



The Role of NEP-2020 on Quality Enhancement of Teacher Education

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ABSTRACT

The NEP-2020 emphasizes a holistic approach to teacher education, focusing on multidisciplinary perspectives, experiential learning, and the integration of technology. Through a comprehensive review of literature and analysis of policy documents, this study identifies key reforms initiated by NEP-2020, including the establishment of multidisciplinary teacher education institutions, the integration of arts and vocational subjects in teacher training, and the emphasis on continuous professional development through digital platforms. The National Education Policy (NEP) 2020 is a comprehensive framework for the transformation of the Indian education system. It encompasses various aspects of education, including teacher education. NEP-2020 proposes a four-year integrated teacher education programme for individuals who aim to become teachers. This programme integrates rigorous academic content with practical classroom experience, enabling prospective teachers to develop a comprehensive understanding of teaching-learning processes. The study investigates the challenges and opportunities presented by NEP-2020 in enhancing the quality of teacher education. It explores issues such as the need for infrastructure development, faculty training, curriculum restructuring, and the alignment of teacher education programmes with evolving educational paradigms. NEP-2020 holds promise for revitalizing teacher education in India; its successful implementation requires efforts from policymakers, educational institutions, and other stakeholders. Strategies for capacity building, curriculum innovation, and leveraging technology for teachers'

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professional development emerge as critical areas for intervention. This study sheds light on the transformative potential of NEP-2020 in enriching the quality of teacher education in India.

Keywords: NEP-2020, quality, teacher education, Teacher Training Institutions

The National Education Policy (NEP) 2020 is a comprehensive framework adopted by the Government of India to transform the country's education system. It was approved by the Union Cabinet on July 29, 2020, marking the first education policy of 21st century and replacing the 34-year-old National Policy on Education, 1986. NEP-2020 initiated the evolving needs of India's education landscape and aligns it with the demands of the 21st century. NEP-2020 emphasizes providing a holistic and multidisciplinary education that focuses on the cognitive, socio-emotional, and ethical development of learners. It encourages the integration of arts, humanities, sciences, sports, and vocational subjects into the curriculum to promote a well-rounded education. The policy prioritizes the expansion and improvement of early childhood care and education, recognizing the crucial role of early years in shaping a child's development. It aims to provide universal access to high-quality ECCE for all children aged 3 to 6 years by 2025. The principles of equity, inclusion, and access in education and it seeks to address disparities based on socio-economic status, gender, ethnicity, language, and geography by ensuring equitable distribution of resources, providing support to marginalized groups, and promoting inclusive practices in schools and higher education institutions. This study highlights the role of NEP-2020 to enrich the quality and relevance of teacher education programs by integrating them into multidisciplinary undergraduate programs and promoting continuous professional development for educators. It emphasizes the use of technology and innovative pedagogies in teacher training to improve teaching standards. NEP-2020 proposes to integrate the teacher education program into the undergraduate level by offering a four-year integrated B.Ed. program. This ensures that prospective teachers receive a strong foundation in both subject knowledge and pedagogical skills right from the beginning of their higher education journey.

Significance of the Study

This study has significance for finding the role of NEP-2020 to enrich the quality of teacher education. Teacher education is foundational to the overall quality of education. Analyzing the role of NEP-2020 in enhancing the quality of teacher education provides insights into how policy interventions can improve teaching standards, pedagogical practices, and professional development opportunities for educators. Studying the impact of NEP-2020 on teacher education helps identify whether teachers are being equipped with the necessary knowledge, skills, and competencies to excel in their roles. The quality of teacher education directly impacts student learning outcomes. Researching the role of NEP-2020 in improving teacher education

can shed light on how policy changes translate into enhanced student achievement, critical thinking, problem-solving abilities, and overall academic success. NEP-2020 emphasizes the principles of equity and inclusion in education. Studying its impact on teacher education allows for an examination of whether marginalized and disadvantaged groups have improved access to high-quality teacher training programs and whether teachers are being prepared to cater to the diverse needs of all learners. The role of NEP-2020 in enriching the quality of teacher education is crucial.

Research Question

1. What are the policies of NEP-2020 to enrich the quality of teacher education?
2. What are the contemporary roles of NEP-2020 to enrich the quality of teacher education?

