



# Innovation and new reforms in teacher education as per National Education Policy-2020

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## ABSTRACT

The National Education Policy (NEP) 2020 advocates transformative changes in teacher education, emphasizing innovation and a multidisciplinary approach to meet evolving educational needs. It envisions integrating technology and promoting continuous professional development, encouraging experiential learning, critical thinking, and adaptability in teacher training programs. NEP 2020 highlights the role of teachers as facilitators of holistic education, aligning with global standards, fostering creativity, and a learner-centric ethos. The accompanying paper provides an overview of NEP-2020, evaluating its strengths and weaknesses in higher education and research. It assesses implementation suggestions and proposes generic strategies through focus group discussions. Predictive proposals cover various issues, including the development of quality universities, institutional restructuring, holistic education, optimal learning environments, regulatory system transformation, and technology integration. Recommendations are made for effective NEP-2020 implementation, addressing constraints. Overall, NEP-2020 and the accompanying paper underscore a commitment to transformative reforms in teacher education and the broader educational landscape, emphasizing responsiveness, creativity, and holistic development in students.

**Keywords:** Innovation, Teacher, Teacher Education, Multidisciplinary institution, ITEP, National Education Policy (NEP)

## INTRODUCTION:

The year 2020 witnessed unprecedented global challenges, and amidst the COVID-19 pandemic, India marked a significant development with the unveiling of the New Education Policy (NEP)-2020. Acknowledging the pivotal role of teachers in shaping students' destinies and building the nation, the NEP-2020 underscores transformative changes in education, particularly in teacher education. Embracing an integrated and multidisciplinary approach, the policy advocates programs that blend content knowledge with effective pedagogical practices, ensuring educators possess a holistic understanding of the subjects they teach. Notably, the NEP-2020 introduces a notable reform by transitioning to a four-year Integrated Teacher Education Program (ITEP), aimed at providing future teachers with a comprehensive blend of high-quality content, pedagogy, and practical experience. Furthermore, the policy emphasizes the establishment of professional standards, promoting continuous development to keep educators abreast of evolving educational practices, technology, and subject knowledge. Encouraging research and innovation in education, the NEP-2020 envisions a paradigm shift in teacher education, fostering an environment where educators are equipped with diverse skills to meet the dynamic needs of students and contribute to the overall enhancement of the education system.

## OBJECTIVE:

The main objective of this paper is to know the innovation and adapting process in the field of teacher education in the light of NEP 2020.

**METHODOLOGY:** For preparing this paper, we use mainly discourse analysis i.e. qualitative method in association with some literary works with reference to National Education Policy-2020.



### REVIEW OF THE RELATED LITERATURE:

Existing literature on teacher education highlights the evolving nature of teacher preparation and the critical role it plays in shaping educational outcomes. Studies emphasize the need for continuous professional development, aligning with the National Education Policy (NEP) 2020's focus. Research indicates that multidisciplinary training and reduced specialization rigidity contribute to well-rounded educators adaptable to changing educational landscapes. Additionally, technology integration in teacher education has gained prominence, emphasizing the importance of digital literacy in the modern classroom.

Within the context of educational policy changes, scholars have investigated the impact of policy reforms on teacher recruitment, deployment, and professional standards. They have explored the implications of these changes on teaching quality, equity in education, and the overall effectiveness of educational systems.

However, gaps persist in the literature, specifically in understanding the nuanced challenges and opportunities presented by NEP 2020's innovative reforms in teacher education. This research aims to address these gaps by providing a comprehensive analysis of the implications of the policy changes, examining the practical implementation, and offering insights into optimizing the transformative potential of these reforms for the betterment of teacher education in India.

### About NEP-2020: Innovations & Adaptations in Teacher Education:

Restoration of integrity and quality is necessary for the revival of believe in teacher education. According to justice Verma commission (2012), a large number of stand-alone teacher education institutes - over 10,000 in number are not even handling their serious responsibility in teacher education system. They are selling degree only for a price, which is influencing the excellence and innovations in the field of teacher education. Therefore, argent need to revitalization in the sector and regulatory system. Through which high standards, integrity, trustworthiness, effectiveness, and high quality can be ensured in the field of teacher education (NEP 2020, MHRD). Immediately after the suggestion of this Justice Verma Commission report (2012), in the year 2015-16, B.Ed. and M.Ed. courses were rep to two years instead of one year.

