

Transforming Teacher Education in India A Study of NEP 2020 Policies and Practices

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Abstract—The New Educational Policy in 2020 was launched by India's Ministry of Human Resource Development (MHRD) with the intention of altering the country's educational system. Since gaining independence, the Indian government has established a number of bodies and initiatives to raise the caliber and standard of Instructor Education. The sector of teacher education has undergone a significant transformation to become more transparent and quality, thanks to the new NEP 2020.

Highlighting the new NEP 2020 requirements for teacher education is the paper's primary goal. In the near future, both in-service and pre-service instructors will profit from the newly added courses, the reorganization of the current courses, and their integration with bachelor's degrees. The study also highlights NEP's future strategies and hiring practices for teachers and teacher education. The article also describes the opportunities for residents of remote and rural locations to realize their aspirations of becoming teachers. The new policy will make teacher education more robust and open. In accordance with the new NEP 2020, the accountability of the institutions offering teacher education has been placed under strict supervision. The paper also briefly discusses the importance of teacher education and how individuals with different specializations can choose to enroll in the courses with the right training. It also discusses the importance of local knowledge and how it can be incorporated into teacher education. Overall, the paper outlines the continuation and procedure of teacher education in the near future according to the National Educational Policy 2020.

Index Terms—Education, Teacher Education, B.Ed. and National Educational Policy 2020

I. INTRODUCTION

“A great teacher is both made and born. Teaching is a skill which has to be acquired and proper training makes one skillful”.

It is possible to argue that instructors are born with talent and a love of teaching, but they are also created by honing their talents and learning new ones. Teacher education needs to be more advanced in order to improve such skills. The process of developing a teacher with the necessary abilities, information, mindset, and conduct to enable them to work effectively both inside and outside of the classroom is known as teacher education.

Since gaining its independence, the Indian government has done everything in its power to improve the state of teacher education through the creation of numerous organizations such as the University Grants Commission (UGC), National Council of Educational Research and Training (SCERT), National Assessment and Accreditation Council (NAAC), and National Council for Teacher Education (NCTE). By emphasizing quality in higher education, NAAC has its own significance in teacher education.

It did a good job of planning conferences, seminars, and workshops to raise educational standards. NCTE's groundbreaking decision was to permanently incorporate information and communication technology (ICT) into the B.Ed. curriculum.

It is impossible to overstate the importance of teacher education in India. They are responsible for instilling moral ideals and concepts in pupils, which aids in the development of the country.

Teachers are equipped to overcome obstacles and avoid failure because to their education. It aids educators in selecting real educational resources and

instructional strategies. Teacher education should be skillfully coached to adapt to the current circumstances, just as teaching prepares future educators. Occasionally, effective teacher education facilitates the quick adoption of new methods and innovations.

II. WHAT LED TO THE CREATION OF THE NATIONAL EDUCATIONAL POLICY 2020?

Since gaining independence, the Indian government has established numerous planning committees with the goals of modernizing the educational system, increasing literacy, establishing a program for vocational skills training, and achieving universal elementary education. The Kothari Commission's suggestion led to the announcement of the first National Policy of Education (NPE), 1968. The goal of the program was to distribute educational possibilities as far as possible in order to promote economic, cultural, and national development. Only NPE 1968 contributed to the teaching of regional languages, the 10+2+3 system, and mandatory education for children under the age of 14. The second educational policy, the National Educational Policy 1986, is introduced after an 18-year hiatus. This strategy specifically addressed women's education, Scheduled Tribes, and Scheduled Castes. To accomplish the aforementioned goal, scholarships were introduced to help the impoverished send their kids to school, hire teachers from the SC category, and start a new institution.

Further distance and open learning were made possible, such as at Indira Gandhi National Open University, in order to improve the situation. A number of changes were made to NPE 1986 in response to current needs, such as proposals for the creation of 20 new universities, stipends for research researchers, nationwide entrance exams, etc.

III. NEW RULES AND INITIATIVES FOR TEACHER EDUCATION IN ACCORDANCE WITH NEP 2020

The 2020 National Education Policy placed a strong emphasis on developing teachers by instilling in them Indian culture, knowledge, values, and ethos. Innovation and developments in pedagogy and

education should be prioritized at the same time. The shortcomings in teacher education were emphasized in the NEP 2020 report. In India, thousands of teacher education institutions fail to provide teachers with sufficient and high-quality training and education.

A disadvantage for the country's future development is that the prized degrees are weighted and sold for a high price. Although the government has taken a number of steps to improve teacher education and lessen malpractice, none of them have been able to completely stop it. Credibility, integrity, and quality must be restored before the system can be brought back into balance.

Strict measures will be implemented for non-standard institutions offering teacher education in order to address these needs. More authority and freedom to take action against dysfunctional Teacher Education Institutions will be granted to the regulatory system. Within a year, the Teacher Education institution must adhere to the basic requirements; failure to do so could result in the institution's closure. High-quality, multidisciplinary, and nature-integrated educational programs will be implemented in accordance with NEP 2020 criteria.

Establishing educational departments, collaborating with other departments of other fields, and supporting B.Ed. programs should be the goals of all interdisciplinary universities and colleges.

