

The Future of Teacher Education Under NEP 2020: A Review of Key Reforms

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Abstract

Teaching is one of the noblest professions, shaping the future of both students and the nation. Teacher education is essential for developing competent educators equipped to meet professional challenges. NEP 2020 introduces transformative reforms to enhance teacher training quality and effectiveness. Key reforms include mandatory Continuing Professional Development (CPD), strengthened accreditation processes, mentorship programs, technology-integrated pedagogies, and digital literacy training. The policy emphasizes research-based practices, inclusive education, diversity training, global exposure, and international collaborations. A shift from knowledge-based to performance-based assessments ensures better competency evaluation. Additionally, government support and policy alignment play a crucial role in effective implementation. This review analyzes various literature on NEP 2020's vision for teacher education, concluding that these reforms aim to empower educators, improve training standards, and create a more dynamic, inclusive, and globally competitive teaching framework.

Keywords: National Education Policy 2020 (NEP 2020), Continuing Professional Development (CPD), Digital literacy training, Teacher education, Skill development, etc.

1 Introduction

Some modifications have been made to the Indian educational system throughout the years, but they have often happened slowly and with little impact. This is what the new "National Education Policy 2020" seeks to solve by suggesting a thorough reform of the educational system, with an emphasis on teacher preparation. The need of changing teacher education programs to properly prepare teachers for

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the classroom of the twenty-first century has been brought to light by NEP 2020 [1]. The policy recognises how important educators are in determining the future of both the country and its pupils. However, the Indian educational system must undergo substantial structural changes in order for this idea to be implemented properly. A significant obstacle is the need of moving away from the prevailing "coaching culture" and rote memorisation in favour of a more comprehensive, inclusive, and integrated approach to education [2]. Redesigning the curriculum is necessary to provide students the critical-thinking, creative, problem-solving, and other 21st-century abilities they need. The NEP 2020 suggests changes to teacher education programs to address these issues, such as augmenting overall infrastructure, expanding access to appropriate resources, and boosting teachers' technological skills. But the enormity of the undertaking is intimidating [3]. The program calls for the creation of several new educational institutions in order to double the gross enrolment ratio in higher education by 2035. The efficient implementation of the program also requires refocusing financial resources and streamlining decision-making procedures. It is imperative that the many problems and difficulties that have been highlighted be addressed as India sets out on this enormous path of reforming its educational system. Only then will NEP 2020 be able to serve as a true beacon of hope for the next generation of Indians [4], [5].

A. Teacher education in NEP 2020

Among the seventeen Sustainable Development Goals that all United Nations Member States endorsed in 2015, the Government of India embraced the fourth one, SDG4 Education. Significant modifications to the Teacher Education scenario are suggested by "the National Education Policy (NEP) 2020" [6]. There are eleven subpoints inside it. By relocating the teacher education system into multidisciplinary universities and colleges, the NEP aims to guarantee that teachers receive the best possible training in content, pedagogy, and practice. By 2030, the 4-year integrated B.Ed. program offered by these multidisciplinary HEIs will be the minimum degree required of school teachers [7]. A closer look at NEP 2020 reveals an odd mix of benefits and difficulties for the teacher education landscape. All stages of teacher preparation—foundational, preparatory, middle, and secondary—will be offered inside the university/higher education system as a four-year integrated B.Ed. program that combines pedagogy, content, and hands-on training [8], [9].

B. Aim of the National Teacher Policy (NTP)

The goal of "the National Teacher Policy (NTP)" is to make teaching as professional as professions like the medical, technical, legal, and accounting domains. In addition to aiding learning, teachers are essential in motivating their pupils and encouraging a love of learning. They are transformative agents that provide their students vital direction in life [10]. No matter their caste, gender, or disability, every student is guaranteed a top-notch education because to the NTP's emphasis on practical learning over just academic teaching. Additionally, as India hasn't had any professional or disciplinary organisations for teachers, the policy supports their creation. Teachers and school officials must become thought leaders who share their perspectives on the changes that the educational system has to undergo. There hasn't been much discussion or writing on these topics from school administrators, however [11].

The goal of education has been redefined with an emphasis on global competency as we navigate an increasingly linked world. It should be possible for every student to prosper in the global economy and make a significant contribution as a global citizen. Our educational approach has to become more inventive and creative in order to meet the challenges of the twenty-first century [12]. Quality and justice must come first even as we face the difficulties of guaranteeing quantity in education. Since they are the focal point of the educational process, teachers are essential to maintaining high standards in education. High-quality teacher educators are thus desperately needed. The learning and teaching processes are intertwined for educators. Teaching has a unique set of difficulties, just like any other career. To make the learning process interesting and successful, teachers must be skilled at recognising the requirements of their pupils, including their strengths, shortcomings, and challenges [13], [14].

