



UNDERSTANDING NEP 2020 AND ITS PERCEPTION FOR TEACHER EDUCATIONAL METHODS

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Abstract

The Government of India, marks a historic shift in the Indian education system after more than three decades. One of its most transformative aspects is its extensive perception for reforming teacher education. This paper seeks to analyze and interpret the major provisions of NEP 2020 concerning teacher education, using secondary data sources such as policy documents, academic articles, and expert analyses. The NEP envisions the professionalization of teaching through a four-year integrated B.Ed. degree, emphasis on continuous professional development, and a new regulatory framework aimed at enhancing the quality and accountability of teacher education institutions. Policy also experiential pedagogy, teacher autonomy, and the use of technology in training. Through this study, key opportunities and challenges in implementing these reforms are explored, along with suggestions to ensure the creation of a motivated, competent, and well-supported teaching workforce.

Keywords: NEP 2020, Teacher Education, Pedagogical Reforms, National Professional Standards, Teacher Training, Educational Policy

1. Introduction

A critical part of NEP 2020's reform agenda is the overhauling of the teacher education system. Recognizing teachers as key changes in delivering quality education, the policy proposes structural changes, curriculum reforms, capacity-building measures, and regulatory mechanisms aimed at elevating teacher education to professional standards.

This research paper attempts to explore and understand NEP 2020's vision for teacher education by analyzing its core recommendations and interpreting their implications through a critical lens. Based entirely on secondary data, the study draws upon government documents, scholarly articles, reports by regulatory bodies like NCTE and NCERT, and expert opinions to present a comprehensive review of the reforms.

The objectives of the study are:

- To explore the historical background and the education reform.
- To interpret and analyze the NEP 2020 provisions
- To study the potential implications and implementations
- To suggest recommendations for effective operationalization for NEP 2020

2. Review of Literature

A substantial body of literature has examined the status and transformation of teacher education in India. Historically, teacher education in India has evolved through multiple policies and commissions, starting with the recommendations of the Kothari Commission (1964-66), which emphasized professional preparation of teachers and in-service training. The National Policy on Education (NPE) 1986, later modified in 1992, recognized the importance of teacher quality and



institutional mechanisms like DIETs (District Institutes of Education and Training) and SCERTs (State Councils of Educational Research and Training). However, implementation gaps, lack of innovation, and poor monitoring weakened these efforts.

Recent reports by the National Council for Teacher Education & academic researchers (e.g., Singhal, 2018; Pathania & Rathore, 2020) highlight persistent challenges such as poor institutional infrastructure, outdated curricula, weak pedagogical grounding, and lack of integration with higher education. Studies also reflect on the mushrooming of substandard teacher training colleges, often functioning with little accountability.

The introduction of NEP 2020 has reinvigorated academic discourse around teacher education. Scholars like Kumar (2021) and Sharma (2022) commend the policy for its focus on holistic, integrated, and multidisciplinary training. They point out the shift from a knowledge-delivery model to an experiential and competency-based model of teacher preparation.

Several studies also analyze the NEP's emphasis on continuous professional development (CPD) and the proposed National Professional Standards for Teachers (NPST). However, concerns about readiness, digital infrastructure, faculty training, and financial investment remain central in critiques (Varma, 2021; Mukherjee, 2023).

The review reveals that NEP 2020 introduces visionary structure, its success depends largely upon institutional reforms, policy alignment across states, and sustained academic and administrative support.

3. Conceptual Framework

Understanding NEP 2020's approach to teacher education requires situating it within a broader conceptual and philosophical context. The policy is grounded in principles that align with modern educational thought and global best practices.

3.1 Teachers as Nation Builders

NEP 2020 affirms the idea that "teachers truly shape the future of our children – and, therefore, the future of our nation." The policy envisions teachers not merely as knowledge communicator but as facilitators of learning, mentors, and community convener.

3.2 Multidisciplinary and Holistic Education

The policy draws from global education models that value interdisciplinary knowledge, critical thinking, and reflective pedagogy. Teacher education is envisioned as a multidisciplinary program embedded within universities, breaking away from isolated training colleges.

3.3 Constructivist and Experiential Learning

The NEP promotes constructivist theories of learning, wherein teachers are trained to design experiential, activity-based, and learner-centered classrooms. This calls for a complete revamp of traditional teacher training curricula.

3.4 Equity, Inclusion, and Digital Pedagogy

Teacher education, according to NEP, must equip teachers to handle diverse learning needs. It also emphasizes the use of technology and blended learning models, especially post-COVID.

3.5 Professionalism and Accountability

The introduction of National Professional Standards for Teachers (NPST) reflects a shift toward treating



teaching as a rigorous and accountable profession, with clearly defined standards for recruitment, training, and evaluation.

In this light, NEP 2020 represents not just a policy document, but a philosophical and structural blueprint for redefining the teaching profession in India.

4. NEP 2020 and Teacher Education: A Thematic Analysis

The National Education Policy (NEP) 2020 marks a transformative shift in teacher education, recognizing it as the cornerstone of a quality education system. The policy aims to overhaul the existing framework to ensure that teachers are well-prepared, professionally supported, and held to national standards of quality. This section presents a thematic analysis of the key provisions.

