

Critical Analysis of NEP 2020 with Reference to Teacher Education

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Abstract:

Education plays a significant role in the development of individuals as well as society, and teacher education is a key component for this development. The present paper is a qualitative paper which gather different information from government policies, government report and some peer reviewed articles regarding the implementation of NEP 2020 policy with reference to teacher education. It presents an overview about NEP 2020 and compares this policy with NPE 1986 and Verma report 2012 to present the significance and transformation of different policy with NEP 2020. The study also highlights the opportunities created by NEP 2020 for the reform of today's teacher education system, which reveals that NEP 2020 focuses on the multidisciplinary approaches with professional growth of teachers, talk about technology-based learning environment etc. At the same time, the paper also critically discussed about some practical challenges regarding implementation of NEP 2020 in teacher education, which includes institutional preparedness, disparities in educational resources, digital divide, teachers' readiness etc. The analysis reveals that NEP 2020 provides a comprehensive and forward-looking vision for transformation of today's teacher education, but its success depends on its effective implementation and sustained support.

Keywords: NEP 2020, Teacher Education, Opportunity, Challenges

INTRODUCTION

A nation's destiny is shaped in its classrooms (Kothari commission,1964-66). So, teacher plays a crucial role in guiding learners to explore more ideas, concepts effectively in their daily life (Maseeh,2023). Not only in knowledge perspective but also in moral development, character formation, building career of leaners, teacher plays a vital role. To develop these qualities with a teacher we need best training practices, which help to serve better in the teaching scenario. For the training of teacher, there are different policies and commissions were prepared before and after independence by the government of India. But those policies are not efficiently contributing towards the development of the teachers and in the teaching leaning process. At that time teacher education faced different challenges like faulty curriculum, problem in selection procedure, traditional approach, quality concern etc (Kumari, 2020). So, to overcome these challenges of teacher education, the government of India takes different initiatives after independence of India. And now National Education Policy (NEP) 2020 is the recent policy which deeply focuses on teacher education in India.

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The educational landscape in India is currently going through a significant transformation, driven by the National Education Policy (NEP) of 2020. The revitalisation of teacher education, which is viewed as a pillar for India's educational future, is a major goal of this change. NEP 2020 seeks to establish a setting in which educators are not only information providers but also have a significant impact on students' overall development. Teachers are seen as facilitators who help students develop critical 21st-century skills. The policy highlights the need for educators to be prepared to develop a variety of skills in order to produce a generation that is well-rounded and prepared for the future (Maseeh, 2023).

BACKGROUND OF NATIONAL EDUCATION POLICY 2020

First policy on education came in the year 1968 by Indira Gandhi government, known as National Policy on Education 1968, 2nd National Policy on Education announced in 1986 by Rajiv Gandhi government and it was revised as Program Of Action (POA) in the year 1992. To meet the 21st century demand, education system needs a change so a new education policy came after 34 years. The process of NEP 2020 started in January 2015; a committee led by former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. A panel headed by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan released the draft NEP in 2019 based on the committee report from June 2017. The third National Education Policy, the first policy of the twenty-first century, was eventually unveiled on July 29, 2020 (Wikipedia, 2024). This policy consists of 4 parts and 1st part deals with School education and follow a new pattern in the school education 5+3+3+4, 5 years for foundational level, 3 years for preparatory level, second 3year is for middle level and 4 years for secondary level. 2nd part deals with Higher education and under this teacher education is included. 3rd part is for other focused areas such as professional education and last parts talk about the role of Central Advisory Board of Education (CABE), finance etc. NEP 2020 is a comprehensive document which covers each and every part of the education system.

