



Redefining Teacher Education in India: NEP 2020's Vision for the Future Teacher Educators

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ABSTRACT

Teachers are the foundation of an advanced society. They have a significant impact on their students' lives inside and even outside of the classroom. They not only teach academics but also establish morals and discipline and promote social and emotional growth. Creating an effective teacher is a key challenge in today's culture. This issue can be mitigated by providing teacher education. Teacher education is crucial to providing a high-quality education to children. It provides teachers with the required information, abilities and pedagogical strategies for effectively teaching diverse students. Through teacher education, teachers gain a deeper understanding of child development, subject matter expertise and effective classroom management strategies. Teacher education is the foundation of educational success, influencing not only individual students' futures but also promoting the larger society's advancement. The value of teacher education has been recognised since time immemorial; it has been reflected in various educational policies. Similarly, in India, the recent educational policy, the National Education Policy 2020 has ushered in a transformative era of educational reforms, with a strong emphasis on redefining the landscape of teacher education. The proposed paper seeks to explore the development of teacher education, problems faced by teacher training programs in India, it also highlights the recommendations of NEP 2020 with regard to teacher education and analyses how this policy aims at creating out the challenges for the implementation of the same as suggested by NEP 2020.

Key words: Teacher education, education policies, educational reforms, teacher education and National Education Policy 2020.

INTRODUCTION

India possesses the third-largest educational system and one of the biggest teacher training and education systems in the world. That is why it is referred to as the land of learning. Not many changes have been made to India's educational system over time to better prepare students for life in the real world. Teachers are crucial to the development of an educational system. It takes highly qualified teachers to provide meaningful access to education. Teachers who go through the process of becoming skilled and competent are better equipped to deal with the demands and difficulties of the modern teaching profession. Teacher education

encompasses professional skills, pedagogical theory and effective teaching methods. Therefore, pedagogical theory, professional skills and teaching abilities are all the important components of teacher education. The 2030 Agenda for Sustainable Development designates UNESCO to lead and coordinate the achievement of Sustainable Development Goal 4: Quality Education through the Education 2030 Framework for Action, which includes a goal requiring a significant increase in qualified teachers. The National Curriculum Framework (2005), the NCF for Teacher Education (2009), and the Right to Education Act (2009) all prioritised reforming India's basic and secondary educational systems. Since no educational system can thrive without highly qualified teachers, significant advancements will necessitate considerable implementation efforts. Competent teachers are essential for long-term global development, thus today's worldwide priorities include increasing their status, recruitment, retention and improving their working conditions. Teachers are the most powerful and influential group in advancing educational quality, access and equity. In reality, there is a critical shortage of qualified teachers around the world (Giri et al.,2024).

Since India's independence in 1947, there have been numerous policy interventions directed at improving the "quality" aspect of teacher education for providing quality education to all citizens of India. These include the National Policy on Education 1968 (NPE, 1968) as well as following changes in 1986 (NPE, 1986) and 1992. The third National Education Policy was introduced by the Indian government on July 29, 2020, after a long wait of about 27 years. NEP 2020 is the twenty-first century's first education policy, succeeding the 1986 National Policy on Education (NPE). This policy is based on five pillars: access, equity, quality, affordability and accountability. It is linked to the 2030 Agenda for Sustainable Development. It seeks to transform the country into a knowledge society and global superpower by making school and college education more comprehensive, flexible and multidisciplinary. It focuses on meeting the needs of the twenty-first century while also highlighting each student's individual strengths. NEP 2020 permits education to be open to all, hence changing the education system in India (Jadhav,2022).

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study the development of teacher education in India.
2. To understand the key challenges being faced by teacher education programs in India.
3. To elaborate the Recommendations of NEP 2020 with regard to Teacher Education.
4. To discuss the Role of Teacher According to NEP 2020.

RESEARCH QUESTIONS OF THE STUDY

The research questions of the study are:

1. How teacher education was developed in India?
2. What are the key challenges being faced by teacher education programs in India?
3. What are the Recommendations of NEP 2020 with regard to Teacher Education?
4. What is the Role of Teacher According to NEP 2020?

METHODOLOGY: The present study is qualitative as well as theoretical in nature. Data has been collected from the secondary sources like related research papers, official websites, articles and reports etc.