### Integrated Teacher Education Program (ITEP)

**Para 15.5, NEP 2020:** The 4-year integrated B.Ed. will be a dual-major holistic bachelor's degree in Education as well as a specialised subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. The program aims at preparing teachers for Foundational, Preparatory, Middle and Secondary stages as per the new school structure of NEP2020. It will ensure that outstanding students enter the teaching profession. A student undergoing this course will be grounded in Indian values, languages, knowledge, ethos, tribal tradition and also well versed in latest advances in education and pedagogy. This course caters to the need of 21st Century skills.

The Integral Teacher Education Program (ITEP) proposed in alignment with the National Education Policy (NEP) 2020 positions teachers at the core of educational reforms. Designed for candidates after Senior Secondary or its equivalent under the 5+3+3+4 schooling structure, ITEP integrates disciplinary and professional knowledge, offering a four-year program equivalent to an Undergraduate Degree and Teacher Education Degree. The curriculum spans eight semesters, incorporating field-based experiences and practice teaching. Flexibility allows completion within a maximum of six years, with attendance requirements and eligibility criteria set at a minimum of fifty percent marks in Senior Secondary. Admission involves a subject and aptitude test conducted by the National Testing Agency (NTA), specifically the National Common Entrance Test (NCET). Online counselling facilitates admissions, and fee regulations ensure affordability. NCTE provides a Model/Suggestive Curriculum, allowing institutions up to 30% flexibility for local adaptation. The curriculum framework and syllabus are made



available on the NCTE website for adoption/adaptation within 90 days. The evaluation pattern follows the Suggestive Curriculum Framework. Overall, ITEP reflects a comprehensive approach to teacher education, emphasizing both academic and practical dimensions while accommodating regional variations through a flexible curriculum.

### **The Nature of the Institutions Conducting Teacher Training Programs**

On page no. 23 of NEP-2020 (MHRD report) under the heading “Approach to Teacher Education”- Teacher education will be required to gradually move to multidisciplinary institution from stand-alone teacher education institutes by 2030 (NEP 2020, MHRD). The policy emphasizes that teacher education should only occur in multidisciplinary institutions. To accomplish this goal, the policy aims to transition all single teacher education institutions into multidisciplinary ones by 2030. Furthermore, the policy allows a one-year window for teacher training institutions that do not meet basic educational criteria to enhance their quality. It also suggests strict actions against institutions that do not show improvement even after this one-year period.

### **Admission and Curriculum**

The policy suggests a shift in teacher training program admissions, advocating for entrance tests administered by the National Testing Agency. Furthermore, it stresses the importance of incorporating subjects like sociology, history, psychology, early childhood education, fundamental literacy, numeracy, and knowledge of India’s values and traditions into teacher-training programs. The policy places a significant emphasis on the judicious integration of technology in teacher education. In a separate endeavour concerning curriculum development, the policy recommends the creation of a new and all-encompassing National Curriculum Framework for Teacher Education (NCFTE) by 2021.

### **Teacher Self-Development Program**

Short-term courses will be provided in multidisciplinary institutions that focus on specific areas of teaching, such as the teaching of students with special need, leadership and management in the school education system, or to move from one stage to another (NEP 2020, 5.23). The policy advocates for continuous self-development for teachers throughout their careers. This includes regular training, workshops, and access to resources to keep them updated with the latest teaching methods and technologies.

### **Continuous Professional Development (CPD)**

Continuous Professional Development (CPD) is an ongoing process of learning and skill enhancement that professionals, particularly educators, engage in throughout their careers. It acknowledges the importance of lifelong learning, beyond initial training, to stay current with evolving trends in education. CPD for teachers involves:

**Lifelong Learning:** Recognizing that learning is continuous and extends throughout one's career.

**Subject and Pedagogical Updates:** Ensuring teachers stay informed about the latest developments in their subject areas and enhance their teaching strategies.

**Technology Integration:** Providing training on the effective use of technology in the classroom, including digital literacy and online teaching.

**Assessment and Evaluation:** Developing and refining assessment practices to gauge student understanding and inform instructional decisions.



**Inclusive Education:** Addressing strategies to create inclusive learning environments for students with diverse needs.

**Professional Collaboration:** Encouraging teachers to collaborate with peers, share experiences, and participate in professional learning communities.

**Leadership Development:** Offering opportunities for teachers to develop leadership skills within educational settings.

**Reflective Practice:** Encouraging teachers to critically assess their teaching methods and identify areas for improvement. CPD is crucial for maintaining teaching effectiveness, adapting to changing educational landscapes, and ultimately improving student learning outcomes. It emphasizes continuous improvement, collaboration, and staying abreast of educational advancements throughout one's career.

