

# "Enhancing Teacher Readiness: Professional Development and Digital Integration Under NEP 2020"

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## **Abstract:**

The National Education Policy 2020 (NEP, 2020) marks a transformative shift in India's educational landscape, emphasizing the pivotal role of educators in shaping the nation's future. This study critically examines teacher readiness in the context of NEP 2020, focusing on the strategies outlined to equip educators with essential skills and knowledge for effective implementation. Key discussion areas include continuous professional development, technology integration, and digital literacy, highlighting their significance in fostering quality and inclusive education. The paper also explores how these strategies align with NEP 2020's broader objectives, ensuring an adaptive, student-centered learning environment that meets diverse educational needs.

***Key terms: NEP-2020, Teacher Education, professional development***

## **Introduction:**

**If you educate a boy, you educate one individual, but if you educate a girl, you educate the whole family, and if you educate a teacher, you educate the whole community”.**

A significant document in the history of Indian education, the National Education Policy 2020 is a forward-thinking plan intended to revolutionize the educational system in our nation. With an emphasis on a comprehensive and student-centered methodology, NEP 2020 guides the educational system toward more vibrancy and diversity. It is crucial to emphasize educators' critical role in successfully implementing educational reforms as we embark on this intellectual journey today. Teacher readiness is at the center of these reforms and is the key variable in determining how successful policy initiatives are. It is impossible to overestimate the importance of teacher preparation (Sharma,2023). Teachers are the architects of our

country's future by shaping young minds and passing down information that spans generations. Given that NEP 2020's primary goals of quality, equity, and accessibility in education are closely related to teacher preparation and readiness, this emphasis on these areas is made even more clear.

The NEP 2020, a visionary document that reflects a comprehensive overhaul of our education system, underscores educators' crucial role in achieving its lofty objectives. It recognizes that the effectiveness of any educational reform is intrinsically tied to teachers' professional development and preparedness. As agents of change, educators are not just implementers of the NEP but key stakeholders whose knowledge, skills, and commitment can either catalyze or impede the policy's success. The NEP 2020 recognizes the significance of teacher preparedness and states that a well-prepared teaching workforce is essential to the overall development of children. NEP-2020 is centered around two main initiatives: providing adequate and efficient infrastructure; equitable quality education from the foundation to the secondary stage; the appointment of counselors or social workers with training; and open and distance learning. Quality schools and universal participation through alternative and innovative education centers in collaboration with civil society (Mahapatra & Pradhan, 2022). The policy acknowledges that instructors who possess the necessary abilities and expertise may foster in their students not just academic achievement but also their socio-emotional well-being (Imam & Andrews, 2022). Through prioritizing teacher training, ongoing professional development, and the creation of a learner-centric approach, NEP 2020 aims to create a teaching workforce that is flexible enough to adjust to changing pedagogical paradigms and sensitive to the varied needs of students.

In the context of the NEP, professional development is a continuous, lifetime process rather than just a set of seminars or training sessions. It entails giving educators the resources they need to successfully negotiate the intricacies of a quickly evolving educational environment, encouraging creativity, and emphasizing the value of lifelong learning. Teachers can share best practices, learn from one another, and work together to promote educational excellence in a collaborative ecosystem envisioned by the NEP through initiatives like the National Professional Standards for Teachers (NPST) and the development of vibrant and encouraging teacher communities. Teachers encounter various obstacles in various situations and locations, which are acknowledged by NEP 2020.

## Background:

National Education Policy 2020 is India's third education policy after NPE1968 and NPE1986. In 2017, the Ministry of Human Resource Development formed a committee headed by Dr. K. Kasturirangan to prepare the national education policy. The committee submitted its report on May 31, 2019, and the union cabinet approved it on July 29. Over 2 lakh suggestions were received in Favor of and against the policy.

The goal of NEP 2020 is to guarantee that everyone has access to high-quality education. The policy proposes the formation of fundamental literacy and numeracy abilities as the cornerstones of future academic performance, emphasizing early childhood care and education. The focus on a 5+3+3+4 curricular structure, which aims to replace the conventional 10+2+3 system, aims to better match education with children's stages of cognitive development and create a more comprehensive and developmentally appropriate learning environment.

Education that is holistic and transdisciplinary is also emphasized. NEP 2020 breaks down the walls between various information streams by acknowledging the necessity of an interdisciplinary approach. The goal of this interdisciplinary approach is to develop well-rounded people who possess creativity, critical thinking abilities, and a thorough understanding of a variety of subjects (Patil & Karad,2022). by allowing students to select from a wide range of disciplines and enabling the smooth integration of vocational education, and the policy adds flexibility to the higher education system. According to NEP 2020, universities should serve as centers of innovation and Research and places where degrees are awarded. They should also promote a culture of inquiry and discovery.