TEACHER EDUCATION IN INDIA

In the ancient period the Teacher is considered as God and each and every person had a respect for teaching profession. But before the independence of India studies and policies examines that teacher and teaching profession were neglected by the government. Therefore, after independence of India, University Education commission recommended for enhancement of teacher and teaching profession. Then Kothari commission and NEP 1986 recommended different developmental initiatives for the development of teacher education. National policy on Education 1986 recommended for the establishment of DIET, CTE, IASE for quality teacher training institutions. National Council for Teacher Education (NCTE) was established in 1973 as an advisory body and later recognised as statutory body for the effective regulation of teacher education program in India. In 2012, Justice Varma Commission on Teacher education was came which was the only one high powered commission for Teacher education. Varma commission is the baseline for modern reform in teacher education in India. Furthermore, NEP 2020 take the support of Varma commission to make effective reforms in the field of teacher education.

OBJECTIVE OF THE STUDY

1. To evaluate recommendations of NEP 2020 regarding teacher education.
2. To compare the key features of NPE 1986, Justice Verma Report 2012, & NEP 2020 in relation to Teacher Education.
3. To discuss opportunities of NPE 2020 for reference to teacher education.
4. To discuss implementational challenges of NEP 2020 with reference to teacher education.

RECOMMENDATIONS OF NEP 2020 REGARDING TEACHER EDUCATION:**A. Structure of Teacher Education Programmes:**

1. Four-year Integrated Teacher Education Programme (ITEP):

NEP 2020 recommended Integrated Teacher Education Programme (ITEP), which is a dual major degree programme, one is Bachelor's Degree in Education (B. Ed) and another in language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. In addition to this, this becomes the minimum qualification for school teachers by 2030 (Ministry of Education,2020, para. 15.5).

2. Two-year B.Ed. programme:

NEP permits a two-year B.Ed. for graduates who already have a bachelor's degree in a particular field of program (Ministry of Education,2020, para. 15.5). After subject specialisation, this path guarantees pedagogical training. Although there are still issues with the quality of practical training, its benefit is flexibility for graduates to start teaching later.

3. One-year B. Ed programme:

One- year B. Ed programme for the students who have completed their 4- year multidisciplinary undergraduate degree (Ministry of Education,2020, para. 15.5).

B. Institutional Transformation of Teacher Education:

1. Phasing out Stand- Alone Teacher Education Institutions:

The policy explored many stand- alone teacher education institutions have low quality education. So, NEP 2020 recommended for improving the regulatory system (Ministry of Education,2020, para. 15.2).

2. Multidisciplinary Institutional Integration:

NEP recommended for conversion of Stand- alone teacher education institution to multidisciplinary education by 2030 (Ministry of Education,2020, para. 15.4).

C. Quality Regulation and Accreditation:

1. Strict regulation by professional body:

According to NEP 2020, a National Professional Standards for Teachers (NPST) should be created by 2022, which specify the knowledge and skills that educators should possess at various phases of their careers. Teacher performance reviews, promotions, pay increases, tenure, and professional development will all be governed by these standards. Teacher

management will become more merit-based and professionally regulated as promotions will be determined by performance and quality rather than seniority. NPST also inform the design of pre- service teacher education programmes (Ministry of Education,2020, para. 5.20). This NPST framework talk about four types of career stages, those are (1) Beginner teacher(L1), (2) Proficient Teacher(L2), (3) Expert Teacher(L3), (4) Lead Teacher(L4).

2. Uniformity standard for teacher education:

The admission process of pre- service teacher preparation will be done by a uniform standard procedure like, subject and aptitude test will be conducted by National Testing Agency (NTA) (Ministry of Education,2020, para. 15.7).

D. Professional Development of Teachers

1. Continuous Professional Development (CPD)

For the development of teachers in their professional field, NEP 2020 recommended 50 hours of Continuous Professional Development (CPD) annually for every teacher (Ministry of Education,2020, para. 5. 15). This will help in the process of life-long learning of a teacher.

2. Digital Professional Learning

To improve the teaching learning process for quality education the teacher must encourage for lifelong learning process. So, online platform such as SWAYAM/ DIKSHA helps in training - of teachers in different dimension (Ministry of Education,2020, para. 15.10).