The National Education Policy (NEP) 2020 in India outlines several key provisions related to teacher education. Here's a summary of some of the crucial points:

**1. Four-Year Integrated Teacher Education Program:**

- NEP 2020 proposes a shift towards a four-year integrated teacher education program, combining general education with specialized training in teaching methodologies.

**2. Multidisciplinary Approach:**

- The policy emphasizes a multidisciplinary approach in teacher education, allowing teachers to gain a broader understanding of various subjects.

**3. Reducing Rigidity in Teacher Specialization:**

- NEP encourages flexibility in teacher specialization by allowing teachers to choose a subject of interest at the secondary level, reducing the strict separation between arts and sciences.

**4. Continuous Professional Development:**

- The policy stresses the importance of continuous professional development for teachers throughout their careers, ensuring they stay updated with the latest pedagogical techniques and educational advancements.

**5. National Professional Standards for Teachers (NPST):**

- NEP advocates the development of National Professional Standards for Teachers (NPST) to set clear expectations for teacher competence and performance.

**6. Teacher Recruitment and Deployment Reforms:**

- The policy aims to improve teacher recruitment processes, including the introduction of transparent teacher eligibility tests and merit-based appointments. It also emphasizes equitable distribution of teachers across regions.

**7. Technology Integration in Teacher Education:**

- NEP encourages the integration of technology in teacher education to enhance teaching methodologies, content delivery, and assessment practices.

**8. Promotion of Research and Innovation in Education:**

- The policy promotes research and innovation in education, encouraging teachers to engage in scholarly activities and contribute to the improvement of teaching practices.

**9. School Complexes and Resource Centres:**

- NEP envisions the creation of school complexes and resource centres to facilitate collaboration among teachers, share resources, and promote a supportive educational ecosystem.



## 10. Inclusive Education and Specialized Training:

- The policy underscores the need for specialized training in inclusive education to equip teachers with the skills required to address the diverse needs of students.

These provisions reflect the NEP 2020's comprehensive approach to enhancing the quality of teacher education, focusing on continuous professional development, flexibility, and the integration of technology to meet the evolving needs of the education system.

The policy changes outlined in the National Education Policy (NEP) 2020 are expected to have a significant impact on the field of teacher education in several ways:

### 1. Shift to a Four-Year Integrated Program:

- This change is anticipated to provide prospective teachers with a more comprehensive education, blending general knowledge with specialized teaching training. It aims to produce educators with a broader understanding of subjects, pedagogical techniques, and diverse teaching methodologies.

### 2. Multidisciplinary Approach:

- The emphasis on a multidisciplinary approach is expected to result in teachers who are well-versed in various subjects. This can contribute to a more holistic education for students and prepare teachers to adapt to evolving educational needs.

### 3. Reducing Specialization Rigidity:

- The reduction of strict separation between arts and sciences in teacher education allows for more flexibility in teacher specialization. Teachers may have the opportunity to choose subjects of interest, potentially making the teaching profession more attractive and aligning with individual strengths and passions.

### 4. Continuous Professional Development:

- The focus on continuous professional development is likely to enhance the quality of teaching by ensuring that educators stay updated with the latest research, teaching methodologies, and technological advancements. This can contribute to a more dynamic and adaptive teaching workforce.

### 5. National Professional Standards for Teachers (NPST):

- The introduction of NPST is expected to set clear benchmarks for teacher competence, leading to a higher standard of teaching. It can also contribute to a more consistent quality of education across different regions and institutions.

### 6. Teacher Recruitment and Deployment Reforms:

- Transparent teacher eligibility tests and merit-based appointments are likely to bring in more qualified and motivated individuals into the teaching profession. The equitable distribution of teachers can address regional disparities in educational opportunities.

### 7. Technology Integration:

- The integration of technology in teacher education is expected to modernize teaching methods, making education more engaging and accessible. Teachers may be better equipped to use digital tools for instruction, assessment, and professional development.

### 8. Promotion of Research and Innovation:

- The emphasis on research and innovation is anticipated to create a culture of continuous improvement in teaching practices. Teachers engaging in scholarly activities can contribute to the development of effective and evidence-based pedagogical strategies.



### 9. School Complexes and Resource Centres:

- The establishment of school complexes and resource centres is expected to foster collaboration among teachers, creating a supportive educational environment. This can lead to the sharing of best practices, resources, and expertise, ultimately benefiting the entire education system.

