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POLICY RECOMMENDATIONS FOR TEACHER EDUCATION IN NEP 2020: AN ANALYTICAL STUDY

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Abstract

This paper offers a critical content analysis of the teacher education recommendations put forward in the National Education Policy (NEP) 2020. Acknowledging the crucial role teachers play in determining the quality and effectiveness of an education system, NEP 2020 presents a forward-looking framework designed to transform the philosophy, structure, and implementation of teacher preparation in India. Recognizing the pivotal role of teachers in shaping the quality and outcomes of an education system, NEP 2020 introduces a visionary framework aimed at reforming the philosophy, structure and delivery of teacher preparation in India. This research adopts a qualitative methodology, using content analysis as the main tool to examine the principal policy suggestions, with particular attention to their significance, logical consistency, and capacity to drive change. The NEP 2020 outlines several fundamental reforms, such as introducing a four-year integrated B.Ed. program as the basic requirement for school teachers, moving teacher education into multidisciplinary universities, and integrating traditional Indian knowledge systems alongside contemporary teaching methods in the curriculum. The policy also highlights merit-based entry through national-level assessments, recruitment of highly skilled and research-focused faculty, revamping doctoral programs in education, and ensuring ongoing professional development for in-service teachers through digital platforms. Moreover, it proposes a robust mentoring framework to facilitate the career growth of novice educators.

The analysis suggests that NEP 2020 aims to reconceptualize teacher education, viewing it as more than just a formal credential, but as a holistic and lifelong developmental process rooted in ethics, cultural awareness, academic rigor and professional integrity. By promoting multidisciplinary exposure, inclusive learning environments and research-oriented pedagogy, the policy aspires to prepare educators who are equipped to meet the demands of a dynamic and evolving educational landscape.

Overall, the study concludes that the recommendations of NEP 2020, when translated into action with consistency and care, hold the promise of reshaping teacher education into a more accountable, future-oriented and culturally grounded system. Such a shift has the potential to significantly improve the quality of education in India by cultivating a cadre of teachers who are knowledgeable, morally responsible, and closely attuned to the country's social and educational priorities.

Keywords: *National Education Policy 2020, Teacher Education, Content Analysis, Educational Reforms, Curriculum Design, Indian Education System*

1. Introduction

Teacher education is the foundation of any strong and fair education system. In India, teachers have always been seen not just as sources of knowledge, but also as leaders of social change. Hence, enhancing the effectiveness and relevance of teacher training programs is crucial. Over the past few decades, India's teacher education system has encountered several challenges, including commercialization, obsolete curricula, limited innovation, and inadequate regulation. These issues have contributed to a decline in educational quality across many institutions. To address these concerns, the Government of India launched the National Education Policy (NEP) 2020, providing a fresh and contemporary framework for teacher education. The policy clearly says that no education system can be better than the quality of its teachers. So, it places teachers at the center of all education reforms.

NEP 2020 suggests creating a four-year, integrated and multidisciplinary B.Ed. programme to train future teachers. This programme is planned to be fully implemented by the year 2030. Its goal is to make sure that teachers not only have deep knowledge of their subject but also have teaching skills, moral values, digital literacy and a commitment to inclusive education. The policy also highlights the need to stop the wrong practices in many private teacher education colleges, which often focus more on giving degrees than on quality teaching. The Verma Commission of 2012, chaired by Justice Verma, also observed that many of these institutions fail to meet proper academic standards and are in urgent need of reform. NEP 2020 aims to improve teacher education by setting up good quality colleges, making recruitment transparent, supporting continuous teacher training and improving infrastructure. However, even with this strong vision, it will be challenging to put all the changes into action. The effectiveness of these reforms will rely on meticulous planning, gradual execution, and continuous monitoring of their progress.

This research paper examines and evaluates the suggestions concerning teacher education outlined in the National Education Policy 2020. It tries to understand how strong these suggestions are, whether they can really be implemented and what their long-term effects could be. The goal is to see if these changes can truly improve teacher education to meet the needs of a modern and knowledge-based society.

2. Research Objectives

- i. To examine the core principles and underlying philosophy of teacher education as outlined in NEP 2020.
- ii. To evaluate the suggested framework and main elements of teacher education presented in the policy.
- iii. To study the role of multidisciplinary institutions in strengthening teacher education.
- iv. To analyze NEP's recommendations on curriculum design, admission process, and value-based teacher education.

