



REDEFINING TEACHER EDUCATION IN INDIA: TRANSFORMATIVE APPROACHES AND CHALLENGES UNDER NEP 2020

Mrs. Navdeep Kaur¹, Mrs. Saroj Rani² & Mr. Baldev Singla³

¹Lecturer Geography, DIET Ahmedpur (Mansa)

²Lecturer English, DIET Ahmedpur (Mansa)

³SS Master, DIET Ahmedpur (Mansa)

Corresponding Author: Mrs. Navdeep Kaur

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ABSTRACT:

Teacher education has been a focal point of educational policies in India since independence, recognizing that the quality of education hinges on the competence of teachers. The National Education Policy (NEP) 2020 introduces transformative measures aimed at redefining teacher education. This paper explores the proposed solutions and methodologies for teacher training programs under NEP 2020, providing a comprehensive analysis of both current and past practices. It delves into the anticipated benefits of the policy's changes, such as the adoption of a multidisciplinary approach, the equilibrium between theoretical knowledge and practical application, and the integration of technology to enhance learning outcomes. Additionally, the paper addresses significant challenges, including limited resources and entrenched mind sets within teacher education institutions. The objective is to identify implementation gaps and propose strategies for the effective realization of NEP 2020's vision, ultimately aiming to enhance the broader educational landscape ensuring a robust, dynamic, and effective teacher education system.

Key words: NEP 2020, Teacher education, Pre-service, Multidisciplinary.

INTRODUCTION:

The progress of any society is fundamentally reflected in its literacy rate and the accessibility of education to its members. Central to this progress are teachers, who must be at the heart of essential reforms within the education system. A motivated and well-informed teacher is the most important education and school-related factor influencing student achievement, so it's essential to be highly attentive to how we train and support our teachers as

great teachers are always behind the great students. Top-notch teacher-preparation programs focus on deep subject mastery and offer extensive hands-on experience in actual classrooms, guided by seasoned mentors. Just as medical, architectural, and legal professionals learn through case studies, best practices, and internships, these exemplary programs allow future teachers to apply theoretical knowledge in real-world classroom settings.

The National Education Policy (NEP) 2020 aims to position teachers as highly respected, vital members of society, recognizing their key role in shaping future generations. It recognizes the pressing need to redefine teacher education in India, acknowledging that current approaches have not yielded the desired outcomes. Despite improvements in pupil-teacher ratios, the quality of education remains a concern, underscoring the necessity for transformative measures. NEP 2020 aims to revamp teacher training programs, incorporating innovative methods and modern educational theories to equip teachers with the skills required for the 21st century. This paper conducts an in-depth exploration of NEP 2020's proposed changes and their potential impact on the educational landscape.

HISTORICAL PERSPECTIVES ON TEACHER EDUCATION IN INDIA:

Understanding the evolution of teacher education in India requires examining the insights and recommendations of various commissions over the years. These commissions have played a decisive role in shaping policies and practices to improve teacher education, aiming to address the unique challenges faced by the educational sector. Their collective wisdom forms the bedrock upon which current and future reforms are built, ensuring that teacher education remains

dynamic, relevant, and capable of meeting the demands of 21st century.

The Kothari Commission 1964-66 asserted that “no system can rise above the status of its teacher,” emphasizing the profound impact of teachers in education. It advocated for encouraging talented young people to join the teaching profession, ensuring favourable service conditions, and granting them the freedom to conduct and publish their research. “The essence of a programme of teacher education is ‘quality’ and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards. A programme of highest importance therefore is to improve the quality of teacher education.”

“A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teachers.” (Kothari commission report)

Chattopadhyaya Committee National Commission on Teachers (1983-85), envisioned the new teacher as one who communicates to pupils “the

importance of national integrity and unity, the need for a scientific attitude, a committed work mentality and concern for social concern.”

The National Policy of Education (NPE 1986/92)

“Professional training of teachers to be employed in elementary and secondary schools is a pre-requisite in all parts of the country. A large number of these institutions suffer from inadequate facilities human, physical and academic to provide good professional education. Curricula remain unrevised for years, reading lists out of date and practices adopted by teacher educators in direct contradiction to ones being prescribed to prospective teachers.” Giving particular importance to the training of elementary school teachers, it is envisaged that selected institutions would be developed as District Institutes of Education and Training (DIET), both for pre-service and in-service courses of elementary school teachers” (POA 1992)

The Yashpal Committee Report (1993) demands the need of nurturing critical thinking and self-learning in the teachers through teacher training programme.