ANALYSIS AND INTERPRETATION

OBJECTIVE 1: TEACHER EDUCATION AND IT'S DEVELOPMENT IN INDIA

Following independence, several committees, commissions and policies were developed and implemented on a regular basis to examine and ensure developments in every field of education, including teacher preparation. The development of teacher education is explained under the following heads

YEAR	COMMITTEES, COMMISSIONS AND AND POLICY	RECOMMENDATIONS FOR TEACHER EDUCATION
1948-49	University Education Commission	India established its first education commission after gaining independence. It conducted a critical analysis of the present curriculum for the teacher training program and recommended that it should be flexible and adaptive to local conditions. Also, the phrase "teacher training" was replaced with "teacher education," and it was advised to reform curricula, employ appropriate schools for practical training and allocate more time for in-school activities.
1952-53	Secondary Education Commission	It was recommended that the Graduate instructors should enroll in at least two teaching methods courses during their first year of study. The practical aspect of teacher preparation should include practice teaching. Responsibilities include observing, demonstrating, and critiquing lessons, administering academic assessments, managing supervised study sessions, supervising library periods, and maintaining cumulative records.
1956	Pires Committee	It was suggested that in teacher preparation, the practical Components should be weighted more heavily than the theoretical component. The number of exam questions should be lowered to four, including: Educational principles and school administration Health education and educational psychology, Strategies for teaching two Academic Subjects, Present-day issues with Indian education.
1964-66	Education Commission of	It was observed that a robust program of professional development for teachers was required for the advancement of education quality at all levels of teacher education in order to satisfy the demands of the national education system.
1968	National Policy Statement on Education	It stressed that the teacher is unquestionably the most significant factor affecting the quality of education and its contribution to the development of the country is quite significant. Teachers must be accorded a respected position in society. Based on their credentials and responsibilities, educators' Pay and working conditions must be adequate and sufficient.
1971	First Asian Conference on Teacher Education-	It was jointly sponsored by the Association of Teacher Educators (IATE) and the International Council on Education for Teaching (ICET), and it was held in Bangalore. It suggested that in order to solve the new and emergent issues, the country's teacher education and educational systems must change.
		Since 1950, the All India Association of Training Colleges

1983-85	National Commission on Teachers- I	(formerly the Indian Association of Teacher Educators) has held yearly conferences for trainers in Baroda. IATE formed the Baroda Study Group to relaunch the B. Ed. program. Its major recommendations were that the Teacher educators in education colleges should have diverse academic backgrounds, including psychology, sociology and philosophy. Teacher educators should have a PG in their field and a B.Ed. or M.Ed. degree. Primary education schools require a minimum of a PG degree and B.Ed training for teacher educators.
1986	The National Policy of Education (NPE)	According to this policy, Teacher education should be a continuous process, with no differentiation between pre-service and in-service components. For the purpose of improving the standard of education in schools, NPE 1986 and 1992 Programme of Action advocated for a higher standard for teacher preparation. As a result, certain training facilities received promotions to Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), and District Institutes of Education and Training (DIETs).
1990	Acharya Ramamurti Committee	It was mentioned that an internship model should be employed for teacher preparation since it is based on the long-term development of practical experience and the significance for the ability to teach.
1993	Yashpal Committee	Low levels of learning in the classroom have been linked to poor programs for teacher training. Therefore, secondary, elementary, or early childhood education should be available as specialisations for the B.Ed. degree education in childhood. The program should continue for four years following upper secondary or for one year following graduation. The content of the program has to be updated and restructured to meet the changing demands of education in schools. Developing the students ability to think independently and learn on their own should be the main objective. The legally binding NCTE required a Curriculum Framework (1998) to provide rules for the teacher training program's subject matter and delivery method. As a result, numerous universities and state governments modified their teacher education initiatives.
2005	The National Curriculum Framework (NCF)	In addition to their professional and academic training, the framework claimed that a teacher's status, income and working conditions all have an impact on their level of training.
2007	National Knowledge Commission	It was suggested that budget allocations for teacher training programs should be increased, the state-level training system and DIETs be modernised and private institutions be given sufficient control over teacher education programs.

2010	National Curriculum Framework for Teacher Education (NCFTE)	It was underlined how important qualified and experienced teacher educators are to the education and training of aspiring teachers. The NCTE (National Council for Teacher Education) and Several initiatives have been started by the National Assessment and Accreditation Council (NAAC) to improve the condition of teacher training programs.
2020	National Education Policy (NEP)	Teachers should be expected to complete at least 50 hours of professional development each year for personal improvement. The head of the school complex or The principal should be in charge. Teachers' achievements should be appreciated and rewarded with a merit-based tenure, promotion and compensation structure.

Source : Giri et al, 2024

OBJECTIVE 02: KEY CHALLENGES FACING TEACHER EDUCATION PROGRAMS IN INDIA

Even though India has a large and ambitious educational system, it still faces a hard time educating its teachers according to the needs of the children in the twenty-first century. Some of the major challenges that present teacher education programs are facing are listed below.

