



The Impact Of National Education Policy 2020 On Teacher Training Institutions

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ARTICLE INFO ABSTRACT

The National Education Policy (NEP) 2020 heralds a transformative era in India's educational landscape, aiming to revitalize the system from its foundational levels. This study prospects into the effective role of NEP 2020 on Teacher Training Institutions (TTIs) and their pivotal function in depicting the future of education. NEP 2020 envisions an inclusive, holistic, and flexible education system aligned with the necessity of the 21st century. Interior to this vision is the reformation of TTIs, recognizing their stern role in preparing competent, empathetic, and innovative educators. This policy emphasizes the necessity of evolving TTIs into vibrant centers of pedagogical excellence, research, and professional development. The NEP 2020 advocates a multi-faceted approach to magnify the fruitfulness of TTIs. It accents the integration of theoretical knowledge with practical experience through extensive field engagements and internships. The policy encourages TTIs to adopt innovative teaching methodologies, technology integration, and interdisciplinary approaches to pedagogy, fostering creativity and critical thinking among prospective educators. NEP 2020 underscores the importance of continuous professional development for teachers, promoting lifelong learning and skill upgradation. TTIs are envisioned as dynamic hubs for teacher training, providing ongoing support, mentorship, and opportunities for collaboration with experts from diverse fields. NEP 2020 emphasizes the need for vigorous quality assurance mechanisms in TTIs, ensuring adherence to standards of excellence in teacher education.

Keywords: National Education Policy 2020, Teacher training institutions, Teacher preparation, Teacher Education Programme, Multidisciplinary approach, Continuous professional development etc.

Introduction:

“According to Mahatma Gandhi's deep observations, his concept of holistic growth incorporates a harmonious harmony between multiple facets of a person's being, including the inner being, brain interaction, and conduct. Gandhi emphasized the importance of cultivating and incorporating these dimensions to attain comprehensive and well-rounded development.” (Bhatia, R., Rinkey, & Kaur, J, 2024, p. 270) The NEP 2020 introduces several reforms that touch upon various facet of education, including teacher training. Teacher training institutions play a vital role in shaping the quality education imparted to students. The policy advocates for the combination of subjects and the promotion of holistic learning experiences. This shift necessitates a corresponding adaptation in the curriculum and pedagogical approaches adopted by teacher training institutions to make sure that future educators are prepared to facilitate interdisciplinary learning effectively. The NEP 2020 envisions a fundamental restructuring of teacher education programs, aligning them with global best practices and contemporary educational theories. This involves reimagining the duration, structure, and content of teacher training courses to focus not only on theoretical knowledge but also on practical skills, experiential learning, and real-world application. Moreover, the policy emphasizes the significance of continuous professional development for teachers throughout their careers, underscoring the requisite for teacher training institutions to offer ongoing support and advantages for up skilling and reskilling. The NEP 2020 seeks to intensify the quality and accountability of teacher training institutions through rigorous accreditation mechanisms and performance evaluations. By establishing clear standards and benchmarks for teacher education, the policy aims to insure that these institutions maintain high levels of

perfection and effectiveness in preparing future educators. “NEP 2020 introduces several innovative ideas in teacher education, including technology-based comprehensive teacher training, professional criterion for teachers and continuous professional development programs for teachers, special educators, and master instructors.” (Jana, T.; Chattopadhyay, Dr. K. N., 2023)

Significance of the Study:

The NEP 2020 on teacher training institutions is crucial for assessing policy implementation, improving the quality of teacher education, aligning with policy objectives, addressing skill gaps, and informing policy iteration and improvement efforts. Following the significance of the study highlighted as-

1. The NEP 2020 is an extensive framework which aims to changing the educational scenario with global perspective. This assessment can provide insights into the challenges and successes in translating policy goals into practical outcomes.
2. It can help evaluate whether the policy is leading to improvements in the attribute of teacher education and effectiveness of teaching learning process.
3. The NEP 2020 outlines several key objectives, including promoting multidisciplinary and holistic education, integrating technology in education, and fostering critical thinking skills among students.
4. Teacher training institutions are instrumental in equipping educators with the essential skills and competencies to meet the evolving needs of students and society. Studying the impact of the NEP 2020 on these institutions can help identify areas where there may be skill gaps or mismatches between the curriculum and the demands of the education landscape.
5. Research on the impact of NEP 2020 on teacher training institutions can provide valuable feedback to policymakers. This iterative process is inevitable to ensure that education policies are responsive to the changing needs of students, educators and society.

