

Revolutionize Teacher Education in the Context of NEP 2020

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Abstract

The **National Education Policy (NEP) 2020** introduces a transformative vision for India's education system, with a strong emphasis on overhauling teacher education. This article explores the current challenges faced by teacher training in India and highlights the key reforms proposed under **NEP 2020**, such as the **Integrated Teacher Education Program (ITEP)**, phasing out sub-standard institutions, establishing **National Professional Standards for Teachers (NPST)**, and promoting continuous professional development. It outlines strategic measures required to align teacher education with **NEP 2020** goals, including curriculum redesign, faculty development, and technology integration. The article concludes by emphasizing the critical role of collaborative efforts in realizing **NEP 2020's** vision and strengthening the foundation of the education system through empowered and well-prepared teachers. The research has been done on observation of some Tripura Government Colleges finding out the implementation of **NEP 2020 Policy**. The research findings indicates that most of the colleges in rural areas are still not aligned with the goals of quality education due to lack of proper awareness of **NEP 2020** policy and lack of proper infrastructure or equipments and proper training of faculties. Research has been done through by conducting interviews and questionnaire methods. **NEP 2020** is a great opportunity in educational field for teachers as well as for students and it can provide a great teaching learning experience if implemented and executed effectively.

Keywords: Transformative vision, Overhauling teacher education, Challenges, implementation of NEP 2020, lack of proper awareness, infrastructure and training of faculties.

Introduction

The National Education Policy (NEP) 2020 has brought a renewed focus on the role of teachers as nation-builders and lifelong learners. Recognizing that the quality of education is directly linked to the quality of teachers, NEP 2020 emphasizes the urgent need to improve teacher education across the country. The policy envisions a future where teachers are well-prepared, continuously supported, and empowered to meet the challenges of 21st-century classrooms.

The National Education Policy (NEP) 2020 marks a paradigm shift in India's education system. Among its many transformative provisions, a significant focus is placed on reimagining teacher education—recognizing educators as the cornerstone of the education system. For the NEP's vision to succeed, revolutionizing teacher education is not just essential, it is urgent.

The Current Landscape

For decades, teacher education in India has faced critical challenges—fragmented programs, outdated ped-

agogy, lack of practical exposure, and insufficient emphasis on holistic development. The quality and consistency of teacher training institutions have varied widely, contributing to a gap between theory and classroom realities.

NEP 2020: A New Vision

NEP 2020 sets a bold new vision for teacher preparation by making several key recommendations:

- 1. Integrated Teacher Education Program (ITEP):** NEP advocates for a four-year integrated B.Ed. degree, which blends subject knowledge with pedagogy and practical experience. This move aims to ensure that teaching is a first-choice profession, not a fallback.
- 2. National Professional Standards for Teachers (NPST):** A set of clear, rigorous standards will guide teacher preparation and ongoing development, ensuring accountability and quality across the profession.
- 3. Focus on Continuous Professional Development:** NEP emphasizes regular upskilling through CPD programs, encouraging teachers to engage in lifelong learning and adopt evolving best practices.
- 4. Use of Technology and Innovation:** NEP promotes the integration of EdTech, experiential learning, and adaptive teaching strategies to make teacher education more relevant and dynamic.

Revamping Strategies

To align with NEP 2020, a multi-pronged approach to revamp teacher education must be adopted:

Curriculum Reforms: Teacher training curricula must be redesigned to reflect 21st-century skills, socio-emotional learning, inclusive education, and digital literacy.

Faculty Development: Training the trainers is critical. Faculty in teacher education institutions must undergo regular orientation and professional development to stay aligned with NEP goals.

Strengthening Practicum: More robust and sustained field engagement is necessary. Student-teachers should experience immersive internships in diverse classroom settings with mentorship support.

Multidisciplinary Integration: Teacher education institutions should be housed within multidisciplinary universities, fostering cross-disciplinary learning and research.

Quality Assurance: Establishing strong accreditation mechanisms and outcome-based assessments to ensure programs meet national standards.

Education has the key role in developing youth of our country and focusing that Government of India has made a drastic change in National Education Policy.

As per National Education Policy 2020, Government of India and the guidelines of University Grants Commission for the Learning Outcomes Based Curriculum Framework Under the Choice Based Credit Systems, Curriculum and Credit Frame Work for under graduate programme in Science Arts and Commerce.

The structure and duration of Under Graduate Programmes proposed by the NEP 2020 are follows:

Under Graduate Programmes of either 3 or 4 years duration with multiple entry and exit options within the period with appropriate certifications.

- A certificate after completing one year i.e two semester of the study of chosen discipline or field including vocational and professional areas.
- A diploma after 2 years (4 semesters) of study.
- A Bachelor's degree with honours after a 4-year (eight semesters) programme of study;

- A Bachelor's degree 'with research' after a 4-year (eight semesters) programme of study if the student completes a rigorous research project in his/her the major area(s) of study as specified by the Higher Education Institutes. The 4-year multidisciplinary Bachelor's programme is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) has been established which would digitally store the academic credits earned from various recognised Higher Education Institutes so that the degrees from a Higher Education Institutes can be awarded taking into account credits earned.

The NEP 2020 envisages flexibility in the designs and duration of Master's degree programmes:

The structure and duration of master's programmes of study proposed by the NEP 2020 include:

- A 2-year Master's programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme;
- A 1-year Master's programme for students who have completed a 4-year Bachelor's degree (Honours/Research) programme with research; and
- An integrated 5-year Bachelor's/Master's programme.

Undertaking a Ph.D. programme shall require either a Master's degree or a 4-year Bachelor's degree with research.