As per ***NCF 2005*** teachers are being posed as crucial mediating agents through which curriculum is transacted.

NCFTE-2009 states that “teacher is a facilitator who encourages learners to reflect, analyse and interpret in the Process of knowledge construction.”

LITERATURE REVIEW:

Moreton-Robinson, Singh, Kolopenuk, Robinson (2012) “First, there is a pattern within the Australian and Canadian and USA literature showing a separation and imbalance between Indigenous content and the transfer of effective teaching skills in pre-service teacher education. Curricula focus is on the transfer of knowledge and understanding rather than skills. For example, out of the core subjects taught only 25% are concerned with pedagogy and teaching practice.”

“Aspiring teachers need more than just professional skills and dispositions.” (Arvind Mishra, professor of psychology in education at Zakir Husain Centre for Educational Studies, JNU, New Delhi)

“For teaching younger students, teachers need to have an imagination about the imagination of the student.” “As an educator, I recommend that parents ask their children about what they asked their teacher in school instead of what they learnt, because that is a better gauge of the students’ and teachers’ performance,” Shankar Principal DIET in Bihar explained, pointing out that rather than being dogmatic, aspiring teachers need to be competent to learn about any situation they may face in a classroom, as well as empowered whatever comes up, instead of being told what to do. “Neither the training in colleges nor the school

administration allows them to make decisions by themselves," he pointed.

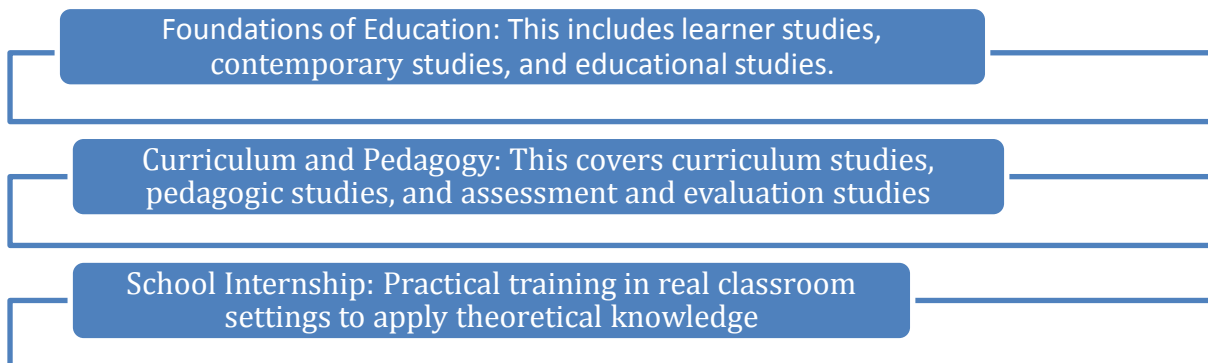
UNDERSTANDING TEACHER EDUCATION AND ITS CURRENT STATUS:

The National Council for Teacher Education has defined teacher education as - "A programme of education, research and training of persons to teach from pre-primary to higher education level".

"Professional development participation refers to the quantity of high-quality professional learning opportunities in which teachers engage, either through self-selection or due to school or district requirements which

directly support student learning". (Huberman & Crandall, 1983; Joyce & Showers, 2002)

The National Curriculum Framework for Teacher Education (NCFTE) emphasizes that B.Ed. Courses should focus on both content and pedagogy. This means that teacher education programs are designed to equip future teachers with a deep understanding of the subjects they will teach (content) and the methods and strategies to effectively teach those subjects (pedagogy). The NCFTE outlines that the curriculum of teacher education is broadly divided into following three main areas:



According to the National Council of Teacher Education's (NCTE) annual report for the academic year 2020–21, there are a total of 16,614 teacher education institutions (TEIs), that offer degrees ranging from pre-primary to M.Ed. In 2021-22, there were 1.7 million students enrolled in education-related courses at the bachelor's level-in Bachelor of Education (B.Ed.) and Bachelor of Elementary Education degrees and 272,120 students enrolled

for postgraduate courses in education, as per the All-India Survey of Higher Education Report 2021.