2 Literature Review

(Babu, 2023) [15] Educational improvements are included in NEP 2020 from elementary to higher education. The NEP emphasises teacher training, test reform, early childhood care, and education regulation. Comprehensive reform of teacher education is needed now. At all levels, length, and structures of education, professional preparation and continued professional development of teachers must be more integrated. Teacher education must be university-level and longer and more rigorous due to the complexity and importance of teaching as a vocation. Teacher quality affects classroom quality most. Education revolves around them. Excellent teacher educators are needed. Teaching and learning are more exciting and qualitative when teachers understand children's needs, shortcomings, weaknesses, challenges, issues, and strengths.

(Kumar, 2024) [16] Kings admired teachers because they taught children value, knowledge, creativity, compassion, ethics, life skills, and social responsibility. All educational institutions need teacher education programs to train effective and skilled instructors. In addition to pedagogy, teacher education programs should teach attitudes, motivation, perception, appreciation, and value orientation. Despite their differences, prospective teachers must learn to be successful in their jobs via this curriculum. From ancient times to the present, teacher education has changed. As change agents, teachers face new difficulties. Technology and science need teachers to adapt. Teachers' roles and responsibilities have evolved dramatically, as has teacher education. In light of NEP 2020, this report discusses teacher education's revival.

(Kaur, 2024) [13] It emphasises on teacher training, the examination system, early childhood education, and education regulation. Complete reform of teacher education is needed now. It's crucial to link professional training with continuous professional growth throughout schooling, focussing on length, structure, and level. This requires growing teacher education while ensuring quality and equality. High-quality teacher educators are essential because teachers shape classroom quality. For an engaging and successful learning environment, instructors must recognise and address their students' unique needs, abilities, and problems. This article examines teacher education difficulties and NEP 2020 changes.

(Maity & Jana, 2023) [17] Teacher education fosters teacher competency and ability to fulfil professional demands and overcome problems. The policies, principles, and processes of teacher education give future teachers with knowledge, information, attitudes, behaviour, and skills to succeed in school and society. Teachers' education institutes provide all the necessary pre-service and in-service training to revitalise the profession, which is now struggling. For future teachers, the NEP 2020 suggests some solutions. The quality and implementation of teacher education have improved greatly due to this new policy.

(Kumari, 2024) [4] analyses, using the policy's main goals and the body of current scholarly research as a guide, the many possibilities and difficulties that the NEP 2020 presents for teacher preparation programs. The study examines the possible advantages of the suggested modifications, including the use of educational technology, improved hands-on training, and the integration of interdisciplinary learning. It also draws attention to the difficulties in putting these reforms into practice, such as the need for structural adjustments within teacher education institutions, infrastructure limitations, and resource distribution. In order to successfully and sustainably alter teacher training programs and bring them into line with the transformational vision of NEP 2020, the report ends by describing the crucial actions and interventions that must be taken.

(Somdyuti Rakshit & Mete, 2022) [18] Our nation's destiny and the future of our children are really shaped by our teachers. All other occupations are taught via the profession of teaching. In India, teachers had the highest regard in society due to their noble function. The final report of the Government of India's National Education Policy 2020 (NEP-2020) was recently released by the "Ministry of Human Resource Development (MHRD)". NEP-2020 split teacher education into two sections: one under higher education and the other under school education. In order to strengthen the teacher education program in India, NEP-2020 designed something fresh for instructors.

3 Conclusion

NEP 2020 introduces key reforms to enhance teacher education, ensuring educators are well-equipped for modern challenges. Mandatory Continuing Professional Development (CPD), accreditation strengthening, mentorship programs, and technology integration are pivotal in improving teacher training. A shift toward performance-based assessments, inclusive education, and international collaborations further enriches the system. India's 7.14% unemployment rate (January 2023) highlights the need for skilled teachers to guide youth productively. To address this, structured training, a clear teacher education syllabus, defined training durations, and standardized entrance examinations are crucial. Reforming private teacher education institutions is essential, as many prioritize degrees over quality training. Strict regulations must ensure pedagogical excellence. Raising the socio-economic status of teachers is vital to attract talent, and in-service educators must receive support for stress management, student well-being, and skill development. Training should cultivate critical thinking, decision-making, and self-learning habits among students, reducing dependence on teachers. By prioritizing quality training, policy alignment, and government support, NEP 2020 lays the foundation

for a robust, future-ready teacher education system, ultimately shaping a more competent and progressive society.

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