Objective

1. To study the policies of NEP-2020 for enrich the quality of teacher education.
2. To find the contemporary role of NEP-2020 to enrich the quality of teacher education.

Delimitation of the study

Researcher delimited his study with following the area:

1. Researcher only fined the policies of NEP-2020 which are enriching the quality of teacher education.
2. Contemporary roles of NEP-2020

Methodology

This is an empirical study and researcher adopted descriptive survey method and data collected from the primary and secondary sources. Researcher collected primary data . Secondary data collected from Governments website and journals etc.

Tools

Questionnaire prepared in Google form & the researcher sent the link through email and collated data from the Teacher Education Institutions.

The policies of NEP-2020 for enhancing the quality of teacher education

The National Education Policy (NEP) 2020 in India emphasizes several policies for enhancing the quality of teacher education. Following the policies analyzed below:

“As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, 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. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme”(Kasturirangan, 2020, p. 42).

“The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor’s degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge 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. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor’s degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes”(Kasturirangan, 2020, p. 42).

From the above policies, following are the results such as:

Table 1

Teacher Education Course	Duration	Eligibility
B.Ed.	1 Year	Those who already completed 4-year undergraduate degree in a specialized subject
B.Ed.	2	Who already received a Bachelor’s degree in a specialized subject
ITEP	4-year integrated B.Ed. will be a dual-major holistic Bachelor’s degree	After 12

“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. 43).

“The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigor in conceptual development” (Kasturirangan, 2020, p. 43).

From the NEP-2020 policies, reflected the following results of the study:

Common entrance test will introduce as a pre-service teacher preparation programmes under National Testing Agency. Faculty profile in the Departments of Education will emphasize on teaching /field/research experience. Faculty with training in areas mentioned- Psychology, Child development, Linguistics, Sociology, Philosophy, Economics, and Political science as well as from Science education, Mathematics Education, Social Science Education, and Language Education Programmes etc.

NEP-2020 proposes the integration of teacher education programs into multidisciplinary institutions like universities & colleges. This move aims to provide teachers with a holistic education that includes not only subject matter expertise but also pedagogical training and exposure to diverse fields. NEP-2020 suggests restructuring the existing B.Ed. program into a four-year integrated stage-specific program. This program will include a foundational phase, subject-specific phases, and practical teaching experience. This comprehensive approach aims to produce well-rounded and skilled teachers. The policy advocates for a multidisciplinary curriculum for teacher education. This curriculum would expose future teachers to various disciplines, including arts, sciences, social sciences, and humanities, thereby broadening their understanding and perspectives. NEP-2020 emphasizes the importance of continuous professional development for teachers throughout their careers. This includes opportunities for further education, training workshops, seminars, and access to digital resources to stay updated with the latest pedagogical practices and subject knowledge. The policy stresses the integration of technology in teacher education. This involves incorporating digital tools and platforms in teaching and learning processes, providing teachers with training on utilizing technology effectively, and fostering digital literacy among educators. The policy encourages research and innovation in teacher education to continuously improve teaching practices and methodologies. This includes funding support for research projects, establishing centers of excellence in teacher education, and promoting collaboration. NEP-2020 emphasizes the

establishment of robust quality assurance mechanisms for teacher education programs. This involves accreditation processes, regular evaluations, and feedback mechanisms to ensure that teacher education institutions maintain high standards of quality and relevance.

Contemporary roles of NEP-2020 to enrich the quality of teacher education

The National Education Policy (NEP) 2020 in India focused on contemporary roles aimed at enriching the quality of teacher education with following the dimensions:

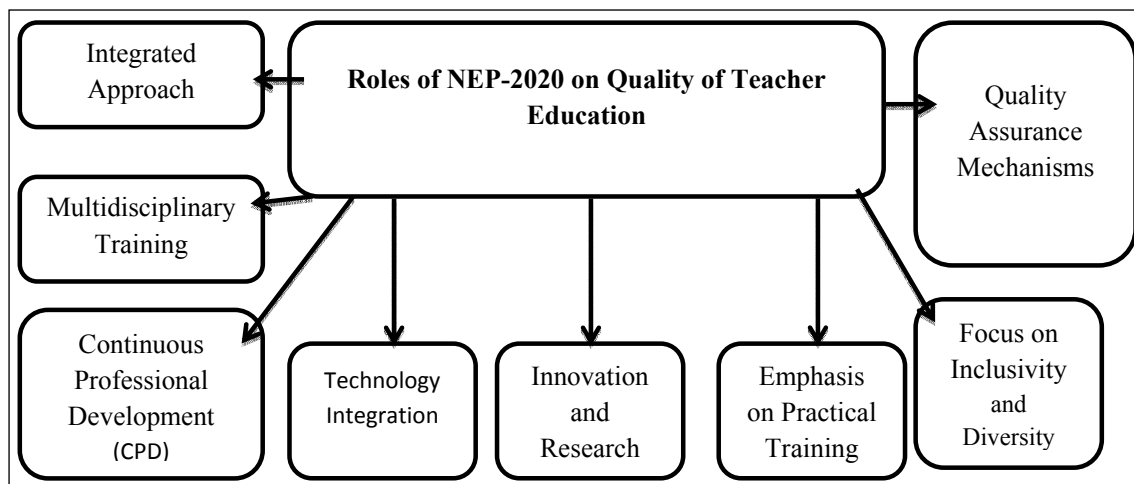


Fig. 1: Schematic Presentation

NEP-2020 emphasizes an integrated approach to teacher education. It suggests integrating pre-service and in-service teacher education programs to provide a seamless pathway for professional development. The policy encourages multidisciplinary training for teachers. It suggests that teachers should not only have expertise in their subject matter but also be equipped with pedagogical skills, digital literacy, and socio-emotional competencies. NEP-2020 advocates for continuous professional development for teachers throughout their careers. It emphasizes the importance of ongoing training, workshops, and access to resources to keep teachers updated with the latest teaching methodologies and technologies. The policy recognizes the importance of technology in enhancing the quality of teacher education. It promotes the integration of technology into teacher training programs to facilitate effective teaching-learning processes and improve access to educational resources. NEP-2020 encourages innovation and research in teacher education. It emphasizes the need for institutions to engage in research activities to identify effective teaching practices, develop innovative teaching methods, and address challenges in teacher education. The policy emphasizes the importance of practical training and experiential learning for teachers. It suggests incorporating

field experiences, internships, and teaching practicums into teacher education programs to provide hands-on learning opportunities. NEP-2020 underscores the importance of inclusivity and diversity in teacher education. It emphasizes the need for teachers to be sensitive to the diverse needs of students, including those with disabilities, and to promote inclusive education practices. The policy calls for the establishment of quality assurance mechanisms to ensure the effectiveness of teacher education programs. It suggests regular evaluation, accreditation, and monitoring of teacher training institutions to maintain high standards of quality. NEP-2020 aims to enrich the quality of teacher education in India, thereby enhancing the overall quality of education and promoting the holistic development of students.

Analysis

Researcher analyzed the availability of Teacher Education Institutes and implementation policies of NEP-2020 in the present time.

Table 1: Availability of Teacher Education Institutions in India

Sl. No.	Name of States	Availability of Teacher Education Institutions
1	Andhra Pradesh	721
2	Arunachal Pradesh	23
3	Assam	138
4	Bihar	336
5	Chhattisgarh	184
6	Goa	10
7	Gujarat	543
8	Haryana	470
9	Himachal Pradesh	122
10	Jharkhand	176
11	Karnataka	684
12	Kerala	309
13	Madhya Pradesh	527
14	Maharashtra	1444
15	Manipur	43
16	Meghalaya	34
17	Mizoram	17
18	Nagaland	42
19	Odisha	430
20	Punjab	289
21	Rajasthan	1230

22	Sikkim	16
23	Tamil Nadu	922
24	Telangana	371
25	Tripura	17
26	Uttar Pradesh	2526
27	Uttarakhand	140
28	West Bengal	962
Sl. No.	Union Territories	Availability of Teacher Education Institutions
1	Andaman and Nicobar Islands	111
2	Chandigarh	45
3	Dadra & Nagar Haveli and Daman & Diu	23
4	Delhi	762
5	Jammu and Kashmir	152
6	Lakshadweep	7
7	Puducherry	348
8	Ladakh	12

ITEP course implemented in the Teacher Education Institutions according to NEP-2020 in all over India:

Table 2

Item	Total TTI in India	Total Implemented	Percentage
ITEP course (4 year Integrated BA/B. COM/B.SC. B.Ed.)	14186	57	0.402%
NTA Entrance for Pre-Service Teacher Preparation Programmes (PSTPP)	14186	00	00%

N.B.: TTI – Teacher Education Institution, ITEP- Integrated Teacher Education Programme.