The National Achievement Survey (NAS) 2021 provides average performance scores of students at the national level, with scaled scores out of 500: 302 in language, 255 in math, 250 in science, 255 in social science of grade 8 students. Students performed better in Language subjects compared to Mathematics, S.S. and Science. The

survey highlighted the need for targeted interventions to address learning gaps and improve educational outcomes.

In the fiscal year 2022, the pupil-teacher ratio for primary school education across India was 26:1. This means there were 26 students for every teacher.

Even though there have been improvements in the pupil-teacher ratio in recent years, we can clearly understand the present status of teacher education in words of the Justice J.S.Verma Commission (2012) constituted by the Supreme Court, “a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education.” (NEP15.2)

Significant issues persist in quality teacher education as per statistics:

- “Teaching does not always attract the best and brightest talent, it is a job performed by those who do not have the

wherewithal to develop and pursue their professional ambitions, this makes it imperative that the training imparted to them in the teacher training institutes makes them competent for their job.” (Mishra).

- The quality of teacher training institutions remains a concern. According to the AISHE report, out of 2,882 surveyed teacher training institutes, only 718 (24.9%) were government-run.
- A significant number of teachers, 142,114 out of 845,498, are undergraduates (NIC report 2021-22).
- There were around 9.5 million teachers in the country in 2021-22, as per the UDISE+ [dashboard](#). Some of these teachers are less educated than the students they are meant to teach, as **India Spend reported** in July 2024.
- Only 45.72% of teachers teaching primary grades have the appropriate professional qualification of a D.El.Ed. Or B.Ed. or equivalent degree; 60.5% of government school teachers and 68% of aided school teachers and 66.45% of teachers working in government schools of the social welfare, tribal welfare and labour department have the appropriate qualification. (Ministry of

Education (2023), Annual Report on Teacher Qualifications)

- Curricula alone aren't enough to improve educational outcomes; they are not the sole means of transformation. This necessitates the creation of a new Indigenous pedagogy, which is currently absent in existing teacher training programs. Training does not help with actual classroom situations; syllabus is unclear, needs to be updated more frequently as per the All-India Survey of Higher Education report 2021.
- 28 per cent dropout between secondary and higher secondary and 8% between elementary and secondary is of big concern (Times of India 21 sept 2021).
- Government Institutions enrolment declined from 49.0% to 48.6% and Govt aided 11.0% to 10.8% from 2018-19 to 2019-20 (<https://educationforallinindia.com> Source: UDISE+ 2018-19 & 2019-20)

PRE-SERVICE TEACHER EDUCATION AS PER NEP 2020:

The NEP 2020, developed after extensive research and consultation, is a thoughtful roadmap aimed at reforming teacher education and the broader education ecosystem. It promotes critical thinking, creativity, and an

inclusive approach to learning. The policy focuses on recognizing and fostering each student's unique capabilities, emphasizing holistic development over rote learning. It seeks to instil values such as empathy, respect, responsibility, and critical thinking, aligning with both academic and non-academic growth, and upholding human and Constitutional values.

Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. (15.1 NEP 2020)

The National Education Policy (NEP) 2020 introduces several significant reforms for pre-service teacher education to enhance the quality and effectiveness of teacher preparation including restructuring teacher education institutions into multidisciplinary universities, implementing a 4-year integrated B.Ed. program, increasing the duration and quality of practical training, and developing a flexible curriculum to equip teachers with the necessary

knowledge, skills, and dispositions (Kumar et al., 2020).

To unlock the inherent potential within individuals, all aspects of the curriculum and pedagogy will be revamped. The NEP 2020 aims to enhance the quality of teacher education through its innovative measures:

- **Multidisciplinary Institutions:** To ensure teachers receive training in both high-quality content and pedagogy, all teacher education programs must be conducted within multidisciplinary institutions by 2030. This approach incorporates inputs from fields such as psychology, sociology, and the arts, ensuring a well-rounded education. These multidisciplinary institutions will strive to establish quality education departments offering B.Ed., M.Ed., and Ph.D. degrees in education.
- **Holistic and Multidisciplinary Approach:** NEP 2020 emphasizes a more holistic and multidisciplinary approach to teacher education. This includes integrating arts, sports, and vocational education into the curriculum to ensure teachers are well-rounded and can foster a similar environment for their students.
- **To maintain Quality and Standards:** To fully restore the integrity of the teacher education

system, only quality institutes will be maintained and rigorous measures will be taken against substandard stand-alone Teacher Education Institutions (TEIs) in the country, including shutting them down if necessary. (from NEP para 5.22-5.29)