Objectives of the Study:

1. To study the Policies of NEP 2020 on Teacher Training Institutions.
2. To find the Impact of National Education Policy 2020 on Teacher Training Institutions.
3. To analyse the Implementing provisions of NEP 2020 and its challenges and opportunities for teacher training institutions

Research Questions:

1. What are the Policies of NEP 2020 on Teacher Training Institutions?
2. Have any impact of National Education Policy 2020 on Teacher Training Institutions?
3. What are the implementing provisions of NEP 2020 and its challenges and opportunities for teacher training institutions?

Methodology:

This study adopted descriptive type research and collected from secondary sources like- Journal, Research paper, Article, government record, government website, ResearchGate etc. and primary data collected from observation and different teacher training institutions through email, Google form and whatsapp message etc.

National Education Policy 2020:

NEP 2020 refers to the New Education Policy (NEP) 2020, which was announced by Govt. of India on July 29, 2020. The NEP 2020 is a magnificent framework aim at transforming the Indian education system. It covers various aspects of education, including school education, vocational education, teacher training, higher education, and educational governance. The policy aims to promote holistic development, flexibility, creativity, critical thinking, and multidisciplinary approach in education. “It aspires to raise government spending on education from 3% of GDP to 6%. Generally speaking, NEP 2020 is a fairly forward-thinking plan with a clear understanding of the existing socioeconomic context and the potential to meet future difficulties.” (Fatima, N., et. all, 2023, p. 2) The New Education Policy (NEP)-2020 outlines a comprehensive framework for the restructuring of the education system of India at all levels, from early childhood to higher education. Following the basic educational structure proposed in NEP 2020:

Table: 1 Basic educational structure proposed in NEP 2020

Educational Structure	Description
Early Childhood Care and Education (ECCE)	NEP 2020 emphasizes on early childhood care and education for children age group 3 to 6 years. It aims to provide a strong foundation for lifelong learning and holistic development through play-based and activity-based learning.
School Education	The policy envisions the restructuring of school education into a 5+3+3+4 format, consisting of 12 years of schooling. The first five years (ages 3-8) comprise foundational stage (3 years of pre-primary and classes 1-2). The next three years (ages 8-11) form the preparatory stage (classes 3-5). The three years (ages 11-14) constitute the middle stage (classes 6-8). The final four years (ages 14-18) are the secondary stage (classes 9-12).

Curriculum and Pedagogy	NEP 2020 emphasizes a multidisciplinary approach, integration of vocational education, and flexibility in curriculum design. It inspires the use of technology in teaching learning and promotes experiential learning, critical thinking, and problem-solving skills.
Assessment and Evaluation	The policy stated for a shift from rote learning to competency-based learning and continuous assessment throughout the academic year. It aims to abate the emphasis on high-stakes board exams and ameliorate holistic development and creativity.
Teacher Education and Training	NEP 2020 emphasizes the necessity of quality teacher education and continuous professional development. It proposes the establishment of National Mission on mentoring to support and guide teachers. Emphasizes on introducing 4 years Integrated Teacher Education Programme (ITEP)
Vocational Education	The policy intends to attached vocational education into core education from the secondary level onwards to provide students with employable skills and entrepreneurial capabilities.
Higher Education	NEP 2020 proposes rectify in higher education to promote multidisciplinary education, flexibility, autonomy, and innovation. It stated for the introduced of a National Research Foundation to promote research and innovation in higher education.
Equity and Inclusion	The policy emphasizes legitimate access to education for all, including marginalized and disadvantaged groups. It proposes measures to address gender disparities, disabilities, and socio-economic barriers to education.

These are some of the primary structural elements outlined in the New Education Policy 2020. The implementation of NEP 2020 is prospected to bring about significant changes in the education system in India over the coming years.