4.1 Evolution of Teacher Education

Before NEP 2020, teacher education was largely fragmented. Programs like the 1-year B.Ed. or 2-year D.El.Ed. were often delivered through poorly regulated private institutions. The NCTE had repeatedly flagged concerns about quality, lack of innovation, and commercialization of teacher training. Moreover, there was a disconnect between general education and professional education, resulting in graduates who lacked pedagogical depth and subject expertise.

NEP 2020 seeks to bridge this gap by integrating within the framework of higher education, fostering professional identity, and creating opportunities for lifelong learning and career advancement.

4.2 Vision for Integrated B.Ed. Degree of 4 Years

One of the cornerstone reforms in NEP 2020 is the introduction of an integrated B.Ed. degree as the minimum qualification for school teachers by 2030. It is designed to be multidisciplinary, grounded in subject knowledge, pedagogy, and hands-on classroom experience.

Key Features:

- The degree will be offered by multidisciplinary institutions, linking theory with practice.
- Emphasis on child development inclusive education, and pedagogy.
- Integration with fieldwork, internships, and community engagement.

This integrated degree is intended to eliminate the current piecemeal approach and produce high-quality, professionally prepared educators.

4.3 National Professional Standards for Teachers

NEP 2020 introduces the **NPST**, developed in 2022 (as per policy timeline), which will define:

- Professional roles and expectations at different career stages.
- Standards for pre-service teacher preparation and in-service development.
- Benchmarks for teacher evaluation, promotions, and professional growth.

NPST is envisioned to bring uniformity, quality assurance, and accountability in the teaching profession across states.

4.4 Continuous Professional Development

Policy mandates that all teachers undertake 50 hours of CPD annually, covering:



- Pedagogical advancements
- Use of technology in classrooms
- Inclusion strategies and mental well-being
- Environmental awareness, national goals, and values

The CPD model aims to make teacher learning continuous, reflective, and collaborative, breaking away from traditional workshops and lectures.

4.5 Institutional Reforms and Integration

To ensure effective implementation, NEP 2020 calls for institutional restructuring:

- All stand-alone teacher education institutes (TEIs) to be converted into multidisciplinary institutions by 2030.
- Strengthening of SCERTs and DIETs to lead localized curriculum, teacher training, and mentoring.
- Enhancing the role of NCERT, NCTE, and UGC in policy standardization, curriculum design, and monitoring.
- Emphasis on academic autonomy, faculty quality, and research in teacher education.

4.6 Technology & Digital Pedagogy in Teacher Training

The NEP encourages the use of online platforms (like SWAYAM, DIKSHA) for:

- Certification and micro-credentials
- Access to multilingual, curated teaching-learning resources

Especially after the pandemic, digital pedagogy has become a core skill for teachers. NEP supports blended learning models and the development of digital fluency among educators.

4.7 Inclusivity, Equity, and Local Context

NEP 2020 envisions teachers as agents of social change. Therefore, teacher education programs must prepare them to:

- Teach in multilingual and multicultural classrooms
- Address the needs of CWSN (Children with Special Needs)
- Use localized teaching strategies for tribal, rural, and disadvantaged communities

Inclusion and equity are not optional add-ons but are central to the teacher preparation model envisaged in NEP.

5. Critical Analysis

While the Policy presents an ambitious and holistic vision for reforming teachers, its practical realization is layered with both opportunities and challenges. This section critically analyzes the strengths, limitations, and implementation concerns associated with the teacher education reforms proposed.

5.1 Strengths of the NEP 2020 Vision

a. Professionalization of Teaching

NEP 2020 positions teaching as a profession on par with medicine, law, and engineering. The integrated B.Ed. and NPST is a steps creating a national framework that ensures quality, accountability, and respect for the teaching profession.

b. Shift to Multidisciplinary and Experiential Learning

The integration of teacher education within higher education institutions encourages collaboration between departments, exposure to a broad base of knowledge. The shift to experiential, learner-centered training supports the idea



of teachers as facilitators rather than rote instructors.

c. Inclusion and Equity Focus

The emphasis on inclusive education, gender sensitivity, multilingualism, and local context makes NEP 2020 a progressive policy. Teacher training geared toward addressing diverse classroom realities is essential in a socially stratified country like India.

d. Emphasis on CPD and Lifelong Learning

The policy mandates ongoing learning and upskilling for all teachers, allowing them to stay updated with emerging pedagogies, technologies, and student needs. This shift recognizes that teacher competence evolves with time.