E. Professional Support and Career Growth:

1. National Mission for Mentoring (NMM):

A National Mission for mentorship will be created, with a sizable pool of exceptional senior and retired faculty members-including those who can instruct in Indian languages-willing to offer university and college instructors both short-term and long-term professional support and mentorship.

F. Teacher Education Curriculum Reform:

NEP recommended four curriculum frameworks, among that one is for teacher education. This will be developed by NCTE in consultation with NCERT (Ministry of Education,2020, para. 5. 28). This framework provides a description for content, materials, training process of teaching the pupil teachers.

COMPARE THE FEATURES OF NPE 1986, JUSTICE VARMA REPORT & NEP 2020

In the below comparative table show the different features or NPE 1986, Verma report & NEP 2020.

Dimension	NPE 1986	Varma Report 2012	NEP 2020
Core Objective	Strengthening and extending teacher education	Reform and regulation for quality teacher	Revitalization of teacher education.

		education.	
Teacher Education Programme	Traditional programmes for teacher preparation persisted.	Recommended for inspection and improvement of teacher education program.	4-year ITEP(B.Ed.) as minimum qualification by 2030
Institutional Development	District Institutes of Education and Training (DIETs) were established, and the State Council of Educational Research and Training was strengthened.	Criticised private B.Ed. schools for their poor quality.	Transitioning to multidisciplinary colleges for teacher education
Regulatory system	Limited regulation, more focus on expansion	Standardised regulation of teacher education institutions as well as for teacher education programmes.	National professional standards through National Council for Teacher Education
Quality Assurance	Improvement through institutional support	Strict accreditation and recognition norms for teacher education	National Professional Standards for Teachers (NPST)
Duration of B.Ed.	Not particularly mentioned about duration of the program, but mainly 1 year B.Ed. programmes were run during that time.	Recommended for 2-year B.Ed. programme.	Recommended for 4-year integrated B.Ed. program and 2-year B.Ed. problem for the students who have post graduate degree and 1 year B.Ed. for 4-year undergraduate student.
In-service Teacher Development	Refresher courses and continuing education	Continuous professional development with accountability	Minimum 50 hours CPD annually

Technology Use	No demand for technology that time	No major focus on technology.	Strong digital integration and blended learning by different platforms like SWAYAM, DIKSHA
Professionalism	Emphasise the dedication and social responsibility of teachers.	Strong emphasis on professional ethics	Professional autonomy and career advancement based on merit.
Reforms in curriculum	Traditional and subject-centred teaching methods	Better pedagogical quality is advised.	Multidisciplinary, competency-based curriculum
Institutional Criticism	No major criticism of existing TEIs	Exposed commercialization of teacher education	Phasing out standalone teacher education institutions
School Internship	Limited practical exposure	Stronger school engagement recommended	Extensive school internship integrated into B.Ed.
Teacher Recruitment	Separate from training reforms	Merit based and quality-based teachers will be emphasized	Professional standards linked with recruitment and promotion

OPPORTUNITIES OF NEP 2020 FOR TEACHER EDUCATION

The National Education Policy (NEP) 2020 develops a revolutionary vision for teacher education in India by focusing on multidisciplinary approach, professional development with continuous professional development (Singh & Prajapati.,2023) and by introducing 4 -year integrated teacher education programme as the minimum qualification for entering in to school education as a teacher. As per Tiwari (2024), this integrated paradigm enhances teacher training by combining pedagogy, praxis, and disciplinary knowledge into a cohesive framework. By replacing the system of unstructured training models with more integrated and professional path, the multidisciplinary, practice-rich approach also brings Indian teacher education up to par with international norms. Over time, this change will undoubtedly produce teachers who are thoughtful, prepared, and skilled (Jena, 2024). By incorporating Teacher Education Institutions (TEIs) into interdisciplinary institutions we enhance teacher preparation by exposing students to a variety of fields, including the social sciences, psychology, linguistics, arts, and sciences. This multidisciplinary setting broadens perspectives, increases awareness of the diversity of learners, and strengthens the capacity of teacher educators and aspiring educators to create comprehensive learning experiences (Farswan, 2024).