NEP 2020 guidelines has created a vast change in educational field specially in higher education. As per the guidelines students can able to learn practical skills that they are going to face in their future career. NEP 2020 focuses on providing quality education to Higher Education Institutes.

NEP 2020 has focuses on the opportunities for learning skill enhancement, ability enhancement vocational courses along with the academic course which will help students to learn new things with fun, which will enhance their communicational skills, potentiality and employability.

The new policy focused on professional skills that will help students to build problem solver, learning professional experience by internship or research or a learner should know with reference to the subject or a learner should be able to do and core skills refer to basic skills involving dexterity and use of methods, materials, tools and instrument used to perform the job including IT skills needed for that nature of working relationships.

It has focuses on wide range of theoretical knowledge along with practical skills and full responsibility of output and group development, level of responsibility for self and others. It has focuses on language provide medium of fresh and free-thinking expression and clarity in thought and speech. It forms as foundation for learning and other courses communication in english and along with other language.

The new education policy will becoming a great academic experience for the students because this policy has been organised in such a way that students can go through a vast practical learning experience during their academic course along with their own interest.

It has been analysed that only theoretical knowledge is not enough for students, practical and field study is important for them for professional development so that they can adjust themselves in work culture in future career. It provides larger scope to the learners facilitating career centred goals.

Colleges and universities provide opportunities to their students for jobs through campus recruitment or career development programme or recruitment drive but students after getting job they face difficulties in adjusting themselves to the working environment. Implementation of new policy will help students to gain professional learnings during the academic year as it provides larger scope for research and development which enhances quality in professional learning.

For providing quality education to the Educational Institutes should have quality teachers or faculties. Trainings for existing teachers or professors also required to develop the teaching skills as for implementing new policy, process of teaching required to be changed.

The New Education Policy promotes skill-based education which encourages and improve the art of learning to enable students to succeed both in classroom and in the modern workplace.

Students gain ownership of their learnings through skill-based education, which also enables them to close the comprehension gap. The new policy is to challenge students to think creatively, innovatively and encourage to think logically, and explore ideas and apply their learning into practice. Additionally, it helps students to become more confident and self-assured as they gain experience on real world projects.

Observation

Some observation and research have been done on Tripura Diploma and Degree Colleges, finding the out the implementation of NEP 2020. Observation from remote areas colleges in Tripura.

There are many rural areas where Degree or Diploma college students are backward from quality education as compared to urban areas. Implementation of NEP 2020 will be a great opportunity for those college students. Government degree and diploma college students will also get the opportunity in learning professional course. Due to lack of quality education students also take less interest in academic studies, results of which these students could not perform well as compared to private or urban college students. NEP 2020 will be a great help for developing potentiality of in them.

As implementation of NEP 2020 has been started from the academic year 2023-2024. Research has been done on the on-going process of implementation of new policy in the colleges. Point of view / opinion of existing teachers has been collected through questionnaire, interview and meetings

Here are some highlights of their opinion regarding NEP 2020.

The research has been going through interviewing those teachers who are align with teaching profession more than 7 to 10 years. Majority of colleges has partly implemented the new policy. As per the research colleges are finding difficulties in proper implementation of the new policy. Students as well as teachers are also not fully aware of the policy due to lack of orientation of the policy. Aiming of providing quality education to the students is turning into inferiority due to unawareness, and lack of quality teachers.

Segregation of major & minor subjects preference creates complexities among students. Though major & minor, vocational and all other courses have been introduced for the development of students but vocational or multi-disciplinary courses are still not given such importance as it supposed to.

Students are taking subjects in other language rather than English but due to lack of translating books and faculties it is getting difficult for students to cope up with the subjects.

Colleges have introduced professional courses but due to lack of practical knowledge and professional skills existing teachers are facing problems in providing quality learnings. Due to lack of proper tools and infrastructure students are lacking behind with the new learnings and competition.

Lack of acceptance of new policy by senior or aged existing teachers creating conflicts among students and teachers and also existing teachers and new joined teachers.

Due to multiple entry and exist system during academic year students are becoming less sincere regarding their study. Those students are weaker in studies are often getting demoralise and leaving education early. Students are unable to cope up with academic syllabus due to additional upgrading subjects.

Though NEP 2020 has aimed at providing quality education through various areas but due to lacking of proper execution of policy turning into various drawbacks.

Continuous awareness of NEP 2020 is required to be focus on every college and educational institutes. Workshops, orientation programme, meetings or conference can be helpful for the college faculties and as well as students for the awareness of new policy. This will open the door for the vast opportunities for Educational Institutes as well as their students.

Trainings for existing and as well as new recruited teachers required to be conduct. As in metropolitan cities the education system is technically growing day by day. There is need to focus on the same in remote areas or small city colleges for fast growing competition.

Educational Institutes should hire industry experts for providing professional learning to the students as well as faculties.

Conclusion

NEP 2020 presents a powerful opportunity to reimagine teacher education in India. By implementing its recommendations with commitment and innovation, we can build a new generation of teachers who are not only knowledgeable but also compassionate, creative and future-ready. Improving teacher education is the first step toward improving the entire education system and ultimately, shaping the future of the nation.

Revamping teacher education is a crucial step towards transforming India's education system. The National Education Policy (NEP) 2020 provides a visionary framework for this transformation, emphasizing the need for integrated teacher education programs, quality assurance, and continuous professional development. By prioritizing the professionalization of teaching and valuing educators as change agents, India can improve student outcomes and drive national development. Collaborative efforts from policymakers, educators, institutions, and society are essential to translate this vision into reality. With a focus on 21st-century skills, socio-emotional learning, and digital literacy, India's teacher education system can be revamped to meet the needs of a rapidly changing world.

“It is hoped that in the coming days, NEP 2020 will create greater opportunities for both students and teachers across all regions of the country.”

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