- Less Focus on Practical Skills: A lot of programs place more emphasis on theoretical understanding than on real-world application. As a result, graduates are ill-equipped to handle the demands of varied education, classroom management and accommodating different learning requirements of the students.
- Faulty selection: The quality of teachers declines as a result of selection process flaws. In addition to increasing training quality, a better selection process would reduce social and personal waste. In this regard, A few recommendations are: (a) Interviews with candidates are necessary. (b) The General Knowledge Test should be used. (c) Exams in academic subjects. (d) Language tests and (e) IQ tests ought to be conducted. (f) It is necessary to conduct an aptitude, interest and attitude inventory (Dwivedi,2012).
- Lack of proper Infrastructure and Resources: Inadequate funding for teacher education programs frequently results in a lack of certified instructors, out-of-date course materials and insufficient technology and poor infrastructure. This limits exposure to cutting-edge instructional techniques and degrades teacher training quality (kumari,2020).
- Aloofness of Education Departments, colleges and Institutions: Teacher education has grown disconnected from schools. In reality, the teacher education department should be viewed as a nursery for the professional development of school teachers, but schools regard these institutes as aliens. Neither education departments are serious about treating school instructors as a product nor the teacher training colleges interested in working in collaboration with schools. Which in return degrades the quality of teacher training (Bala,2018).
- Outmoded Curriculum: Majority of the teacher training programmes do not have curricula that effectively incorporate technology or reflect the most recent teaching practices. Because of this gap, educators may not be able to effectively engage children and prepare them for a future where digital tools will play a significant role.

- Little Emphasis on Social-Emotional Learning: The significance of social-emotional learning (SEL) is frequently overlooked in teacher education programs. Because of this neglect, educators are ill-equipped to support their students' emotionally, which is essential for creating a supportive learning environment and encouraging better academic achievement (Sahoo,2024).
- Quality of Teacher Educators: A lack of highly skilled and experienced teacher educators may have an effect on the standard of training and direction given to prospective educators. They themselves do not have the skills and knowledge to teach the future prospective teachers.
- Brief time allotted for teacher training: In India, this time frame lasts for a year following graduation, with eight to nine months participating in the effective session. The primary goal of teacher education programs is to foster values, a broad range of interests and a healthy attitude. It is not feasible to foster all these skills and values among teacher educators in the brief nine-month period (Dwivedi,2012).
- Discrepancy between Demand and Supply: There is a discrepancy between the number of graduates from teacher education programs and the need for trained instructors as a result of the education sector's explosive growth. As a result, people who are unprepared or underprepared may enter the field (Sahoo,2024).
- Problem of Continuous Professional Development: An organized framework for continuous professional development is lacking in many programs, which leaves teachers with few options to update their knowledge of the most recent developments in education and modify their teaching methods. For India to generate a future generation of educators capable of successfully giving students the information and abilities required to prosper in a globalised and constantly changing environment, these issues must be addressed.
- Poor supervision: The supervisory organizations for practice teaching should aim at guiding the pupil teachers in learning to organize contents, planning their lessons and developing other related skills. At present their lesson plans are checked superficially. There is less opportunity for the students to discuss their lesson plans with some subject method specialist. Most of the time is spent on the teaching session and less on the feedback session. While maximum time should be spent on discussion about the positive and negative aspects of pupil teacher's performance (Bala,2018).
- Little emphasis on developing Life Skills: Life skills are a set of abilities that are necessary for one's own growth and development. Man can handle life's challenges with these abilities. These include self-awareness, problem-solving, creativity, critical thinking, decision-making, interpersonal relationships, effective communication, empathy, stress management and empathy. The primary problem is that teacher education is memory-based, meaning that students are not actively involved, which prevents them from developing life skills, which are crucial for students' overall growth(Kumari,2020).

OBJECTIVE 03: RECOMMENDATIONS OF NEP 2020 WITH REGARD TO TEACHER EDUCATION

The Recommendations of NPE-2020 Regarding Teacher Education are:

- Integrated teacher education programme (ITEP): The NEP 2020 envisions a four-year integrated teacher education plan. A student who wishes to become a teacher in the future can join the course after completing high school and upon completion of this four-year program, he or she will be awarded a bachelor's

