



# IMPLEMENTATION OF NEP 2020 IN TEACHER EDUCATION CURRICULUM: A CRITICAL ANALYSIS

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**Abstract:** This paper aims to incorporate the NEP-2020 suggestions into the teacher education curriculum. It seeks to explore the role of the curriculum in fostering multilingualism and comprehensive development. The paper covers topics such as guiding principles, the National Curriculum Framework for Teacher Education (NCFTE), NEP-2020 recommendations on teacher education curriculum, and associated challenges. Focused on teacher education within the higher education sector of NEP-2020 Part II, this qualitative study concludes that the updated teacher education curriculum outlined in NEP-2020 will enhance the quality and skills of educators. Teachers play a crucial role in providing quality education and are widely regarded as the key factor in the education system. They are seen as the foundation of society and play a significant role in shaping the nation's progress. Teachers are at the core of the education process and are essential for creating a forward-thinking, fair, educated, and prosperous society. Historically, teachers held the highest respect in ancient India. However, in today's society, there is a lack of trust in teachers, leading to a decline in their societal status. Training, hiring, placement, job environment, and support of educators fall short of what is needed, resulting in a lack of quality and motivation among educators. It is crucial to restore the high showing respect for educators and raising the prestige of the teaching field to attract the best talent, motivate teachers, encourage innovation, and ultimately improve the education system for the benefit of our children and nation. The effectiveness of teacher education relies on well-designed programs, relevant curricula, strong structures, efficient organization, effective teaching methods, appropriate use of technology, and a continuous focus on research and innovation.

**Key Words:** Teacher Education, Curriculum, NEP-2020, Training, Recruitment, Deployment.

## 1. INTRODUCTION:

Education plays a crucial role in society's development and is constantly evolving. Teachers are the foundation of society and play a key role in shaping the nation's progress. In ancient India, education aimed not only to prepare students for life beyond school but also to help individuals achieve full freedom and self-realization. Teacher education is a pivotal aspect of the NEP-2020, with teachers being central to fundamental reforms in the education system. To ensure equitable access to education, society requires highly qualified, motivated, and well-educated teachers to inspire all learners. Various policy measures have been implemented in India since gaining independence in 1947 to improve the quality of teacher education and provide high-quality education to all citizens. These include the NEP-1968, NPE-1986, and subsequent revisions. After 34 years, the Ministry of Education introduced the National Education Policy-2020, approved by the Union Cabinet on July 29, 2020. This policy brings new challenges and perspectives to every aspect of the education system, offering an overview of India's education system from pre-primary to higher secondary levels. The Government of India aims to implement the policy's recommendations by 2030. The Justice J. S. Verma Commission (2012) established by the Supreme Court revealed that a large portion of stand-alone Teacher Education Institutions, exceeding 10,000 in number, are not prioritizing genuine teacher education. Instead, they are primarily



focused on selling degrees for profit. Current regulatory measures have failed to address these issues effectively, lacking the ability to prevent misconduct within the system or establish fundamental quality standards. Furthermore, these efforts have inadvertently stifled advancements and ingenuity within the sector. As a result, an immediate overhaul of both the sector and its regulatory framework is imperative. Implementing significant reforms is necessary to improve standards, reinstate integrity, credibility, effectiveness, and high quality in the teacher education system.

Higher education institutions that are multidisciplinary and accredited for Open and Distance Learning (ODL) may provide top-notch B.Ed. programs in blended or ODL formats. The programs will include various pedagogical techniques, such as foundational literacy and numeracy, multi-level teaching, assessment, teaching children with disabilities, catering to children with special interests or talents, using educational technology, and emphasizing learner-centered and collaborative learning. Additionally, shorter local teacher education programs will be provided at BITEs and DIETs for local experts to become 'master instructors,' focusing on local professions, knowledge, and skills like art, music, agriculture, business, sports, carpentry, and vocational crafts. Post-B.Ed. certification courses will also be widely available at multidisciplinary colleges and universities for teachers seeking further specialization. Specializations for teaching children with disabilities (Divyang children) at the Middle and Secondary school level will be incorporated into pre-service teacher training aligning with the curriculum of the National Council for Teacher Education (NCTE) and Rehabilitation Council of India (RCI). To attract high-caliber individuals, particularly from rural areas, numerous merit-based scholarships will be available for students pursuing the 4-year integrated B.Ed. program. Moreover, to ensure fair and transparent selection of competent candidates in the teaching field, a national-level common entrance test is proposed for all educational institutions.

