challenges and offer practical recommendations. The study is significant for informing educator's professional development, guiding and policymaker's implementation of NEP 2020 reforms, and enabling academic institutions to enhance their curricula and teaching methods to improve education quality in India.

### **Methodology**

This study employs the qualitative research methodology, involving an in-depth review and analysis of relevant literature and policy documents. The key steps include a comprehensive literature review of academic articles, policy papers and reports related

to India's NEP 2020 and its implications for transforming teacher education programs. The research team carefully analyzed policy documents to understand the proposed changes and their alignment with international standards and best practices in teacher education. The study then synthesized key insights and formulated practical recommendations to address these challenges and effectively implement the NEP 2020 reforms in teacher education. The data collection and analysis for this study are primarily qualitative, focusing on the in-depth interpretation and synthesis of relevant literature and policy documents. This qualitative approach aims to provide a comprehensive, nuanced understanding of the transformation of teacher education programs under the NEP 2020, and to offer valuable, evidence-based insights and recommendations for policymakers, educational institutions, and other stakeholders in the successful implementation of these reforms.

### **Literature Reviews**

- The National Education Policy (NEP) 2020 outlines a multifaceted approach to reforming teacher education in India. This includes restructuring institutions, redesigning curricula, strengthening teacher recruitment and professional development, and improving working conditions for teachers (Sardana et al., 2021).
- The NEP 2020 is a landmark initiative by the Indian government aimed at transforming the country's education system. The policy introduces a range of reforms, such as changes to the structure of schooling, curriculum, and assessment, as well as a renewed focus on teacher education and professional development (Some Inputs for Draft National Education Policy 2016, 2017). Transforming teacher education programs is one of the key pillars of the NEP 2020 (Kumar et al., 2020).
- The National Education Policy 2020 proposes several key changes to transform teacher education in India. These include integrating teacher education with bachelor's and master's programs, establishing multidisciplinary teacher education institutes, strengthening practical training, introducing national professional standards, and making the teaching profession more attractive. The goal is to enhance the quality of teaching and equip teachers with the skills and knowledge required to meet the needs of 21st-century students.
- The NEP 2020 teacher education reforms are well-aligned with the UN's Sustainable Development Goal 4 for quality education, as they aim to improve the quality and status of teachers (Shukla et al., 2023).
- The National Education Policy 2020 in India has ushered in a transformative era of educational reforms, with a significant focus on redefining the landscape of teacher education. This paper examines the multifaceted opportunities and challenges presented by the NEP 2020 in the context of teacher training programs, drawing insights from the policy's core objectives and existing academic literature (Dr. Kumari S.; 2023).
- The aims of NEP 2020 to make both school and university education more inclusive, flexible, and interdisciplinary, addressing the demands of modern society while recognizing the unique abilities of each student. The goal is to transform India into a dynamic hub of knowledge and establish it as a global leader in education. NEP 2020 was created through an extensive and collaborative process, reflecting a deep commitment to reform across all educational levels. It emphasizes the need to enhance teacher training, revamp the examination system, improve early childhood education, and restructure the regulatory framework governing education (Kour P. 2024)

However, successful implementation will require substantial structural changes and investment, as key challenges include resource constraints, bureaucratic hurdles, and scaling reforms nationwide.

### **Theoretical Perspective on Teacher Education**

The proposed reforms in teacher education under the NEP 2020 are informed by various theoretical perspectives on the role and importance of teachers in the education system.

- **Learner-Centred Approach:** The NEP 2020 emphasizes a shift towards a more child or learner-centric education system, which requires teachers to be equipped with the necessary skills and knowledge to facilitate student-centered learning.
- **Constructivist Approach:** This theory pointed the importance of teachers as facilitators of the learning process, guiding students to actively construct their knowledge and understanding, helping students actively engage with and make sense of the learning content.
- **Reflective Approach:** Effective teacher education programs should encourage reflective practice, enabling teachers to continuously evaluate and improve their teaching methods and strategies.
- **Socio-cultural Approach:** This approach, teachers play a crucial role in shaping the social and cultural content of the learning environment, which in turn influences student development and learning.
- **Motivational Approach:** This approach highlights the teacher's motivation, humanitarian values and perceived teaching ability influence individual's decision to choose teaching as a career.

### **NEP 2020 and Teacher Education Reforms**

The NEP 2020 recognizes a significant gap between the capacity for teacher training and the demand for qualified teachers, particularly in the eastern regions of India. This has resulted in a shortage of trained teachers, with many untrained teachers still working in the education system.