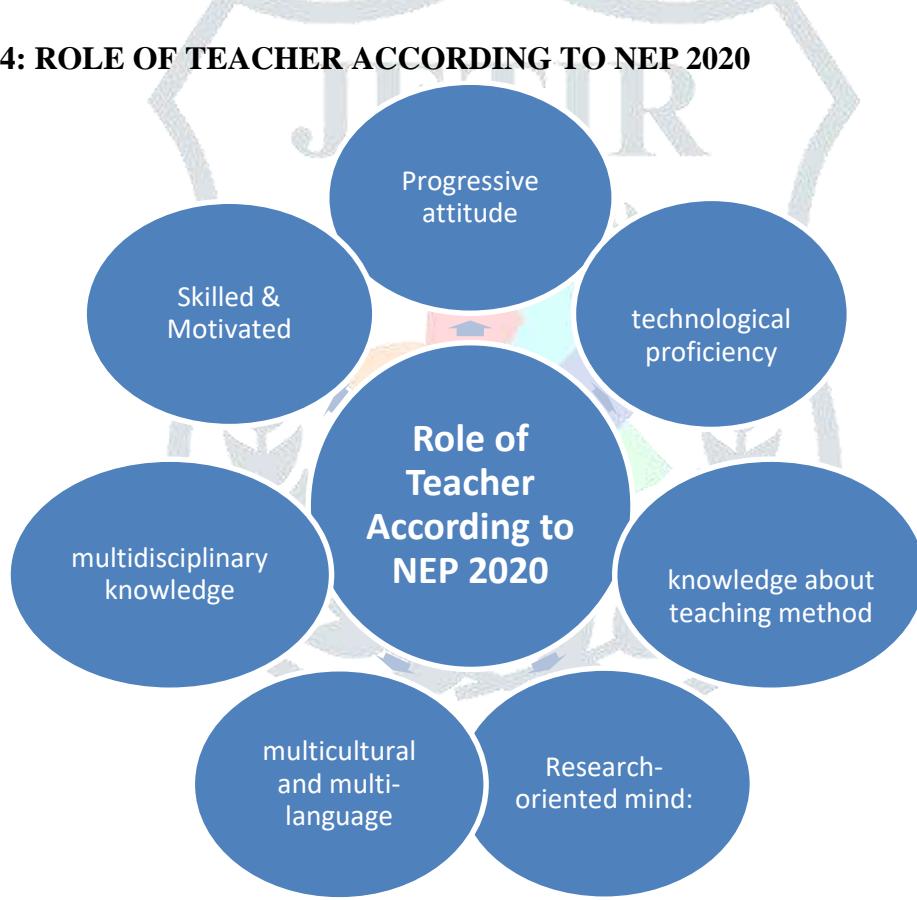
degree as well as a professional degree in teacher education. NEP 2020 advised that by 2030, all teacher education institutions implement this integrated teacher education curriculum, which will serve as the minimum requirement for school teacher recruitment (Smitha, 2020).

- Teacher education to be a part of the University system: According to NEP 2020, integrating teacher education into the university system is crucial for achieving high-quality content and pedagogy through multidisciplinary programs. NEP 2020 also stated that teacher education would only be given in multidisciplinary institutions.
- Multidisciplinary approach to teacher education: NEP 2020 highlights the importance of a multidisciplinary approach to teacher education. Faculty profiles in education departments should be diverse in order to promote teachers' transdisciplinary education (Jadhav,2022).
- Ceasing operations of substandard teacher education institutions: By 2023, all substandard and dysfunctional teacher education institutes in India would be closed to promote educationally sound programs. The National Higher Education Regulatory Authority (NHERA) and the Rashtriya Shiksha Aayog (RSA) will monitor the mission's progress.
- National Professional Standards for Teachers (NPST): The NEP 2020 proposes the creation of national professional standards for teachers to identify the competencies expected of teachers at various levels of education. The NPST will also be utilised for teacher recruitment, career promotion and performance evaluation (Garai,2024).
- Continuous Professional Development (CPD): The NEP 2020 emphasises continuous professional development for teachers and a proposal for a National Mission for Monitoring to assist teachers with their professional development. This mission will give opportunity for teacher training, mentoring and networking (Makam, 2022).
- Provision for 2 Years B.Ed: The policy suggested that HEIs provide four-year integrated B.Ed. programs also establish a two-year B.Ed. program for students who have already earned a bachelor's degree in a specialised area (Mahanta,2023).
- Single Nationwide Entrance Examination: Students must take a single national entrance exam administered by the National Testing Agency (NTA) in order to be admitted to a pre-service teacher education program (Garai,2024).
- Teaching Experience for the Ph.D. Students: Ph.D. programs at institutions around the country will be reoriented to ensure that Ph.D. scholars have a minimum number of hours of actual teaching experience. Throughout their doctoral studies, all new Ph.D. scholars will be expected to attend credit-based courses in teaching pertaining to their chosen Ph.D. subject.
- In-service Training with the usage of Technology: In-service continuous professional development for college and university teachers will continue through existing institutional arrangements and ongoing initiatives; these will be strengthened and significantly expanded to meet the needs of enhanced teaching-learning processes for quality education. The use of technological platforms such as SWAYAM/DIKSHA for

online teacher training will be encouraged, allowing for the delivery of standardised training programmes to large numbers of teachers in a short period of time (Mahanta,2023).