- **Integrated Teacher Education Programme (ITEP):** By 2030, the minimum qualification for teaching will be a 4-year integrated B.Ed. degree, which will cover a broad range of knowledge of content and pedagogy, and include extensive practicum training through student-teaching at local schools to provide a more comprehensive and multidisciplinary education for future teachers. 2-year B.Ed. programs will be available at the same institutions for those who already hold a Bachelor's degree and 1-year B.Ed. programs for individuals who have completed a 4-year multidisciplinary Bachelor's degree or hold a Master's degree in a specialty. These institutions, if accredited for Open and Distance Learning (ODL), may also offer high-quality B.Ed. programs in blended or ODL mode to students in remote or hard-to-reach areas, as well as to in-service teachers seeking to upgrade their qualifications, with appropriate

mentoring and practicum training arrangements.

- (i) All B.Ed. programs will incorporate training in both time-tested (traditional) and modern pedagogical techniques including methods for foundational literacy and numeracy (FLN), multi-level teaching and evaluation, educating children with disabilities, catering to children with special interests or talents, utilizing educational technology, and promoting learner-centred and collaborative learning. Each program will feature extensive practicum training through in-classroom teaching at local schools. Additionally, B.Ed. programs will emphasize the practice of the Fundamental Duties (Article 51A) and other Constitutional provisions, along with integrating environmental awareness and sustainability into the curriculum.
- (ii) Special shorter local teacher education programs will be offered at BITEs, DIETs, or at school complexes. For this purpose, distinguished local individuals can be hired as 'master instructors' to teach with the aim of promoting local professions, knowledge, and skills such as local art, music,

agriculture, business, and other vocational crafts.

- (iii) Shorter post-B.Ed. certification courses will be widely available at multidisciplinary colleges and universities for teachers who want to specialize in any areas, taking on leadership and management roles, or willing to move between foundational, preparatory, middle, and secondary stages.

- **Entrance Examinations:** "In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country." (Kasturirangan, 2020, p. 44) Beginning with the 2023-25 cohort, the D.El.Ed. program now requires a Bachelor's degree and includes an entrance exam for admission.
- **New curriculum frameworks and standards:** By 2021, the NCTE, in collaboration with NCERT, will develop a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE 2021) based on the principles of the National Education Policy 2020. This framework will be created

through consultations with all stakeholders, including State Governments, relevant Central Government Ministries/Departments, and various expert bodies. Subsequently, the NCFTE will be revised every 5-10 years to incorporate changes from updated NCFs and emerging needs in teacher education. 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 transforming India's education system. This aims to address the rigidities and inflexibilities in the current system, which have led to a disconnection between theory and the practical needs of student teachers in the classroom (Kumar & Ganesh, 2022).

By strengthening foundational skills, the policy seeks to create a more adaptable teaching workforce that can better support diverse student learning needs. The new curriculum frameworks will emphasize developing 21st-century skills in teachers, such as critical thinking, problem-solving, creativity, and digital literacy (Badiozaman, 2019).

- **National Professional Standards for Teachers (NPST):** The policy

introduces NPST to set clear expectations for teachers at different stages of their careers in teacher preparation, practice, and performance evaluation. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by states and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. A system of multiple parameters for proper assessment of performance will be developed based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST. (para 5.20 NEP)

- **Teacher Eligibility Tests:** TETs will be strengthened to inculcate better test material, both in terms of content and pedagogy and will be extended to cover all stages of school education (Foundational, Preparatory, Middle, and Secondary). Recruitment of subject teachers will consider suitable TET or NTA scores. Teacher hiring will also include classroom demonstrations or interviews to assess passion and motivation.

Private school teachers must similarly qualify through TET, interviews, and demonstrations.