## OBJECTIVES OF THE STUDY:

- To Examine the teacher preparedness strategies recommended by NEP 2020 and their implications for effective teaching and learning.
- To analyze teachers' roles, opportunities, and empowerment under NEP 2020, highlighting their professional growth and contribution to the education system

## Method of Data Collection and Analysis:

A thorough study was conducted to gather data on teacher preparation methods, frameworks, and standards from the National Education Policy 2020, government documents, peer-reviewed journals, Government Publications and Reports, and associated papers. A Thematic Data Analysis to Determine important themes, trends, and patterns regarding teacher readiness in light of NEP 2020.

## Teacher preparedness strategy by nep-2020:

The NEP 2020 acknowledges that teachers are essential to its success. It highlights the importance of ongoing professional development and promotes the development of an all-encompassing National Professional Standards for Teachers (NPST) framework. By defining clear standards for teacher competencies, the NPST framework guarantees that teachers have the abilities and information to successfully negotiate education's changing nature. NEP 2020 promotes the development of dynamic and encouraging teacher communities that facilitate cooperation and the sharing of best practices. The policy recognizes educators' difficulties in various areas and advocates for contextualizing teacher education programs. It also recognizes the significance of innovative and localized knowledge.

## INSERVICE TEACHER TRAINING:

To meet the demands of enhanced teaching-learning processes for high-quality education, in-service continuous professional development for college and university teachers will continue through the current institutional arrangements and ongoing initiatives. These will be strengthened and significantly expanded. To deliver standardized training programs to many teachers in a short time, using technological platforms like SWAYAM/DIKSHA for online teacher training will be encouraged.

## 1-National Professional Standards for Teachers (NPST):

A key component of NEP 2020's teacher preparation strategy is its acknowledgment of the necessity of ongoing professional development for teachers. The strategy promotes the creation of an extensive framework known as the National Professional Standards for Teachers (NPST). This framework outlines specific requirements for teacher capabilities, including topic knowledge, pedagogical expertise, communication skills, and socioemotional intelligence. The purpose of establishing these standards is to

support teachers' continuous professional development and improvement. The NPST framework is made to be flexible, responsive to changing student needs, and able to change with new developments in education. It enables educators to participate in group learning, self-evaluation, and reflective activities. Encourages teachers to participate actively in their professional development rather than just passive information providers, fostering a culture of continual growth.

## **2-Continuous Professional Development (CPD):**

Continuous Professional Development (CPD) is highly emphasized in the National Education Policy 2020 (NEP, 2020) as a fundamental component of teacher empowerment. The National Professional Standards for Teachers (NPST) framework, which outlines precise standards for teacher capabilities, is central to this initiative. This framework guarantees teachers stay updated with changing educational requirements by providing a roadmap for continuous self-evaluation and skill development. With technology integration, NEP 2020 aims to create a dynamic landscape of in-service training programs that provide teachers nationwide with flexible and readily available professional development possibilities.

Performance evaluation and feedback systems are essential, but they should not be used as punishment but as instruments for pinpointing problem areas and directing individual professional growth strategies. The process of contextualizing professional development acknowledges and tackles the particular difficulties that educators encounter in various geographical areas, resulting in an adapted strategy that improves their capacity to fulfill regional educational requirements successfully. To meet the changing needs of 21st-century education, NEP 2020's CPD strategy envisions a teaching force that is well-prepared, flexible, collaborative, and dedicated to lifelong learning.

Educators must complete fifty hours of continuing professional development (CPD) per year through online teacher development programs or workshops. School principals are also required to complete CPD programs in leadership, school administration, and competency-based learning.

## **3-Teacher Education Institutions (TEIs) Reforms:**

NEP 2020 proposes a revolutionary transformation of Teacher Education Institutions (TEIs), promoting their development into interdisciplinary centers. This ground-breaking change aims to establish a comprehensive approach to teacher education by including the arts and sciences into the curriculum. By



dismantling conventional topic silos, TEIs seek to develop teachers who are not only knowledgeable in their fields but also have a broad viewpoint, which is in line with the demands of the educational environment of the twenty-first century. This change reflects NEP 2020's dedication to supporting educators' critical thinking, innovation, and adaptability to address the varied needs of today's students.