**Ensuring a Steady Supply of High-Quality Teachers in the Education System:** The policy proposes recruiting teachers to specific schools or school clusters to ensure a sufficient number of educators in various subjects. It also suggests the possibility of teachers sharing their expertise across different schools based on the grouping established by State/UT governments. In the selection process, teacher evaluations through classroom demonstrations or interviews will play a crucial role alongside the Teacher Eligibility Test (TET) or National Testing Agency (NTA) scores. The TET will be enhanced to provide improved test materials focusing on both content and teaching methods and will cover teachers across all levels of school education (Foundational, Preparatory, Middle, and Secondary) in both public and private institutions. For subject-specific teachers, recruitment will be based on appropriate TET or NTA scores in addition to classroom demonstrations. Every state will perform a technology-driven, thorough evaluation to anticipate upcoming subject-specific teacher shortages for the following twenty years. The initiative also tackles the challenging problem of frequent teacher relocations by suggesting the adoption of an online computerized system for transparent transfer management. The NCTE will develop a new National Curriculum Framework for Teacher Education, known as NCFTE 2021, in collaboration with NCERT by 2021. This framework will be updated every 5-10 years to align with revised NCFs and evolving requirements in teacher education.

**Improving Working Conditions for Teachers:** The suggestions also involve guaranteeing decent and pleasant working conditions at schools, streamlining school operations without compromising access for efficient school management, sharing resources, fostering community relationships, and discontinuing tasks for teachers that are unrelated to teaching.

Teachers and teacher educators' continuous professional development is a priority in the policy. Various opportunities for self-improvement will be available through workshops, online modules, and more. Each teacher should engage in a minimum of 50 hours of professional development annually, pursuing their interests through different modes. School Heads must participate in a minimum of 50 hours of professional development modules each year. These modules concentrate on leadership, management, and developing educational plans that align with competency-based education.

## 2. Objectives of the Study:

- Explore the National Curriculum Framework for Teacher Education in accordance with NEP-2020.
- Explore the incorporation of NEP-2020 suggestions in the teacher education curriculum.
- Address the obstacles in implementing NEP-2020 in the teacher education curriculum.

**3. Research Method:** This paper is a documentary study that utilizes qualitative research. The study employs content analysis methodology and relies on a combination of primary and secondary data sources, including the National Education Policy 2020 draft and a variety of other materials such as books, e-books, journals, articles, websites, reports, newspapers, and written documents.



**The National Education Policy 2020:** The National Education Policy 2020 in India has introduced several key principles to revamp the education system:

- Encouraging multilingualism and emphasizing the value of language in education.
- Cultivating essential life skills like communication, collaboration, teamwork, and adaptability.
- Transitioning towards consistent formative assessment to support learning over summative evaluation. Placing emphasis on creativity, critical thinking, life skills, human ethics, and constitutional values.
- Prioritizing the holistic development of learners by concentrating on cognitive, social, emotional, and physical growth.
- Allowing flexibility in the curriculum for students to choose subjects based on their interests and abilities.
- Advocating for the integration of technology in the classroom to enhance accessibility, personalized instruction, and effective teaching methods.
- Highlighting the continuous professional development of teachers to ensure they receive necessary training and empowerment.
- Striving for equitable access to education for everyone, irrespective of their socio-economic status, gender, or geographic location.