The current teacher education system in India faces significant challenges, including limited access to quality professional development and practical training for both pre-service and in-service teachers. This undermines the education system's ability

to develop a skill and motivated teacher teaching workforce to deliver quality education and support student learning. Addressing these systemic issues in teacher education is crucial for transforming the quality of teaching and learning in India.

### **Pre-service Teacher Education**

The NEP 2020 pointed that the reforms in pre-service teacher education, including restructuring teacher educational institution in multidisciplinary university, implementing 4 years integrate B.Ed. program, increasing the duration and quality of practical training and develop a flexible curriculum to equip teachers with the knowledge, skill and dispositions. The NEP 2020 emphasizes the need to develop new curriculum frameworks and standards for teacher education that are aligned with the policy's overarching vision of reforming India's education system. This includes several key elements:

- The policy emphasizes the need to focus on developing foundational skills like literacy and numeracy in the teacher education curriculum. This aims to address the rigidities and inflexibilities in the current system, which have led to a disconnect between theory and the practical needs of student teachers in the classroom. By strengthening foundational skills, the policy seeks to create a more adaptable teaching workshop that can better support diverse student learning needs.
- The new curriculum frameworks will emphasize developing 21<sup>st</sup> century skills in teacher, such as critical thinking, problem-solving, creativity and digital literacy. This shift aims to enable teacher to effectively support the holistic development of students and prepare them for the complex challenges of the modern world, moving away from the prevalent "coaching culture" and rote memorization in the Indian education system.
- The NEP 2020 promotes multidisciplinary and holistic learning in teacher education programs, which aligns with its broader visions to reform India's education system. By integrating various disciplines and moving away from rigid subject silos, the policy aims to equip teachers with a diverse knowledge base to effectively support the holistic development of students and address the evolving needs of the 21<sup>st</sup> century.

The reforms outlined in the NEP 2020 aim to create a highly skilled and motivated teaching workforce capable of delivering quality education and supporting the holistic development of students. These reforms focus on developing foundational skills, 21<sup>st</sup> century competencies, holistic development and multidisciplinary learning in the teacher education programs.

### **In-service Teacher Training**

The NEP 2020 proposed key reforms to enhance in-service teacher professional development. It recommends a comprehensive system of continuous training with high quality, responsive programs. The policy emphasizes a constructivist approach, where teachers actively engage in learning and reflect on their practices. This reform aims to create a highly skilled, motivated and empowered teacher workforce capable of delivering quality education and supporting student development.

The NEP 2020 outlines key elements for effective continuous professional development for in-service teachers, including 1) collaborative and reflective practices that encourage peer learning and self-reflection, 2) school-based models that address specific challenges, 3) sustained, intensive programs that allow deep engagement with new content and pedagogies, 4) personalized, need-based approaches tailored to individual teachers' needs. These reforms aim to create a culture of ongoing learning and improvement among teachers, enabling them to enhance their skills and better support student development.

The NEP 2020 emphasizes the use of technology and digital platforms to enhance teacher professional development programs. Key aspects include:

- 1) Encouraging blended and online training to provide flexible and accessible learning opportunities.
- 2) Developing high-quality digital platforms and resources for delivering content, facilitating collaboration and accessing educational materials.
- 3) Building teacher's capacity to efficiently integrate technology and understand its pedagogical principles.
- 4) Technology-enabled approaches aim to make training more accessible, personalized and effective contributing to the overall improvement of education.

The NEP 2020 outlines a comprehensive plan to reform and transform India's teacher education and professional development. Key reforms include periodic assessment, personalized evaluations and linkage to professional standards and career advancement, which aim to create a more flexible and accountable system of teacher evaluation. The policy focuses on high-quality pre-service training, sustainable and personalized in-service development and the effective use of technology to create a highly skilled, motivated and empowered teaching workforce that can support student development and contribute to India's educational progress. This reform seeks to build a more sustainable and effective teacher development system through an integrated teacher registration system, professional standards, continuous professional development, technology-enabled training, collaboration learning and career advancement opportunities.

### **Key Advantages of New Education Policy 2020**

The NEP 2020 outlines some advantages of teachers' education, including:

- Central role of education: Teacher and faculty are recognized as essential to the learning experience.
- Embracing diversity: There is an emphasis on valuing diversity and incorporating local contexts into curriculum, teaching methods and educational policies.
- Commitment to equity: Equity and inclusivity are fundamental principles guiding all decision making.