2. Research Methodology

This study adopts a qualitative approach and employs content evaluation to investigate the recommendations regarding teacher education outlined in the NEP-2020.

4. Teacher Education Recommendations in NEP 2020

• Significance of Teacher Education

Teacher education plays a central role in shaping the future generation. According to NEP 2020, teacher preparation is not just about learning to teach subjects—it also includes understanding values, building good habits, and learning from experienced mentors. Educators should receive training that combines India's cultural heritage, languages, and ethical values with contemporary teaching techniques and educational innovations. Teachers need to comprehend children's learning processes, provide effective guidance, and respond to societal changes. Consequently, teacher education must adopt a multidisciplinary approach. NEP 2020 emphasizes that the quality of an education system depends on its teachers. Therefore, enhancing teacher education is vital for strengthening India's overall educational framework. The aim is to develop professional, ethical and well-informed school teachers who can lead students into a brighter and more knowledgeable future.

• Key Observations of the Commission led by Justice Verma

The 2012 Verma Commission, under Justice J. Verma, identified critical issues within the teacher preparation structure in India. It noted that more than 10,000 teacher education institutions (TEIs) were not offering real academic training. Instead, they were simply selling degrees without proper education. These TEIs failed to maintain basic quality and did not follow proper standards. Consequently, the standard of teacher education across the country

declined. The Verma Commission stressed the immediate necessity for reforms and stricter oversight. The National Education Policy (NEP) 2020 aligns with these observations and advocates for a comprehensive overhaul of the system. It underscores the importance of reinstating integrity, excellence, and accountability in teacher training. The objective is to move away from institutions that treat degrees as commodities and toward those that genuinely equip teachers with knowledge, ethical values, and effective teaching skills.

- **Upgrading the Regulatory Structure**

NEP 2020 suggests establishing a robust and efficient regulatory framework to enhance teacher education. This system should take firm action against low-quality and non-functioning teacher education institutions. The Regulatory Authority must ensure that institutions follow basic standards. If any institution fails to meet the standards, it will be given one year to improve. After that, strict actions can be taken. By the year 2030, only those institutions that offer high-quality, integrated, and multidisciplinary teacher education will be allowed to continue. This will help in creating trustworthy institutions and trained teachers who are ready for the future. The goal is to build a system that promotes excellence, honesty and high standards in the teaching profession across the country.

- **Integration with Multidisciplinary Institutions**

NEP 2020 proposes that teacher education must take place in large, multidisciplinary universities or institutions. Teacher training should no longer be offered in stand-alone colleges that focus only on education. Multidisciplinary institutions will allow student-teachers to learn from a wide range of subjects like psychology, philosophy, history, literature, science and more. This will make teachers more knowledgeable and better prepared to connect subjects while teaching. All existing teacher education colleges must be converted into multidisciplinary institutions by 2030. This change will help ensure that future teachers are trained in a well-rounded environment. It will also promote research in teaching and education methods. Overall, teacher preparation will be more effective and suited to the needs of modern schooling.

- **Implementation of Four-Year Integrated B.Ed.**

NEP 2020 specifies that, by 2030, aspiring school teachers must hold a four-year integrated B.Ed. degree. This program will be provided through multidisciplinary universities and higher education institutions. It will be a dual-major course that includes education and one subject like history, math, science or arts. This type of training will help teachers become

both subject experts and skilled educators. The integrated B.Ed. will replace older teacher education formats and become the standard path for entering the teaching profession. Its aim is to provide holistic, high-quality training that prepares teachers to work in diverse school environments. Scholarships will also be provided to attract talented students to the teaching profession.

- **Curriculum Based on Indian Knowledge and Modern Pedagogy**

The teacher education curriculum will be comprehensive, well-rounded, and designed to meet future needs. NEP 2020 suggests that it should include modern pedagogy along with Indian knowledge systems. It will cover areas like child development, early childhood care, educational psychology, Indian history, values and traditional practices. This ensures that teachers are rooted in Indian culture and values while also using modern teaching methods. Institutions for teacher education may also provide one-year and two-year B.Ed. programs for candidates who already possess a prior degree. These courses will also follow the same high-quality content. The goal is to create teachers who can inspire students through both traditional knowledge and innovative approaches, helping to connect India's educational heritage with modern practices.