- **Emphasis on Learner Centric Education:** NEP 2020 acknowledges the vital role of teachers in shaping this approach. The policy aims to empower teachers to foster a more engaging, inclusive, and effective learning environment that centres on students. Real-world classroom experiences and practical training are highlighted to ensure teachers effectively facilitate active student engagement with both the content and their peers.
- **Inclusive and equitable education:** Under NEP 2020, teacher training emphasizes promoting inclusive and equitable education. It ensures educators are equipped to address the diverse and extensive needs of all students, including specialized instruction methods and strategies for learners with unique requirements.
- **Focus on Indian Values and Traditions:** Teacher education will include grounding in Indian values, languages, knowledge, and traditions, alongside the latest advances in education and pedagogy.
- **Emphasis on Early Childhood Education:** Special emphasis is placed on training teachers for

early childhood education, recognizing the critical importance of the early years in a child's development.

- **Creation of Digital Resources:** NEP 2020 envisions teachers creating digital resources, lesson plans, and instructional materials. The aim is to equip educators with 21st century skills through resources, video modules, and interactive training sessions. Teachers will receive rigorous training in learner-centric pedagogy and high-quality online content creation using teaching platforms and tools.
- **Increased Use of Technology:** NEP 2020 encourages the use of technology in teacher training programs. This includes online courses, digital resources, and virtual classrooms to make training more accessible and effective.
- **Research and publication:** NCERT will study, research, document, and compile diverse international pedagogical approaches and methods. They will then make recommendations on how these approaches can be integrated into the teaching practices used in India.

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 holistic and multidisciplinary learning in teacher education programs, which aligns with its broader vision to transform India's education system. By

integrating various disciplines and moving away from rigid subject repositories, the policy aims to equip teachers with a diverse knowledge base to address the evolving educational needs of the 21st century.

NEW VERSUS OLD: FROM TRADITIONAL TO MODERN EDUCATION PARADIGMS:

Traditional	Modern
Teacher-Centric Model: Lecture-based, focused on information and memory retention.	Student-Centric Model: Knowledge and application-focused, emphasizing real-world applications.
Limited research	Productivity is directly related to research output
Marks-based, exam-focused.	Competency-based and application-focused.
Lack of emphasis on constitutional values and Indian knowledge systems	Promoting constitutional values and Indian knowledge systems
content based teacher trainings (both pre-service and in-service)	High-quality teacher training programs in learner-centric pedagogy (both pre-service and in-service)
Admission without entrance test	Admission with entrance test
No Teacher eligibility tests for all stages	Compulsory Teacher eligibility tests for all stages
Less autonomy to educators (in curriculum, pedagogy, evaluation...)	More autonomy to educators (in curriculum, pedagogy, evaluation...)
No Multidisciplinary approach and multidimensional institutes	Multidisciplinary approach and multidimensional institutes
1&2-year teacher training course	A 4-year integrated teacher training course, alongside existing 1 and 2-year programs for graduates and postgraduates.
No structured Accreditation process for TEIs	Strong Accreditation process for TEIs
No common guiding set of National Professional Standards for Teachers (NPST); tenure-based promotions and salary increases	A common guiding set of National Professional Standards for Teachers (NPST); performance-based promotions and salary increases
Lack of emphasis on teachers' digital literacy, only offline classes, Minimal research and innovation in education.	Greater emphasis on teachers' digital literacy, Blended learning mode, Focus on academic research and internationalization.

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn and away from the prevalent culture of rote learning. In addition to cognitive growth, education will focus on character development and producing well-rounded, holistic people with the essential 21st century abilities. The goal of these reforms is to produce a pool of highly qualified, well-prepared, competent, self-driven, and skilled educators who can make a substantial contribution to education; who can contribute to nation's progress through producing responsible citizens. Keeping in view the central place of teacher education NPE calls for its overhaul as the first step towards educational reorganisation.