**NCFTE according to NEP-2020:** According to the Ministry of Education, the National Council for Teacher Education (NCTE) will collaborate with the National Council of Educational Research and Training (NCERT) to develop a new, all-encompassing National Curriculum Framework for Teacher Education (NCFTE) as outlined in the National Education Policy (NEP) for 2020. Union Minister for Education, Ramesh Pokhriyal Nishank, announced the formulation of the NCFTE-2021, which aims to revamp the educational system in the country by prioritizing adaptability, interdisciplinary learning, and skill enhancement. The NCFTE plays a vital role in the NEP 2020, seeking to enhance teacher education by introducing changes to the curriculum, teaching methods, evaluation processes, and overall teacher training programs. The objectives of the NEP 2020 include providing teachers with the necessary tools to deliver high-quality education across various environments, fostering innovative teaching techniques, and ensuring that the NCFTE-2021 is in line with the evolving needs of the education sector. The NCFTE-2021 will be updated every 5 to 10 years to incorporate revisions in NCFs and address evolving needs in teacher education.

**4. Recommendations of NEP 2020 on Teacher Education Curriculum:** The NEP 2020 recommends updates to the Teacher Education Curriculum as follows:

- The minimum degree requirement for school teachers by 2030 will be the 4-year integrated B.Ed. program provided by multidisciplinary HEIs.
- This program will offer a comprehensive Bachelor's degree that includes education and a specialized subject such as language, history, music, math, art, physical education, among others. The B.Ed. degree will cover various subjects and teaching methods, along with practical training.
- The curriculum will include pedagogical strategies for teaching literacy, numeracy, multi-level instruction, special needs students, educational technology, and collaborative learning.
- The content will include teaching methods, science, psychology, sociology, history, education for young children, reading skills, math skills, and Indian cultural values.
- A two-year B.Ed. program may be offered to students with a bachelor's degree, and a 1-year program for specific field graduates.
- Scholarships will be available for exceptional students in the B.Ed. programs.
- The curriculum will focus on subject content, curriculum design, knowledge construction, and field-based projects.
- HEIs will have experts in education and specialized subjects, and students will engage in teaching activities at public and private schools.
- Applicants to teacher training programs will need to take subject and aptitude tests administered by the National Testing Agency.
- Emphasizing technology integration is a central aspect of teacher education.
- A new national Curriculum Framework for Teacher Education (NCFTE-2021) is recommended for development.
- Departments of Education should aim for diverse faculty with strong field experience.



- Faculty with relevant social science backgrounds will be recruited to enhance teacher education.
- Ph.D. applicants must complete teaching and education courses during their doctoral training.
- Pedagogical training will be provided to future teachers and researchers to enhance their communication and teaching skills.
- College and university teachers will continue to receive in-service continuous professional development through existing institutional structures and ongoing initiatives.
- To efficiently provide standardized training to numerous teachers quickly, the promotion of online teacher training through technological platforms like SWAYAM/DIKSHA will be supported.
- Additionally, the integration of cultural sensitivity, diversity, and inclusive education into the curriculum will address the needs of diverse student populations.

**5. Challenges of implementation NEP 2020 regarding teacher education curriculum:** Challenges in implementing the teacher education curriculum of NEP 2020 include:

- **Infrastructure and Resources:** Upgrading institutions and providing necessary resources in areas with inadequate educational infrastructure can be difficult.
- **Faculty Training:** Significant efforts in professional development may be needed to ensure teachers are equipped to implement a competency-based curriculum and modern teaching techniques.
- **Assessment Adaptation:** Finding suitable evaluation methods and aligning assessments with a competency-based approach can be challenging, potentially requiring changes to existing examination systems.
- **Regional Disparities:** Addressing differences in educational infrastructure and teacher quality across regions to ensure consistent implementation of the curriculum is a significant challenge.
- **Resistance to Change:** Overcoming resistance to change among educators, administrators, and stakeholders is crucial for successful implementation of the new curriculum.
- **Achieving a balance between theoretical knowledge and practical skills in teacher education necessitates precise curriculum design and execution.**
- **Innovation in Teaching Methods:** Encouraging and supporting innovative teaching approaches to improve the learning experience can be challenging, especially if there is reluctance to move away from traditional methods.
- **Quality Assurance:** Establishing robust systems for quality assurance is essential to maintain standards in teacher preparation across various institutions.

Meeting these challenges is essential for successfully implementing the NEP 2020 teacher education curriculum and guaranteeing its beneficial influence on the overall quality of education.