Policies of NEP 2020 on Teacher Training Institutions:

The National Education Policy (NEP) 2020 emphasizes the crucial role of teacher training institutions in ameliorative the proper quality of education in India. Following the policies regarding teacher training institutions outlined in NEP 2020:

Table: 02 Policies of NEP 2020 on Teacher Training Institutions

Focus area	Policies regarding Teacher Training Institutions
Reform of Teacher Education	NEP 2020 proposes the transformation of teacher education programs into multidisciplinary programs. It aims to integrate the study of subjects such as arts, sciences, humanities, and professional subjects into teacher education to provide a holistic and comprehensive understanding to future educators.
Pre-Service Teacher Preparation Programmes	“In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.” (Kasturirangan, 2020, p. 44)
Four Year Integrated Teacher Education Program (ITEP)	The policy confers a four year integrated teacher education program by 2030 with a Bachelor's degree in Education (B.Ed.). “As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, It has aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics.” (Kasturirangan, 2020, p. 43) “The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.” (Kasturirangan, 2020, p. 43) This program will aim to equip teachers with both subject knowledge and pedagogical skills, fostering a profound understanding of educational theory and practice.
National Professional Standards for Teachers (NPST)	NEP 2020 proposes the development of “National Professional Standards for Teachers” (NPST) by 2022. These standards will serve as a benchmark for teacher education institutions, guiding their curriculum development, recruitment processes, and continuous professional development programs.
Teacher Training Institutes (TTIs) and Faculty Development	The policy emphasizes for the strengthening of Teacher Training Institutes (TTIs) and ensuring the availability of qualified faculty. It proposes measures for faculty development, including training programs, research opportunities, and collaboration work with other academic institutions.
Technology Integration and Innovation	NEP 2020 encourages the integration of technology into teacher education programs to enhance teaching-learning processes. It promotes the use of digital resources, online platforms, and educational technology related devices for effective teacher training and professional development.

	“SWAYAM/ DIKSHA are technology base platform for online training of teachers, it will be encouraged to them, so that standardized training programmes can be administered to huge numbers of teachers within a short time.” (Kasturirangan, 2020, p. 44)
Continuous Professional Development (CPD)	The policy emphasizes the need for continuous professional development (CPD) for teachers throughout their careers. It recommends the establishment of a National Mission on Mentoring to provide support, guidance, and mentorship to teachers at different situation of their careers.
Quality Assurance and Accreditation	NEP 2020 advocates for the establishment of a robust system for quality assurance and accreditation of teacher education institutions. It aims to ensure that teacher education programs meet the highest level of quality and relevance.

The National Education Policy 2020 places significant emphasis on the reform and revitalization of teacher education institutions to equip educators with the necessary skills, knowledge and competencies to meet the evolving needs of the education sector in India.

Impact of National Education Policy 2020 on Teacher Training Institutions:

One of the core pillars of NEP 2020 is the transformation of teacher training institutions to align with the evolving needs of the education sector. This study aims to analyse the multifaceted impact of NEP 2020 on teacher training institutions, examining the key provisions, challenges, opportunities, and strategies for implementation. NEP 2020 proposes the introduction of a four-year integrated teacher education programme by 2030, replacing the existing fragmented system. This programme emphasizes a multidisciplinary approach, combining theoretical knowledge with practical classroom experience. NEP 2020 advocates for the integration of multidisciplinary perspectives in teacher education to foster critical thinking, creativity, and innovation among educators. Teacher training institutions are encouraged to collaborate with other academic departments to offer courses encompassing diverse fields. NEP 2020 underscores the importance of integrating technology in teacher education to enhance teaching and learning outcomes. Teacher training institutions are tasked with equipping future educators with the essential skills to leverage digital tools effectively. NEP 2020 calls for the implementation of robust quality assurance mechanisms to ensure the standardization and accreditation of teacher training institutions. Accreditation agencies will evaluate institutions based on predefined criteria, including faculty qualifications, infrastructure and curriculum relevance and student outcomes. Following the detailed analysis of how NEP 2020 impact on Teacher Training Institutions:

- NEP 2020 envisions a comprehensive overhaul of teacher education, shifting from the existing fragmented system towards a multidisciplinary and holistic approach. It emphasizes the integration of theoretical knowledge with practical classroom experience. Teacher training institutions are expected to redesign their curriculum with the proper principles and norms. This might involve revisiting course structures, incorporating modern teaching methodologies, and focusing on hands-on training.
- One of the significant changes brought out by NEP 202, four-year integrated teacher education programme by 2030. This programme will be offered in multidisciplinary institutions, providing students with a broader educational foundation. Teacher training institutions need to prepare for this transition by developing robust curriculum frameworks, faculty training programs, and infrastructure upgrades to accommodate the extended duration of the course.
- NEP 2020 promotes multidisciplinary learning as a means to foster critical thinking, creativity, and innovation among educators. Teacher training institutions are encouraging for collaborative work with other academic departments within their institutions to offer courses that encompass diverse fields such as humanities, sciences, arts, and technology. This interdisciplinary approach enhances the professional development of future teachers, equipping them with a broader skill set to cater to the evolving needs of students.
- The policy underscores the importance of continuous professional development for teachers throughout their careers. Teacher training institutions are enabling the student teacher and teacher educators to stay updated with the latest pedagogical practices, technology integration, and subject knowledge. This may involve organizing workshops, seminars, online courses, and mentorship programs to facilitate lifelong learning among teachers.
- NEP 2020 advocates for the effective integration of technology in education to enhance teaching and learning outcomes. Teacher training institutions are expected to equip future educators with the different skills and digital platforms effectively. This may entail incorporating courses on educational technology, digital literacy, and online teaching methodologies into the teacher education curriculum.
- The policy emphasizes the implementation of robust quality assurance mechanisms to ensure the standardization and accreditation of teacher training institutions. Accreditation agencies will evaluate institutions based on predefined criteria, including faculty qualifications, infrastructure, curriculum relevance, and student outcomes. Institutions failing to meet the stipulated standards may face corrective measures or risk losing accreditation status.

The National Education Policy 2020 brings about significant changes in the landscape of teacher training institutions in India. It calls for a paradigm shift towards multidisciplinary, experiential learning approaches, emphasizing the integration of technology and continuous professional development.

Implementation Policy of NEP 2020

Table: 03 Implementation Policy of National Education Policy 2020

Implementation Bodies:	"The implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education". (Kasturirangan, 2020, p. 62)
Implementation Policy adopted by the following principles:	<p>"First, implementation of the Policy will be more ticklish. Proper dedication and accountability will be required for effective outcomes of the policy.</p> <p>Second, it is important to implement the policy initiatives in successive manner, which requires the previous stride to be implemented effectively.</p> <p>Third, prioritization will be essential to ensure the best order of policy and the most important and urgent steps are taken first, thereby creating a strong foundation.</p> <p>Fourth, implementation will be comprehensive and this principle is interconnected with all-round development, only a holistic implementation, and not piecemeal, will confirm that the desired goals are achieved or not!</p> <p>Fifth, it requires careful planning, joint monitoring, proper fund pulsation and cooperative implementation between the Center and the States.</p> <p>Sixth, timely motivation of necessary human, infrastructural and financial resources at both central state levels will be critical for satisfactory execution of the policy.</p> <p>Finally, it has clearly stated that review of linkages between multiple parallel implementation steps is required to ensure proper dovetailing of all initiatives.. (Kasturirangan, 2020, p. 62)</p>

Challenges and Opportunities:

Implementing the provisions of NEP 2020 poses several challenges for teacher training institutions:

- Many teacher training institutions in India face challenges related to inadequate infrastructure, resources, and faculty capacity. Implementing the reforms outlined in NEP 2020 requires significant investments in infrastructure, technology, and faculty development.
 - Resistance to change among stakeholders, including faculty members, administrators, and policymakers, may hinder the effective implementation of NEP 2020 reforms. Overcoming resistance to change requires strong leadership, effective communication, and stakeholder engagement strategies.
 - Building the capacity of teacher training institutions to effectively implement NEP 2020 reforms is crucial. This may involve providing faculty development programs, establishing partnerships with industry stakeholders, and leveraging technology-enabled learning platforms.
- NEP 2020 also presents numerous opportunities for teacher training institutions:
- NEP 2020 encourages teacher training institutions to innovate and collaborate with other stakeholders to ameliorate the quality of teacher education. This may include establishing partnerships with schools, universities, and industry organizations to share resources, expertise, and best practices.
 - NEP 2020 emphasizes the importance of continuous professional development for teachers. Teacher training institutions can leverage this opportunity to offer innovative professional development programs that cater to the amplify needs of educators.
 - The embodiment of quality assurance mechanisms outlined in NEP 2020 provides an opportunity for teacher training institutions to enhance their standards and credibility. Accreditation and evaluation processes can help institutions identify areas for improvement and take corrective measures.