#### **4-Multidisciplinary Professional Education:**

Teacher education is essential to produce a community of educators who will influence the coming generation. Developing diverse perspectives and knowledge, forming attitudes and behaviors, and practicing under the best mentors are all necessary components of teacher preparation. In addition to being current on the most recent developments in pedagogy and education, teachers must have a solid foundation in Indian values, languages, knowledge, ethos, and customs, particularly those of the tribal community. NEP 2020 advocates for teachers to possess an interdisciplinary understanding and subject-specific expertise. The goal of this strategy is to develop instructors' creativity and critical thinking skills so they can teach those skills to their students.

#### **5-National Mission for Mentoring:**

Establishing a National Mission for Mentoring will attract many outstanding senior/retired faculty members—including those who can instruct in Indian languages—willing to offer university and college instructors both short—and long-term mentoring and professional support. The proposal suggests creating a National Mission for Mentoring to offer advice and assistance to educators. This mentorship program is intended to assist new educators in settling into the field, exchanging best practices, and receiving continuous support from experienced educators.

#### **6-Collaboration with Teacher Education institutions:**

All teacher education programs must be held at composite multidisciplinary institutions since teacher education demands multidisciplinary inputs and instruction in high-quality content and pedagogy. Education departments at multidisciplinary universities and colleges will be established to achieve this. These departments will not only conduct state-of-the-art research in a variety of educational fields, but they will also offer B.Ed. programs together with departments of psychology, philosophy, sociology, neuroscience,

Indian languages, arts, music, history, literature, political science, and mathematics. NEP 2020 promotes the creation of vibrant teacher communities where educators can collaborate, share experiences, and learn from each other. This collaborative approach is expected to enhance the professional development of teachers. By 2030, all stand-alone teacher preparation institutes (TEIs) must become interdisciplinary institutions to provide the four-year integrated program.

### **7-Teacher Audit or Performance Appraisals:**

The National Education Policy 2020 implements frequent audits or performance appraisals to evaluate teachers. Compared to conventional standards like seniority or tenure, these evaluations will be the only basis for promotions and pay increases. A more dynamic and adaptable teaching community is fostered by NEP 2020, which strongly emphasizes the creation of explicit performance standards and supports a merit-based system that encourages ongoing professional development and creative teaching techniques.

### **8- Nurturing Educators for Transformative Learning:**

The National Education Policy 2020 (NEP, 2020) is not merely a blueprint for educational reform in India; it is a visionary document that recognizes the indispensable role of educators in shaping the future. Central to its transformative agenda is the emphasis on teacher preparedness — an acknowledgment that the success of any educational reform hinges on the competence, adaptability, and continuous development of the teaching force. In this exploration, we delve into the provisions of NEP 2020 related to teacher training and preparedness, elucidating the new strategies and approaches that mark a paradigm shift in how we envision and empower our educators.

### **9-Collaboration for Collective Growth:**

NEP 2020 strongly emphasizes the creation of vibrant and supportive teacher communities. The policy envisions these communities as collaboration hubs, where educators can share best practices, exchange ideas, and collectively contribute to improving the education system. This collaborative approach seeks to break down the isolation often experienced by teachers and create a network of support that transcends institutional and geographic boundaries.

The formation of teacher communities aligns with NEP 2020's commitment to fostering a culture of shared learning. By providing opportunities for teachers to collaborate on curriculum design, assessment strategies, and innovative teaching methodologies, these communities become catalysts for professional growth. This collaborative spirit also extends to the dissemination of successful practices, enabling teachers to learn from each other's experiences and adapt proven strategies to their contexts.

## **10-Technology Integration in Teacher Training:**

NEP 2020 highlights the importance of technology in teacher preparation while acknowledging its revolutionary potential in education. The National Educational Technology Forum (NETF), a forum devoted to encouraging the use of technology in teaching and learning, is proposed by the policy. Teachers will get access to NETF's digital materials, training modules, and best practices for technology-enhanced pedagogy. According to NEP 2020, educators should be proficient in technology professionals who can use digital tools to improve student learning. The policy intends to close the digital divide and provide teachers with the tools they need to function in an increasingly digital learning environment by incorporating technology into teacher education programs