### 10. Inclusive Education and Specialized Training:

- Specialized training in inclusive education is expected to prepare teachers to cater to the diverse needs of students. This can contribute to a more inclusive and supportive learning environment for all students. In summary, the policy changes in NEP 2020 are designed to elevate the quality of teacher education, foster innovation, and address the evolving needs of the education sector, ultimately aiming to enhance the overall effectiveness of teaching and learning in India.

Implications:

#### 1. Enhanced Teacher Quality:

- The innovative reforms in teacher education as per NEP 2020 are expected to lead to a higher quality of educators. The focus on continuous professional development, multidisciplinary training, and adherence to National Professional Standards for Teachers (NPST) will contribute to a more competent and skilled teaching workforce.

#### 2. Adaptability to Changing Educational Landscape:

- The emphasis on a four-year integrated teacher education program and reduced specialization rigidity ensures that teachers are equipped with a versatile skill set. This adaptability is crucial for navigating the evolving educational landscape and meeting the diverse needs of students.

#### 3. Equitable Access to Quality Education:

- Reforms in teacher recruitment, deployment, and the establishment of school complexes aim to address regional disparities, ensuring that every region has access to well-qualified teachers and resources. This has the potential to contribute to a more equitable distribution of educational opportunities.

#### 4. Innovation and Technology Integration:

- The integration of technology in teacher education is likely to foster innovative teaching practices. This, coupled with a culture of research and innovation, can lead to the development and adoption of cutting-edge teaching methodologies, ultimately benefiting students and the education system as a whole.

#### 5. Cultivating a Collaborative Environment:

- The establishment of school complexes and resource centers promotes collaboration among teachers. This collaborative environment can facilitate the exchange of ideas, best practices, and resources, creating a supportive community of educators.

#### 6. Inclusive Education Practices:

- Specialized training in inclusive education is expected to result in a more inclusive learning environment, catering to the diverse needs of students. This can lead to improved learning outcomes for students with varying abilities and backgrounds.

Recommendations:

#### 1. Effective Implementation Strategies:

- Develop clear and effective strategies for the implementation of the four-year integrated teacher education program and other reforms. Ensure that institutions and educators receive adequate support and resources for a smooth transition.

**2. Continuous Professional Development Programs:**

- Establish robust and accessible continuous professional development programs for teachers. These programs should be designed to keep educators updated on the latest pedagogical methods, technological advancements, and research findings.

**3. Monitoring and Evaluation Mechanisms:** - Implement effective monitoring and evaluation mechanisms to assess the impact of the reforms. Regular assessments can help identify areas of success and areas that may require adjustments, ensuring the continuous improvement of teacher education practices.

**4. Technology Infrastructure and Training:**

Invest in the development of technology infrastructure in teacher education institutions and provide training to educators on effectively integrating technology into their teaching practices. This will enhance the digital literacy of teachers and improve the quality of education delivery.

**5. Community Engagement:**

- Foster community engagement by involving local communities in the implementation of reforms. This can enhance the acceptance and effectiveness of the changes, creating.

**6. Research and Innovation Funding:**

- Allocate resources and funding for research and innovation in education. Encourage and support educators in conducting research that can contribute to evidence-based teaching practices and the overall improvement of the education system.

**7. Regular Review and Adaptation:**

- Establish a system for regular reviews and adaptations of the reforms based on feedback from educators, students, and other stakeholders. This iterative process will allow for continuous improvement and refinement of teacher education policies.

By addressing these recommendations, education authorities can maximize the positive implications of the innovative reforms introduced by NEP 2020 in teacher education, ensuring a transformative and sustained impact on the quality of education in India.

**Professional Standards for Teachers**

By National Council for Teacher Education (NCTE) restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERT, all level and region of teachers, teacher preparation and development institute and HEIs will be developed set of guidelines of National Professional Standards for Teachers (NPST) by 2022.

**Digital Education, Technology and Teachers**

The National Education Policy (NEP) 2020 in India emphasizes the integration of technology into the teaching and learning process. NEP 2020 recognizes the importance of technology in education. It encourages the use of digital tools and platforms in teacher education to improve the teaching-learning process. Digital education has an important place in NEP 2020. Teachers will be encouraged to provide information about as many digital tools and features as possible. The use and integration of technology is expected to have a positive impact in nep 2020. In this, provisions have been made to support and own the interventions by creating an autonomous body, NETF. Teachers will be trained in various tried and tested techniques of pedagogy along with latest technology. To facilitate the rich teaching learning process required for continuous professional development and quality education of in-service college and university teachers, online platforms like SWAYAM and DIKSHA will be enriched so that standardized training can be provided to more teachers in less time.