- Incorporating technology: The policy promotes the integration of technology in the both teaching and learning processes.
- Engagement with the community: Encouraging community participation is vital for educational success.

### Key Features of Teacher Education in NEP 2020

- Freedom and Responsibility: Emphasizing individual liberty while installing a sense of duty.
- Diversity: Recognizing and embracing pluralism within educational contexts.
- Life skills Development: Focusing on essential skills such as communication, collaboration, teamwork and evaluation.
- Assessment: Prioritizing ongoing assessments that support learning, rather than solely relying on final evaluation.

### Challenges in current Teacher Programs

Despite ongoing efforts, India's current teacher education system faces several key challenges:

- **Disconnect between theory and practice:** Traditional teacher education programs often have limited connection between the theoretical content and the practical needs of student teachers in the classroom.
- **Lack of practical relevance:** Many teacher training programs fails to adequately prepare student teachers needs for the realities and complexities of the teaching profession, leading to a disconnect between theory and classroom practice.
- **Traditional curriculum:** The existing teacher training curriculum is traditional and outdated. In 21<sup>st</sup> century needs modern and skill based curriculum which is support to holistic development.
- **Insufficient practical training:** The duration and quality of practical training component of teachers education programs are often inadequate, leaving student teachers ill-equipped to handle the diverse challenges they face in the classroom.
- **Lack of in-service support:** The current system for continuing professional development of in-service teachers is characterized by limited access to quality training and lack of support for implementing new teaching approaches.
- **Lack of proper guidance:** In 21<sup>st</sup> century teachers need classroom based and skill based training but Government does not arrange skill and class situation based training and guidance, NEP 2020 says that 100 hours professional training must be needed for every teachers.

### Institutional Change s and Governance Reform

The NEP 2020 outlines key of institutional and governance reforms to improve Indian education system:

- Establishing a centralized regulatory body for higher education.
- Decentralization decision-making granting more autonomy to schools, colleges and university.
- Encouraging partnership between education and stakeholders likes industries.
- Implementing monitoring and evaluation mechanisms.
- Creating school complexes to share resources and expertise.
- Increasing public investment in education to at least 6% of GDP.

The NEP 2020 aims to create a more efficient, decentralized and responsive education system. It recognizes the critical role of higher education institutions in improving teacher training, holistic development and multidisciplinary learning.

### Reforms in Teacher Educations: An overview of the NEP 2020 Initiative

The NEP 2020 outlines several reforms aimed at tackling the challenges faced in teacher education. Below is an overview of these reforms:

- **Rationalized Institution Architecture:** Higher education institution will undergo significant transformation, evolving into large, well-resourced and dynamic multidisciplinary entities that provide high-quality teaching, research and community engagement. The definition of a university will encompass a variety of institution, ranging from research-intensive universities to teaching-focused university and autonomous degree-granting college.
- **Motivated, Energized and Capable Faculty:** The NEP 2020 said that strategies to motivated and empower faculty members by establishing transparent and independent recruitment process, allowing them the freedom to design curricula, pedagogy and providing incentives for excellence. Faculty member who do not meet basic performance standards will be held accountable for their shortcoming.
- **Open and distance Learning:** Open and distance learning will be expanded to play a crucial role on increasing the gross enrolment ratio. Initiatives such as online courses, digital repositories, funding for research, enhanced student service and credit recognition for MOOCs (Massive Open Learning Course) will be implemented to ensure that these programs meet the higher standards of quality comparable traditional in-class offerings.
- **Mentoring Mission:** A National Mission for Monitoring will be to provide professional guidance and support to university and college teachers. This initiatives will leverages the expertise of accomplishment senior and retired faculty, including those skilled in Indian languages, who are willing to offer both short-term and long-term mentorship to enhance teacher training and professional growth.
- **Strengthening Teacher Education:** A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) 2021 will be development by the National Council for Teacher Education (NCTE). By 2030, the minimum

qualification for teachers will be a four-year integrated Bachelor of Education (B.Ed) degree. Strict actions will be enforced against substandard standalone Teacher Education Institutions (TEIs).