Challenges in the way of these reforms: NEP 2020 aims to create teachers with essential competencies to face student challenges. However, effective implementation faces obstacles:

- Technological Advancements: to update Teachers for AI and other technologies is an issue.
- Student Mental Health: Addressing student anxiety, depression, and other issues requires a supportive environment, which is a challenge.
- Academic Progress and Learning Gaps: Post-pandemic academic progress is difficult to ensure.
- Outdated Curricula: Existing curricula promote cramming, not 21st-century skills.
- Lack of practical relevance: "Many teacher training programs fail to adequately prepare student teachers for the realities and complexities of the teaching profession, leading to a disconnection between theory and classroom practice." (Korthagen et al., 2006)
- Disconnection between theory and practice: "Traditional teacher education programs often have a limited connection between the theoretical content and the practical needs of student teachers in the classroom." (Kumar & Ganesh, 2022).
- Insufficient practical training in teacher education programs leads to wasted time and energy. The lack of support during real classroom experiences disheartens pupil-teachers.
- Classroom Management: Managing positive learning environment in diverse classrooms with varying student needs and behaviours can be challenging in overcrowded Indian classrooms.

- Parental Expectations: Balancing the expectations of parents for their kids and the realities of theirs and classroom can be difficult. Setting realistic goals and clear communication with parents are crucial.
- Limited funding: Many schools struggle with budget constraints, resulting in scarce classroom resources. To foster creative classrooms, teachers need adequate resources to provide quality education.
- The **Samagra Shiksha** scheme also aims to achieve a PTR of 20:1 at all levels of education by 2025; this will require hiring additional teachers and the more effective deployment of existing teachers. (<https://educationforallindia.com>)
- Continuous Professional Development: Staying updated with educational trends and methodologies requires ongoing professional development, ensuring teachers adapt their teaching methods effectively.
- Merit-based scholarships will be offered nationwide to attract outstanding students, especially from rural areas, to quality 4-year integrated B.Ed. programs with local job placement upon graduation.
- The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency.
- The matter of commercialization of education has been dealt with the 'light but tight' regulatory approach; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private.
- The Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches.
- By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force and all stand-alone TEIs will be required to convert to multidisciplinary institutions.
- All multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed.

PROVISIONS TO TACKLE CHALLENGES IN NEP 2020:

- By 2030, the 4-year integrated B.Ed. offered by multidisciplinary institutes will become the minimal degree qualification for school teachers.

- programmes. With pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more.
- Teacher education will focus on the holistic development of students and embrace a learner-centric approach.
 - Greater emphasis will be laid on digital literacy for teachers to equip them with 21st-century skills and keep them updated.
 - The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.
 - Teacher education will emphasize advancing academic research and internationalization, while also promoting Indian knowledge systems.
 - NEP 2020 proposes strengthening Teacher Eligibility Tests (TETs) to ensure that only qualified individuals enter the teaching profession. This includes revising the content and structure of these tests to align with the new educational goals.
 - A common guiding set of National Professional Standards for Teachers (NPST) will be developed by NCTE.
 - Performance-based promotions and salary increases will be ensured, rather than tenure or seniority, to guarantee high-quality education.
 - TEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines. The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Multidisciplinary education with rigorous conceptual development of teachers will be strengthened.
 - All fresh Ph.D. entrants will be required to take credit-based courses in teaching/education/pedagogy/writing. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured. They will also have a minimum number of hours of actual teaching experience.
 - A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages. (NEP15.1 to 15.11)
 - Numerous provisions have been incorporated since the final draft to

guarantee effective implementation. “The implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education”. (Kasturirangan, 2020, p. 62) Strict adherence to the following implementation principles will guarantee the policy's successful outcomes: appropriate commitment and accountability for its successful outcomes; policy initiatives will be pursued in a stepwise manner, taking priority into account; interconnected and comprehensive policy implementation; careful planning, cooperative monitoring, appropriate fund pulsation, and cooperative implementation between the Centre and states. (Kasturirangan, 2020 p.62) Noteworthy is for successful implementation of the policy the initial ten years, from 2021 to 2030, are designated as the implementation period, while the

subsequent ten years, from 2030 to 2040, are operational.

PRACTICAL INSIGHTS INTO POLICY IMPLEMENTATION:

At the first sight policy's provisions seem to transform nation's education scenario but it can only be called a dream because a number of questions are standing in front of us for the actualisation of the policy. This includes a lack of funding for training facilities, insufficient salaries to attract high-quality candidates, set up of integrated programme institutes, lack of teacher educators, rigid mindsets and limited access to teaching materials and many more...