- **Standardized Admission Process via National Testing**

To make teacher education more fair and equal, NEP 2020 recommends that admissions to teacher training programmes be done through a standardized entrance test. The National Testing Agency (NTA) will conduct this examination. It will check both subject knowledge and teaching abilities of candidates. The test will also consider the cultural and language diversity of India. This system will ensure that only capable and motivated students become teachers. It will remove unfair practices in admissions and improve the overall quality of teacher trainees. By using a national-level exam, the process will become transparent, competitive, and reliable, leading to better future teachers.

- **Faculty Qualifications and Interdisciplinary Training**

NEP 2020 highlights that the faculty in education departments must be experienced and well-qualified. Teachers who train future teachers must come from relevant fields like psychology, child development, social science, philosophy, economics and language education. Faculty members should also possess hands-on experience in both teaching and research. The objective is to build robust education departments with expertise across various domains. This will enhance the standard of teacher education and ensure it aligns more closely with actual classroom practices. The presence of such trained faculty will also help in the

conceptual development of future teachers and improve their understanding of both theory and practice.

- **Reform in Ph.D. Programmes in Education**

Ph.D. programmes in education will be improved to ensure quality and practical experience. NEP 2020 says that all Ph.D. students, no matter their subject, must study teaching methods, pedagogy, writing and research skills. They should also get real classroom experience through assistantships and workshops. This will prepare them to become good teachers, researchers or education communicators. Topics like curriculum design, evaluation, and communication will be part of their training. Many Ph.D. holders go on to become faculty or education leaders, so they must have both research and teaching abilities. These changes will ensure that doctoral programmes are more useful and meaningful for the education sector.

- **Ongoing Professional Development for In-Service Educators**

NEP 2020 recommends regular and updated training for teachers who are already working in colleges and universities. This training should continue through online and offline methods. Online platforms like SWAYAM and DIKSHA will be used for large-scale training. These platforms provide courses on teaching tools, digital technology and classroom practices. The aim is to enhance teaching standards by enabling teachers to continually update their knowledge and competencies. These training programmes will be short, practical and easily accessible to all teachers. It will also build a habit of continuous learning and make teaching more effective in a fast-changing world.

- **Setting Up a National-Level Mentorship Mission**

NEP 2020 recommends establishing a National Mentoring Mission, through which seasoned educators will mentor and assist newly appointed or early-career teachers. This system will build a culture of sharing and learning within the teaching community. The mentors will be senior teachers, especially those who have expertise in Indian languages and culture. They will help young teachers with lesson planning, confidence building and professional development. This mission will provide both short-term and long-term support to teachers. The aim is to make teachers more confident, skilled and aware of cultural values. With strong mentorship, the overall quality of teaching will improve across the country.

5. Conclusion

Teacher education is fundamental in determining the overall quality of a country's educational system. The National Education Policy (NEP) 2020 offers a well-structured and insightful roadmap for strengthening teacher training in India. It emphasizes that no education system can be better than its teachers, and thus, strengthening teacher education is a top priority. The policy builds upon the critical observations made by the Justice Verma Commission and suggests urgent reforms to remove weak and commercial teacher education institutions. It calls for strong regulations and quality checks to ensure that only capable institutions continue.

NEP 2020 suggests that teacher education be delivered through multidisciplinary universities in order to foster comprehensive learning. Implementing a 4-year integrated B.Ed. as the minimum qualification will enable the preparation of teachers who possess strong subject knowledge along with effective pedagogical competence. The curriculum will be enriched with Indian knowledge systems, child development, and modern teaching practices. Fair and merit-based admissions through national-level entrance exams will bring transparency and quality to the selection process. Moreover, the policy emphasises the need for highly qualified faculty, more rigorous Ph.D. programmes that include hands-on training, and continuous professional development for in-service teachers through digital platforms. The National Mentoring Mission will provide guidance and support to early-career teachers through expert mentoring. Overall, NEP 2020 presents a forward-looking and actionable plan for strengthening teacher education in India. Effective implementation of this policy could transform the teaching profession by producing educators who are thoroughly prepared, guided by strong values, and capable of responding to the needs of a rapidly changing education system.

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