Findings of the study:

1. Finding related with objective: 1

Following the policies adopted by NEP 2020 on Teacher Training Institutions:

- i) Researcher find that National Education Policy 2020 framing the policy on the basis of Reform of Teacher Education, Pre-Service Teacher Preparation Programmes, Four-Year Integrated Teacher Education Program (ITEP), National Professional Standards for Teachers (NPST), Teacher Training Institutes (TTIs) and Faculty Development, Technology Integration and Innovation, Continuous Professional Development (CPD), Quality Assurance and Accreditation.
- ii) Policy adopted for Common Entrance Test: Pre-Service Teacher Preparation Programmes will be introduced through worthy subject and aptitude tests conducted by the National Testing Agency.
- iii) Policy adopted for 4 years integrated B.Ed. (Integrated Teacher Education Program) course and it will be dual-major holistic Bachelor's degree course. It will accomplished by 2030.
- iv) Special subject offering for dual-major holistic bachelor degree: i.e. a language, history, music, economics, art, physical education, computer science, chemistry, mathematics, etc. and advanced pedagogy of teacher is also mentioned. Education will include psychology, early childhood care, sociology, history, science and education, basic literacy and numeracy, knowledge of India and its values/ethics/arts/traditions and more.

2. Findings related with objective: 2

Researcher find following the impact of NEP 200 on Teacher Training Institutions

- i) NEP 2020 impacted on Teacher Training Institutions as a multidisciplinary and holistic approach.

- ii) Redesign the curriculum of Teacher Education Programme and align with the principles of 4 years Integrated Teacher Education Programme with multi-disciplinary subject.
- iii) The policy impacted for encouraging to collaborating with other academic departments within their institutions to offer courses that encompass diverse fields such as humanities, sciences, arts, and technology.
- iv) This policy emphasized on teacher educations' for developing their efficiency in pedagogical practices, technology integration, and subject knowledge.
- v) The policy emphasized the implementation of robust quality assurance mechanisms to ensure the standardization and accreditation of teacher training institutions. Accreditation agencies will evaluate institutions based on predefined criteria, including faculty qualifications, infrastructure, curriculum relevance, and student outcomes.
- vi) This policy will bring out the quality of teacher education programme and also enrich the quality of teacher educators in holistic approach.

Findings related to Objective: 3

Researcher find following the challenges and opportunities:

- i) Challenges related to inadequate infrastructure, resources, and faculty capacity.
- ii) Requires strong leadership, effective communication, and stakeholder engagement strategies.
- iii) Long term policy and random approaches of government to fulfilling the basic requirement of Teacher Training institutions.

Opportunities:

- i) Reduced time duration of Teacher Education programme.
- ii) Flexibility of curriculum and added interdisciplinary course in various subjects.
- iii) Emphasized on continuous professional development for teacher educators.
- iv) Quality assurance mechanisms outlined in NEP 2020

Suggestions/Recommendations:

- 1) From the all over study did not find specific statement for D.El.Ed. and M.Ed. course. D. El. Ed. course has been played important role for elementary teacher education programme and M.Ed. course very essential for Colleges and universities faculty. So, Government should prevail 2 years Master of degree course and M.Ed. course should be compulsory for all the faculties of college and university. One year considers as diploma of course but how we can justify mastery of course within one year duration. Knowledge is important rather than certificate.
- 2) Government should focus on fulfillment of the vacancy of teacher training institutions and infrastructural development otherwise NEP 2020 will not possible for proper implantation.

Conclusion:

The National Education Policy 2020 ushers in a new era for teacher training institutions in India, massive reforms are being called for to bring teacher education into line with growing demand 21st century student aspirations. By embracing the principles of multidisciplinary learning, flexibility, quality enhancement and technological innovation, teacher training institutions can play an important role in realizing the vision of an inclusive, equitable and transformative education system as outlined in the NEP 2020. NEP 2020 represents a pattern shift in the Indian education system with profound implications for teacher training institutions. In alignment with the objectives and provisions of NEP 2020, teacher training institutes can play an important role in shaping the future of education in India. However, perceiving the full potential of NEP 2020 requires concerted efforts of all stakeholders, including policymakers, educators, administrators and communities.

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