- The NEP 2020 emphasizes the necessity of a multidisciplinary institutional setup, but resource constraints and monitoring issues make this challenging at present. Addressing the commercialization of institutions and eliminating sham teacher education buildings is a significant obstacle.
- Creating a framework for integrated B.Ed. courses quickly is unrealistic, as balancing standardized training with local and individual needs presents a significant challenge.
- NEP lacks a distinct separation between elementary and secondary teachers unlike the current D.El.Ed. courses.

- NEP 2020 highlights the importance of attracting exceptional individuals to the teaching profession but lacks specific criteria or strategies. This gap hinders the practical motivation and retention of top talents. A detailed framework is essential for attracting, retaining, and incentivizing outstanding educators to achieve the policy's goals.
- [Classroom management in today's diverse environments is tough, especially with no practical training programs and limited time and resources.](#)
- The policy does not address the arrangement of financial resources and funds for the numerous proposed and highlighted improvements. Without a practical increase in funding, no significant improvements can be achieved.
- The policy's focus on Continuous Professional Development (CPD) is crucial for modernizing teaching practices. Successfully adopting 21st-century education methods requires carefully planned and thoughtful strategies.
- Reflective practices are promoted in the policy but not yet well integrated into training programs. Practical teacher education is essential, but real-world classroom experience and coordinating internships are challenging and need better organization.
- NEP 2020's performance-based promotions aim to reward effective teaching but raise concerns about potential malpractices. Maintaining transparency, fairness, and rigorous evaluation criteria, with checks and balances, is crucial to uphold system integrity and benefits.
- NEP 2020 highlights the necessity of a systematic approach to sharing teachers at the cluster level, particularly in rural and under-resourced areas to address teacher shortages and promote equitable opportunities. Effective implementation demands structured scheduling, clear communication, and timely monitoring to avoid chaos and maximize resource use.
- NEP 2020 encourages the entry of 100 top foreign universities to enhance India's educational standards and offer diverse, high-quality education. However, this move raises concerns about privatization potentially hindering equitable access for all students.
- "Ever since the Kothari Commission (1966)

recommended 6 percent of the GDP for the education sector, which was later reemphasized by the following committees, commissions, and policy documents but never crossed 4.15 percent (in 1999) of the GDP, which is now almost stagnant at 2.8 for the last couple of years, recently adopted the National Education Policy 2020 reaffirmed the commitment of the Government that efforts will be made to reach 6 percent of the GDP but didn't mention the year by which the Government intends to achieve this goal which would have far-reaching implications for the education sector which is still far away in attaining the status of universal school education in the real sense which is also true for the global commitment in attaining sustainable goals in general and education in particular." (Arun C. Mehta)

FINDINGS:

The findings of this paper underline the transformative potential of NEP 2020 in redefining teacher education. Despite challenges like limited resources and entrenched mindsets within institutions, the policy proposes several key benefits:

- Encouraging a broader perspective in teacher education.

- Attracting exceptional candidates to the teaching profession through competitive admissions.
- Multidimensional Teacher Education Institutions (TEIs) with a robust accreditation process.
- Combining theoretical knowledge with practical application for a more comprehensive training.
- Updating curricula to be relevant to 21st-century skills.
- Leveraging technology to enhance learning outcomes.

The paper emphasizes the need for effective implementation strategies to bridge gaps and fully realize the policy's vision, ultimately improving the future of teacher education and the broader educational landscape in India.

CONCLUSION:

The National Education Policy (NEP) 2020 represents a transformational shift in teacher training, focusing on a multidisciplinary, practical, and technology-integrated approach. It envisions a fundamental restructuring of teacher education programs, bringing them in line with global best practices and modern educational theories. This involves reimagining the duration, structure, and content of teacher training courses to focus not only on theoretical knowledge but also on practical skills and real-world application. By aligning teacher education with the diverse and dynamic

needs of the 21st Century, the NEP's vision is polishing and accelerating a generation of educators who are prepared to inspire, innovate, and shape the future of education.

For our developing country, new policies and commissions are essential for education reform. While these policies bring positive changes, gaps between theory and practice persist. Embracing NEP 2020 is crucial, as it holds great potential for reaching our educational targets. Teacher training programs must be tailored to school needs and aligned with NEP 2020, relying on effective communication and collaboration to address challenges and opportunities. A multifaceted strategy is required, focusing on policy execution, increased funding, and innovative training methods, with successful outcomes hinging on a collaborative approach.

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