**Pre- Service Teacher Education**

The NEP-2020 suggests the creation of a National Curriculum Framework for Teacher Education, known as NCFTE-2021, to provide guidance for pre-service teacher education and training. NCFTE-2021 will define optimal practices for educating and training teachers in various academic, vocational, and specialized education fields.

**For Ph.D. Entrants Credit Based Curriculum**

In conclusion, the integration of a credit-based curriculum for Ph.D. entrants, spanning teaching, education, pedagogy, and subject-related writing, reflects a strategic approach. This initiative aims to equip future scholars with essential pedagogical insights, curriculum design proficiency, effective evaluation methods, and strong communication skills. By ensuring practical teaching experience through assistantships, the revised Ph.D. programs not only cultivate well-rounded researchers but also prepare them for potential roles as educators and leaders in their respective fields. The nationwide restructuring of Ph.D. programs signifies a commitment to producing versatile and capable scholars.

**Online Assessment and Examinations**

Relevant organizations, including the suggested National Assessment Centre or PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), School Boards, NTA, and other designated entities, will be responsible for creating and executing assessment frameworks that cover competencies, portfolios, rubrics, standardized tests, and assessment analytics.

**Teacher Recruitment**

The enhancement of Teacher Eligibility Tests (TETs) marks a pivotal step towards ensuring quality education at all levels. The comprehensive approach, encompassing improved test materials, subject-specific evaluations, and practical assessments through classroom demonstrations or interviews, will not only filter qualified educators but also gauge their passion for teaching. The inclusion of local language proficiency further guarantees effective communication between teachers and students. Extending these standards to private schools underscores the commitment to maintaining educational excellence universally. By prioritizing both content knowledge and teaching proficiency, the recruitment process strives to foster a cadre of dedicated educators capable of nurturing students across diverse educational stages.

**CONCLUSION:**

In conclusion, the National Education Policy (NEP) 2020 introduces innovative reforms in teacher education, signalling a transformative shift in the way educators are prepared and engaged in India. The key provisions outlined in the NEP 2020 reflect a comprehensive approach aimed at enhancing the quality, adaptability, and relevance of teacher education to meet the evolving demands of the education landscape. The implications of these reforms are far-reaching and hold the potential to reshape the teaching profession and improve the overall educational experience.

The shift to a four-year integrated teacher education program signifies a departure from traditional models, emphasizing a holistic approach that combines academic knowledge with specialized pedagogical training. This innovation seeks to produce well-rounded educators equipped with a diverse skill set to effectively navigate the complexities of the modern classroom.





The multidisciplinary approach and the reduction of specialization rigidity are poised to create a more flexible and dynamic teaching workforce. This adaptability is crucial in addressing the diverse needs of students and preparing teachers to engage with an ever-changing educational environment.

Continuous professional development and the introduction of National Professional Standards for Teachers (NPST) underscore a commitment to excellence in teaching. These initiatives promote a culture of lifelong learning among educators, ensuring they stay abreast of the latest research, pedagogical methods, and technological advancements, ultimately raising the overall quality of teaching.

Reforms in teacher recruitment and deployment, marked by transparent eligibility tests and merit-based appointments, aim to bring in highly qualified individuals, while the emphasis on equitable distribution addresses regional disparities in educational resources. These changes are vital in fostering a more competent and balanced teaching workforce across the country.

The integration of technology in teacher education aligns with the demands of the digital age, equipping teachers with the skills to leverage digital tools for instruction, assessment, and professional development. This technological integration is expected to enhance the efficiency and effectiveness of teaching practices.

The promotion of research and innovation, along with the establishment of school complexes and resource centres, creates a collaborative and supportive environment for educators. Encouraging teachers to engage in scholarly activities contributes to evidence-based pedagogy, while collaborative spaces facilitate the sharing of best practices and resources.

Inclusive education and specialized training further demonstrate a commitment to addressing the diverse learning needs of students, fostering an environment where every learner is given the opportunity to thrive.

In essence, the innovative reforms introduced by NEP 2020 in teacher education reflect a forward-looking vision for the education system in India. These changes not only strive to enhance the quality of teacher preparation but also envision a teaching profession that is dynamic, inclusive, and well-equipped to nurture the next generation of learners. As these reforms are implemented and evolve, they have the potential to contribute significantly to the overall improvement of the education system in India.

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