5.2 Implementation Challenges

a. The Capacity of Institutional Readiness

A significant challenge lies in the conversion of substandard private B.Ed. colleges and DIETs into multidisciplinary and high-quality institutions. There is a need for massive capacity building, faculty recruitment, and infrastructure investment, especially in rural areas.

b. Faculty Shortage and Training

India currently suffers from a shortage of qualified teacher educators. Many TEIs do not have adequately trained faculty capable of delivering the revised, constructivist B.Ed. programs.

c. Digital Divide

Although NEP emphasizes digital learning, ground realities show that internet access, device availability, and digital literacy are still major barriers, especially for teachers in rural and tribal areas. This may affect access to CPD and online certification programs.

d. State-Level Autonomy and Variations

Education is a concurrent subject, and the success depends on the political will, administrative preparedness, and budgetary provisions of state governments. Variations in implementation may result in inequities across regions.

e. Lack of Monitoring and Evaluation Mechanisms

Without robust assessment tools and independent monitoring bodies, ensuring uniform quality in teacher education across institutions will remain a challenge. Past reforms have failed due to weak implementation oversight.

5.3 Global Comparisons and Best of Practices

Countries like Finland, Singapore, and South Korea etc., have successfully developed high-performing teacher education systems by:

- Integrating theory and practice
- Offering well-paid, competitive teacher training programs
- Fostering professional autonomy and research

NEP 2020 draws inspiration from these global models but needs contextual adaptation. Unlike these nations, India's diversity, scale, and socio-economic gaps pose unique challenges that demand regionally nuanced strategies.

5.4 Stakeholder Perspectives

Stakeholders such as in-service teachers, policy makers, educational researchers, and student-teachers have shown enthusiasm and concern. While most structural reforms, they express doubts about funding, execution timelines, and real-world adaptability.

6. Suggestions / Recommendations



The success of NEP 2020's perceptions for teacher educationalism depends on effective, inclusive, and phased implementation. Based on the thematic and critical study, the following suggestions are to strengthen the teacher education ecosystem in alignment with NEP 2020:

6.1 Strengthening Teacher Education Institutions (TEIs)

- Upgrade existing DIETs, SCERTs, and B.Ed. colleges into multidisciplinary, research-oriented institutions.
- Ensure adequate funding, modern infrastructure, and autonomy for curriculum development.
- Introduce rigorous accreditation mechanisms to maintain quality standards.

6.2 Faculty Development and Recruitment

- Recruit highly qualified teacher educators from diverse disciplines.
- Organize regular faculty development programs (FDPs) on pedagogy, inclusive education, and digital tools.
- Encourage faculty to engage in educational research and innovation.

6.3 Digital Inclusion and Blended Learning

- Invest in robust ICT infrastructure, especially in rural and underserved regions.
- Provide free or subsidized devices and internet access to teacher trainees.
- Promote blended learning models using national platforms like

DIKSHA, SWAYAM, and NISHTHA.

- Localize digital content in **regional languages** for wider accessibility.

6.4 Effective Implementation of CPD and NPST

- Design modular, need-based CPD programs linked with career progression and incentives.
- Develop clear, context-sensitive NPST guidelines, adaptable by states while maintaining national benchmarks.
- Set up teacher mentoring systems to support early-career and in-service teachers.

6.5 Inclusive and Contextualized Training

- Embed inclusive practices, gender sensitivity, and socio-cultural awareness in all teacher education curricula.
- Encourage training in multilingual classrooms, tribal pedagogy, and local histories.
- Offer flexibility in curriculum to cater to regional and linguistic diversities.

6.6 Collaboration and Research Culture

- Foster partnerships between TEIs, universities, NGOs, and international organizations for collaborative projects.
- Create teacher research cells and encourage action research at grassroots levels.
- Support publishing and dissemination of teacher innovations and best practices.



6.7 Policy Monitoring and Feedback Mechanism

- Establish independent monitoring bodies at national and state levels for periodic review of policy implementation.
- Collect regular feedback from teacher trainees, educators, and school heads for policy refinement.
- Encourage data-driven planning through MIS and teacher education dashboards.

6.8 Attracting Talent to the Teaching Profession

- Offer scholarships, stipends, and fellowships to meritorious teacher trainees.
- Launch media campaigns to elevate the public image of the teaching profession.
- Introduce incentive structures such as higher pay, recognition, and leadership pathways for outstanding teachers.

7. Conclusion

The present Policy presents a transformative framework to revitalize in India. Recognizing teachers as pivotal agents of educational reform and societal progress, NEP 2020 aims to professionalize teaching, enhance training quality, and ensure continuous development across the career span of educators.

Through this paper, a critical understanding of NEP 2020's has been developed using secondary data sources including policy documents, expert analyses, and academic literature. The policy's emphasis on the four-year integrated B.Ed. program, the establishment of NPST, and the mandate for Continuous Professional Development

(CPD) reflect a structured effort to align teacher preparation with national goals and global best practices.

However, the path to realizing this vision is fraught with practical challenges—ranging from institutional readiness and digital access to disparities in implementation at the state level. Addressing these challenges require a coordinated, inclusive, and approach by all stakeholders including governments, teacher education institutions, regulatory bodies, and the teaching community itself.

In conclusion, NEP 2020 offers an unprecedented opportunity to reshape the teacher education. If implemented effectively, it holds the promise of creating a robust cadre of educators who are not only well-qualified and professionally competent but also committed to fostering holistic, equitable, and innovative learning environments for future generations.

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