By 2030, the current teacher education institution that offers a two-year B.Ed. program must also change to a multidisciplinary school that offers a four-year integrated teacher education program. This four-year B.Ed. program will be the minimal requirement for school teacher certification by 2030. Early childhood care and basic reading are only two of the specializations that the Teacher Education program will expand to include. Teachers from non-educational fields may also enroll in the two-year B.Ed. program.

According to NEP 2020, teacher education placed a strong focus on developing teachers by assimilating Indian culture, values, traditions, knowledge, and ethos. Higher education institutions that support teacher education should simultaneously meet the demand for specialists in all of the disciplines they offer. Before being admitted to the Teacher

Education program, teachers must pass a subject aptitude test administered by the National Testing Agency. To allow the instructors to participate in various activities, these accredited institutions offering teacher education must establish a solid foundation with the schools. Additionally, a teacher with research expertise and training will be highly appreciated.

In the case of a Ph.D., the researcher must choose a credit-based course in disciplines such as writing, teaching, pedagogy, and education during their training term. Curriculum design and pedagogical approaches will be explored during the training to ensure that the new scholars have mastery over their chosen discipline when they become faculty members in the future. New Ph.D. candidates must develop through teaching assistantships and gain the necessary university teaching experience.

In order to meet the demands of the teaching-learning process, the current instructors at universities and colleges will keep up their more robust initiatives. Online resources like SWAYAM and DIKSHA will be used to meet the advancement of the teaching-learning process. Several trainees will be contacted by this approach in a shorter amount of time. The specialists will oversee the entire mentorship program at the PAN India level and retired faculty to provide further support to Indian university and college faculty.

IV. ADOPTION OF PLACEMENT PROCEDURES, STANDARDS, AND APPROACHES TOWARD TEACHERS AND THE TEACHING PROFESSION

The National Education Policy (NEP) 2020 introduces significant reforms in the recruitment, placement, professional standards, and development of teachers to improve the quality of education in India. Here's a clear and structured explanation of the adoption of placement procedures, standards, and approaches toward teachers and the teaching profession under NEP 2020:

1. Transparent and Merit-Based Recruitment

- Teachers will be recruited through transparent, merit-based processes.
- Emphasis on Teacher Eligibility Tests (TET) and subject-specific assessments.

- Classroom demonstration or interviews may be included to assess teaching skills and pedagogy.

2. Standardized Professional Qualification

- By 2030, the minimum qualification for teaching will be a 4-year integrated B.Ed. degree.
- This program will combine content knowledge, pedagogy, and practical training.
- Substandard teacher education institutions will be phased out.

3. Improved Teacher Placement System

- Teachers will be placed in schools based on requirement and specialization.
- Efforts will be made to reduce excessive transfers, especially in rural areas.
- A school complex or cluster system will be adopted to ensure better resource sharing and teacher deployment.

4. National Professional Standards for Teachers (NPST)

- A set of clear standards and expectations will be developed by bodies like National Council for Teacher Education.
- These standards will define:
 - Competencies
 - Roles and responsibilities
 - Performance benchmarks
- NPST will guide career progression, promotions, and appraisals.

5. Continuous Professional Development (CPD)

- Teachers will undergo 50 hours of CPD annually.
- Focus areas include:
 - New pedagogies
 - Use of technology
 - Inclusive education
- Platforms like DIKSHA will support online training.

6. Career Progression and Leadership Roles

- A merit-based career structure will be implemented.
- Teachers can grow into roles such as:
 - Senior Teacher
 - Mentor Teacher

- School Leader
- Promotions will be based on performance, not just seniority.

7. Improved Working Conditions

- Reduction of non-teaching administrative work.
- Provision of adequate infrastructure and teaching resources.
- Ensuring a supportive and respectful work environment.

8. Focus on Teacher Autonomy and Innovation

- Teachers will be encouraged to:
 - Use innovative teaching methods
 - Adapt curriculum to local needs
- Greater academic freedom in classrooms.

9. Technology Integration in Teaching

- Teachers will be trained in digital tools and online teaching methods.
- Use of platforms like SWAYAM for learning and teaching enhancement.

10. Strengthening Teacher Education Institutions

- All teacher education will be shifted to multidisciplinary institutions.
- Strict regulations by bodies like University Grants Commission.
- Focus on quality, research, and innovation in teacher training.

strengthens institutional frameworks and ensures strict regulation to maintain quality in teacher education. Overall, NEP 2020 recognizes teachers as the backbone of the education system and aims to empower them as facilitators of knowledge, innovation, and nation-building. Its successful implementation will significantly contribute to improving the quality of education and achieving sustainable national development.

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V. CONCLUSION

In conclusion, the National Education Policy 2020 brings a transformative vision for teacher education and the teaching profession in India. It emphasizes transparency, quality, accountability, and professionalism in the recruitment, placement, and development of teachers. By introducing standardized qualifications such as the four-year integrated B.Ed., establishing the National Professional Standards for Teachers, and promoting continuous professional development, the policy ensures that teachers are well-equipped to meet the evolving demands of education.

Furthermore, the focus on merit-based career progression, improved working conditions, and integration of technology enhances both the status and effectiveness of teachers. The policy also