Researcher found 8 union territories and 28 states in India, total teacher education institutions found 14186 including union territories. 28 states have 12,726 and 8 union territories have 1460 teacher education institutions but teacher education policies for quality education only 0.402% teacher education institutions have been implemented till 2024 according to NEP-2020. Only 57 Teacher Education Institutions are introducing the 4 years Integrated Teacher Education Programme in Teacher Education Institutions and NTA entrance for Pre-Service Teacher Preparation Programmes (PSTPP) under process. Faculty with training with various subject like Psychology, Child development, Linguistics, Sociology, Philosophy, Economics, and Political science as well as from Science education, Mathematics Education, Social Science

Education, and Language Education Programmes are under progress. According to the NEP-2020 all the policy will implement by 2030. So, it is consider as a long term policy for teacher education. Researcher did not find any new policy for D.El.Ed., and M.Ed. course.

Finding of the Study

1. According to the first objective researcher found NEP-2020 focused on Teacher Education:
 - ❖ Teacher Education programme as multidisciplinary approach for enriching the quality education and emphasized education in high-quality content as well as pedagogy.
 - ❖ B.Ed. programmes make collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics for enriching the quality Education in Teacher Education.
 - ❖ B.Ed. course make flexible for teacher educators & teacher trainees. B.Ed. divided as three categories – one year B.Ed. for those who are already completed 4-year undergraduate degree in a specialized subject, two years B.Ed. for those who have already received a Bachelor's degree in a specialized subject and ITEP 4 years Integrated BA B.Ed. /B.Sc. B.Ed. / B.Com B.Ed. programme will be a dual-major holistic Bachelor's degree after class 12 through NTA entrance as Pre-Service Teacher Preparation Programmes (PSTPP).
2. Researcher found according to the objective two:
 - ❖ NEP-2020 and its policies implementation is going on in very slow motion due to lack of infrastructure, negligency for financial assistance by the Government, incomplete teaching staff according the different pedagogical subjects.
 - ❖ Out of 14186 Teacher Education Institutions have available in India including private and government sector but only 57 Teacher Education Institutions introduced 4 years ITEP course within 4 years according to the NEP-2020. It is consider 0.402% only, NTA Entrance for Pre-Service Teacher Preparation Programmes (PSTPP) 00%.

Suggestion or Recommendation

1. In NEP-2020 did not focus on M.Ed. course, two years M.Ed. course should be mandatory for all the Colleges and Universities faculty along specialization subject for enriching the quality in higher Education.
2. Government should give importance on infrastructural development and sufficient faculty member recruitment as per need.

3. Teacher Educators Salary should be same in all over India according to the UGC scale, in teacher education programme NEP-2020 reflected very negligible role rather the other area. Teacher Training, Innovation and Research are consider as backbone of quality education. So, Government should more focus on Teacher Education Institutions for quality enrichment in the field Teacher Training, Research, Innovation, personality development, Social mobility and promoting social harmony, peace and value education.

CONCLUSION

National Education Policy-2020 emphasizes the need to revise and update the curriculum for teacher education to align it with contemporary educational practices, pedagogies, and emerging needs. This ensures that teachers are equipped with relevant knowledge and skills to meet the evolving demands of education. Its implementation requires concerted efforts from all stakeholders to realize its vision of a transformed education system that empowers individuals and contributes to the socio-economic development of the nation. The policies outlined to transform teacher education in India by focusing on comprehensive training, continuous professional development, technology integration, and quality assurance to produce skilled and effective educators capable of meeting the diverse needs of students in the 21st century. Although many negative aspects have in this NEP-2020, if policy implantation duration required 20 to 30 years then how can justify it is an excellent policy for education as per the global trends of education. Government roles should not be written documents only it should be implement in due time.

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