According to Kumar (2021), NEP 2020 places a strong emphasis on enhancing the professional

lives of teachers by guaranteeing improved working circumstances, ongoing skill development, frequent training, digital proficiency, and increased pedagogical autonomy. Additionally, it aims to reduce extra work load and pointless transfers so that educators can concentrate more efficiently on teaching while maintaining stability, work satisfaction, and professional dignity. NEP 2020 emphasises equitable access to digital resources while promoting digital learning while acknowledging unequal access to technology. Technology integration is an important step towards modernising education in the digital age since it also places a high priority on teaching educators how to use digital tools and online platforms (Sanghavi,2025). A study conducted on the teacher education implementational outcome of NEP 2020 on three Indian institutions, Tata Institute of Social Science (TISS), Banaras Hindu University (BHU), Jamia Millia Islamia (JMI). The outcome reveals by implementing NEP 2020, teachers' professional development, leadership training, and technology adaptation have significantly improved (Usmani et al, 2025).

These reforms reflect a progressive shift towards improving teacher quality, restoring teaching's professional standing within the educational system, and matching pedagogical preparation with the demands of the twenty-first-century classroom.

IMPLEMENTATIONAL CHALLENGES OF NEP 2020 WITH REFERENCE TO TEACHER EDUCATION

National Education Policy 2020 shift the teacher education system from content to pedagogical approaches, from single disciplinary to multidisciplinary, from traditional to modern approaches. But when it comes to classroom reality it shows multiple challenges in relation to different dimensions of teacher education. Review related literature shows challenges are arise due to institutional, infrastructural, teaching personal, financial support, and pedagogical transfer in the teacher education system.

One of the significant challenges identified in the literature is inadequate preparedness of teacher education institutions. A study done by Sanghavi (2025), which reveals teacher were interested to adjust in the new structure of education but due to poor infrastructural setup the implementation is challenging. It also pointed out that rural areas teachers were getting lack of training to use new teaching methods. Additionally, lack of proper classrooms, library, labs and digital tools were common problems in this study.

Similarly, a case study on top three university of India revealed that universities were willing to implement new changes in their institution but there some important concerns regarding the process of implementations. The report shows, Tata Institute of Social Science (TISS) implementing technology-based methods, specifically focusing on rural areas, where university faced challenges regarding teacher readiness. Banaras Hindu University (BHU) includes challenges about inadequate facilities and resources for special education teacher training in remote areas (Usmani et al, 2025).

CONCLUSION

The main goal of NEP 2020 is to nurture and produce well-rounded individuals who can contribute to society by fostering critical thinking, creativity, and problem-solving skills. With

a focus on reducing the burden of exams and rote learning, NEP 2020 aims to create a learning environment which fosters curiosity, innovation, and lifelong learning among the individual (Athal,2024).

The policy undoubtedly contributes for the development of whole education system. The recommendations regarding each sector of teacher education like, structure, curriculum, training and professional development are really important to this century individuals. While the recommendations of NEP 2020 provide a major step towards the development of teacher education, its successful implementation remains a major concern for everyone. The policy focuses on multidisciplinary teacher education institutions, integrated programmes, professional development to reflect and to match the needs of contemporary world. However, achieving the main goal of this policy requires substantial institutional readiness, proper financial investment and trained faculty, and coordination among various stakeholders.

Additionally, disparities in resources across different regions of India may create challenges in the uniform implementation of present reforms. Therefore, NEP's success depends not only on recommendation part but also on the government commitments and practical solution of classroom problems.

In the conclusion, the study analysed previous and present policies and talk about the present opportunities and challenges regarding teacher education while implementing NEP 2020 reforms in the educational institutions, while suggests that policy offers a promising pathway for transformation but we have to go through in a structure and practical way.

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