- **Suggestions for Implementing NEP 2020:** The world is encountering fast changes within the information scene due to noteworthy logical and mechanical progressions like huge information, machine learning, and fake insights. This advance may lead to machines taking over numerous untalented occupations universally, whereas the request for talented laborers in areas like science, computer science, and information science, together with intrigue abilities over different disciplines, is anticipated to extend. Components such as climate alter, raising contamination, and decreasing common assets will drive a significant move in how we address worldwide vitality, water, nourishment, and sanitation needs, making a request for unused talented labor in regions such as science, chemistry, material science, agribusiness, climate science, and social science. The rise of scourges and pandemics will require collaborative investigate in irresistible infection administration and immunization improvement, highlighting the need for multidisciplinary learning. With India moving towards advancement and getting to be one of the beat three economies universally, there will be an increased require for humanities and arts. The advancing business scene and worldwide environment emphasize the significance of educating children not as it were what to memorize but, more vitally, how to memorize. Instruction ought to center less on substance and more on cultivating basic thinking, problem-solving, imagination, multidisciplinary aptitudes, advancement, versatility, and the capacity to assimilate modern data in advancing areas. Instructional method has to move towards more experiential, all encompassing, coordinates, inquiry-driven, discovery-oriented, learner-centered, discussion based, adaptable, and pleasant approaches. The educational programs ought to include expressions, makes, humanities, games, sports, dialects, writing, culture, and values, in expansion to science and science, to develop all viewpoints of learners and give a comprehensive and satisfying instructive encounter. Instruction ought to point to construct character, instill moral, sound, compassionate, and caring





values, and prepare learners for important and fulfilling careers. Major changes are required to bridge the crevice between current learning results and future prerequisites, guaranteeing the instruction framework keeps up the most noteworthy quality, value, and keenness from early childhood through higher instruction. By 2040, India ought to endeavor to set up an instruction framework that's unparalleled, advertising evenhanded get to top-quality instruction for all learners, not withstanding of their social or financial foundations. Enhance education modules to support educators in meeting the needs of students with disabilities and diverse learning requirements.

- Incorporate courses with a technology focus to aid teachers in utilizing educational technology and fostering digital literacy in the classroom.
- Provide modules on diversity and cultural sensitivity to help educators create inclusive and culturally aware learning environments.
- Offer guidance on recognizing and addressing students' socio-emotional needs to promote a positive learning atmosphere.
- Prioritize hands-on training opportunities for aspiring teachers to apply theoretical knowledge in real classroom settings.
- Integrate modules that expose teachers to global educational trends and cross-cultural understanding for a more interconnected world.
- Include modules to develop teachers' critical thinking and problem-solving skills to adapt to evolving educational needs.
- Enhance research abilities by introducing modules that support teachers in conducting educational research and staying informed on evidence-based practices.

## 6. CONCLUSION:

In conclusion, the education plan in the National Education Policy (NEP) 2020 establishes a strong basis for significant changes in the education sector. Through its focus on inclusivity, technology integration, cultural sensitivity, and practical application, the plan intends to prepare educators to effectively address the evolving demands of contemporary education. NCTE plans to establish a National Mission for Mentoring that emphasizes mentoring by utilizing a significant group of experienced senior/retired faculty members (proficient in Indian languages). The goal is to offer both short and long-term mentoring and professional assistance to university and college educators. The National Education Policy 2020 has tackled teachers' issues and concerns, providing recommendations for quality teachers across all school levels, enhancing their working conditions, managing their careers, and supporting their professional growth. Instruction is vital in opening full human potential, cultivating a reasonable and fair society, and driving national advance. Guaranteeing broad get to to top-notch instruction holds the key to India's continuous rise and its authority universally in financial development, social balance, logical advancement, national solidarity, and social legacy conservation. A generally accessible, high-quality instruction is the ideal way towards sustaining and leveraging the copious abilities and assets of our country for the advantage of people, society, the country, and the world. With India set to have the largest population of youthful individuals universally within the coming decade, the quality of instructive openings offer them will shape the longer term of our country.

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