- **Professional Education:** The NEP 2020 aims to elevate the teaching profession to a status on par with esteemed fields such as medicine and engineering. It highlights the importance of maintaining high ethical and professional standards in education. To achieve this, professional education will be integrated into the broader higher education framework. Institutions like universities, health science college, law schools and agricultural universities will evolve into multidisciplinary institutions. The policy also emphasizes that by 2030, continuous professional development (CPD) and teacher development programs (TDP) will be a key aspect of a teachers career, promoting lifelong learning and adaptability to new teaching strategies and technology advancements.
- **Promotion of Indian Languages:** To preserve and promote the richness of Indian languages, the NEP 2020 recommends the establishment of an Indian Institute of Translation and Interpretation and a National Institute dedicated Pali, Persian and Prakrit. Furthermore, the internationalization of education will be supported through institutional collaborations, the mobility of students and faculty, and the opening campuses by top-ranks global universities in India.
- **Technology in Education:** An autonomous body, the National Educational Technology Forum (NETF) will be established to facilitate the free exchange of Ideas regarding the Integration of technology in education. This platform will focus on enhance learning, assessment, planning and administration. NETF propose that improve classroom practice, support teacher professional development and streamline the management of educational planning and administration.
- **Financial support for Students:** Efforts will be made to incentivize students from Scheduled Castes (SC), Scheduled Tribes (ST), Others backward Classes (OBC) and Other socially and economically disadvantage group. The NEP 2020 says that provide to enhance support, monitor and given scholarship under National scholarship Portal.
- **Emphasis on Pedagogy and Teaching Method:** Teacher training will prioritize child-centred pedagogy, focusing on methods that address the unique needs of each student and encourage exploration and discovery. Emphasis will be placed on diverse teaching strategies, including cooperative learning, experimental methods, to create a more engaging and meaningful educational experience.
- **Promoting Community and Stakeholder Engagement:** The policy promotes active engagement from parents and other stakeholders to create a collaborative and inclusive learning environment. It also emphasizes the importance of designing teacher training programs that reflect local contexts and celebrate cultural diversity, ensuring education remains relevant and meaningful.
- **Focus on life skill and socio-emotional learning:** Teacher training will include strategies to help students build vital life skill like communication, teamwork, resilience and preparing team to face challenges beyond the classroom. Additionally, will be a strong emphasis on socio-emotional learning, enabling teachers to foster students holistic development and promote mental health as a core aspect of education.

### **Pedagogical Innovations**

The NEP 2020 introduces several pedagogical innovation to transform teaching and learning in India:

- Emphasis on hand-on, competency-based learning develop critical thinking, problem-solving and creativity in students.
- Integration of digital technologies, such as online and blended learning, to enhance accessibility, quality, and personalization of education.
- Encouragement of an interdisciplinary approaches, allowing students to explore diverse subjects and make connections across different fields.
- Emphasis ongoing research and innovations in teaching methods to continuous improve the quality and effectiveness of education.
- Commitment to inclusive education and respect for diversity, with measures to improve access and participation of underrepresented groups.
- Strong focus on vocational and skill training to better align the education system with the evolving needs of the job market and the broader economy.

### **Findings**

The NEP 2020 represents a bold and ambitious attempt to reform India's education system, addresses long-standing challenges and aligning the country's educational priorities with the evolving needs of the 21<sup>st</sup> century.

- The policy focus on teacher development, institutional reforms and pedagogical innovations holds great potential to improve the quality and equity of education in India.
- Emphasis on improving teacher preparation, continuous professional development and robust assessment mechanisms can help create more skilled and motivated teaching workforce, which is crucial for enhancing students learning outcomes.
- By investing in high-quality teacher training, creating a more decentralized and responsive governance structure and fostering innovation teaching and learning approaches, the NEP 2020 seeks to create a more dynamic, inclusive and future-ready education system.

- The successful implementation of NEP 2020 recommendation specially teacher education of these reform will require overcoming significant challenges, including resource constraints and entrenched socio-cultural disparities.
- Effective coordination and collaboration between various stakeholders, such as the government, educational institutions, industries and local communities will be essential for ensuring the successful implementation and sustainable impact of the NEP 2020.

### Conclusion

The NEP 2020 offers a comprehensive framework for reforming teachers education, emphasizing quality, equip and relevance in training. By focusing on professionalize, continuous development, effective pedagogy and technology integration, the NEP aims to cultivate a community of skilled educators ready to meet the challenges of the 21<sup>st</sup> century and promote a culture of peace and cooperation in society.

By investing in the enhancement of teaching quality, the improvement of student learning outcomes and the alignment of the education system with the diverse needs of all stakeholders, the NEP 2020 has the power to drive meaningful and sustainable change in India's education landscape. This holistic reform can pave the way for the empowerment and development of future generations. equipping them with the knowledge, skill and mindset required to navigate the complexities of the contribute to the country's continued progress and prosperity.

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