- **Inclusive Education:** Education as per NEP 2020, emphasises inclusivity and the role of the teacher in creating an equitable classroom is vital. It is assumed that teachers are to attend to the special requirements of learners from marginalised groups and learners from disadvantaged economic backgrounds or learners with disabilities. Different types of inclusive pedagogies, like differentiated instruction and individualised learning plans, could lead educators to provide an environment that supports everyone's success. Teachers are also supposed to encourage gender weakness and cultural awareness, as well as to create a respectful environment in the classroom (Dar & GanaieNasir, 2021).
- **A New Curriculum Framework:** The NCTE will develop a new comprehensive National Curriculum Framework for Teacher Education, NCFTE-2021, based on the ideas of NEP 2020. It will be accessible in all regional languages and updated every five to ten years.

OBJECTIVE 04: ROLE OF TEACHER ACCORDING TO NEP 2020



The teacher is one of the most important components of the educational system. The role of the teacher is always indisputable, even though teacher-centered education has evolved from the traditional teacher-centered education to more student-centered education today. The entire teaching and learning process advances because of the teacher. Furthermore, the quality of the teacher determines how well the teaching-learning process works. The instructor is the "Maker of Man," according to John Adams. Therefore, the teacher assists the children in making the desired progress in their academic field. A Teacher has to play different roles in order to improve the learning of the students. According to The National Education Policy 2020 a teacher must have:

- Research-oriented mind: Since knowledge is constantly evolving and new things are happening all the time, teachers should stay up to date and provide fresh information. An ideal teacher should be able to conduct research and solve the problem of students and this can be possible only if the teacher has a research oriented mind (Mahanta,2023).

- Progressive attitude: A teacher needs to have a progressive mindset in light of the changing times and society since it is crucial for them to stay up to date with the ever-evolving global culture and human thought processes.

- Technological proficiency: Modern technology is currently continuously impacting the field of education and new technological innovations are enhancing it. A teacher must therefore be knowledgeable about and keep abreast of technological advancements. There are specific guidelines regarding the use of technology in education in the new education policy (Mondal,2024).

- Knowledge about teaching method: A teacher must possess a thorough understanding of the pedagogy, classroom teaching methods and material knowledge since it is crucial to determine which teaching strategies will best suit the needs and skills of the students in the classroom.

- Skilled & Motivated: To establish and sustain proper student interest in the classroom, motivation is required. In order to make the lecture more interesting, the instructor can motivate the students before presenting the content matter to the class with an inspirational speech (Garai,2024).

- Multidisciplinary knowledge: A teacher must be knowledgeable in more than just academic subjects because, according to the new National Education Policy, a multidisciplinary approach has been prioritised in the current educational system, mandating teachers to teach students about other subjects (Dar&Jan,2023).

- Multicultural and Multi-language: A teacher must be multilingual and multicultural in order to interact and communicate with all of the students in the classroom, when one student is from one religion or speaking culture and another from another (Mahanta,2023).

THE WAY FORWARD

Education transforms both the individual and the country. The adage "a teacher is a nation-builder" is well recognised. Without a doubt, teacher education programs in India are given a lot of attention. Regretfully, the system still has a number of flaws. All things considered, the NEP 2020 marks a substantial shift in teacher education from the previous commissions and education programs. More flexibility is provided, training and development are given more priority and the use of ICT in teacher education and ongoing professional development is acknowledged. NEP 2020 adopts a more thorough and integrated approach, even though the prior commissions and policies emphasised the importance of high-quality teacher education. The new policy has the potential to greatly raise the standard of education in this nation and produce a trained teaching workforce that can offer pupils high-quality instruction and support the overall growth of the nation if it is successfully implemented.

Overall analysis indicates that the new National Education Policy on Teacher Education's suggestions will contribute to improving the standard of teacher education. The introduction of multidisciplinary education will

expand the field of teacher teaching and bring up new possibilities. The practice has been referenced in the Indian Values and Culture practice, and research in the field of teacher education has received particular attention. The moment has arrived for Indian educators to seize the chance and take charge of their own destiny in the wake of NEP 2020. Every recommendation in the recently released National Education Policy on Teacher Education, if implemented judiciously, would improve the standard of teacher education and put the system in a superior position.

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