## **PRE-SERVICE PREPARATION:**

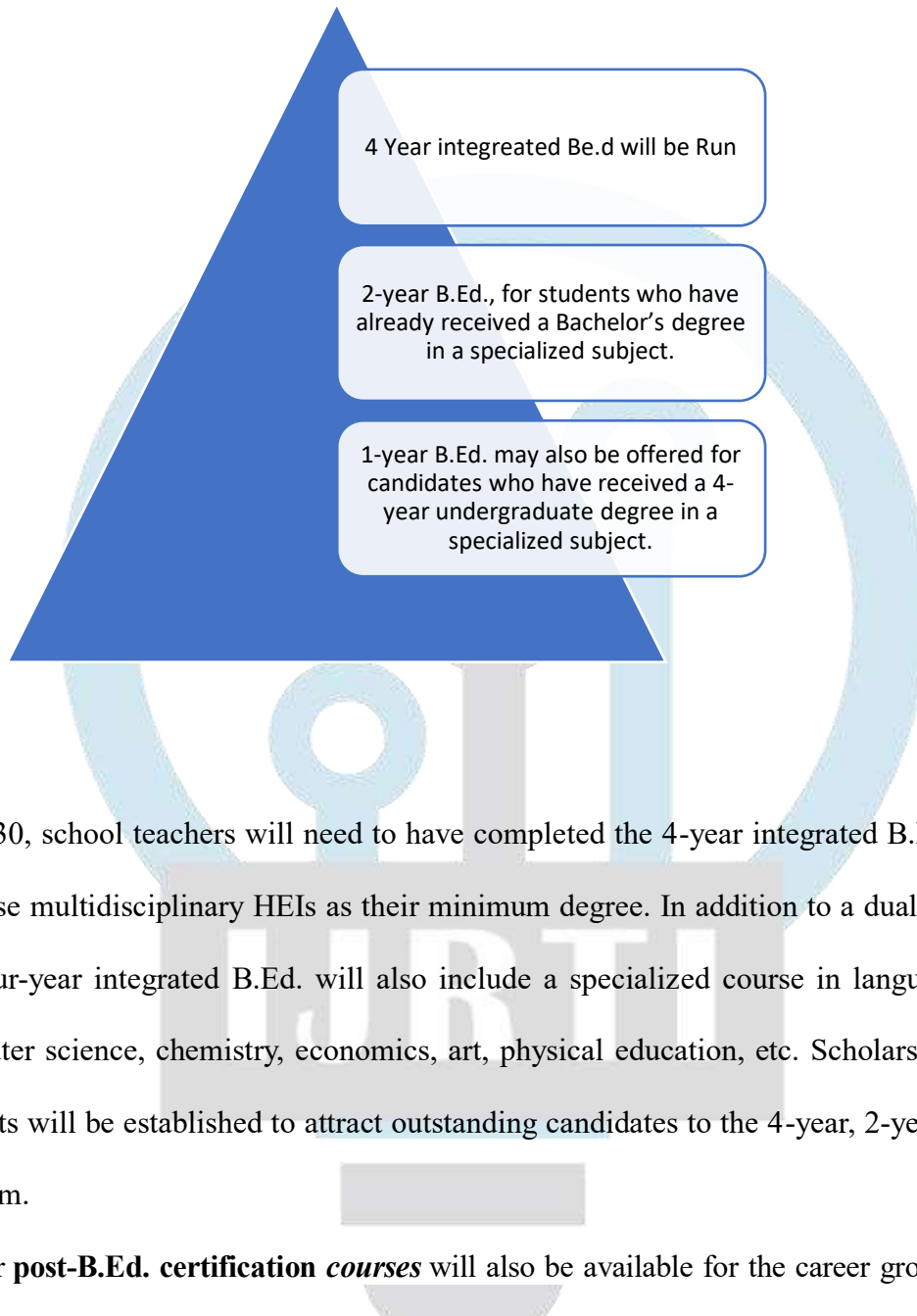
Based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for Teacher Education (NCFTE 2021 ) will be drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational, and special education streams.

## **Admission procedure:**

Admission to pre-service teacher preparation programs must be through appropriate subject and aptitude tests administered by the National Testing Agency. These tests must be standardized while considering the nation's linguistic and cultural diversity to maintain uniform standards for teacher education.



## STRUCTURE OF BE. D COURCES:



- ❖ By 2030, school teachers will need to have completed the 4-year integrated B.Ed. program offered by these multidisciplinary HEIs as their minimum degree. In addition to a dual major in education, the four-year integrated B.Ed. will also include a specialized course in language, history, music, computer science, chemistry, economics, art, physical education, etc. Scholarships for meritorious students will be established to attract outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. program.
- ❖ Shorter **post-B.Ed. certification courses** will also be available for the career growth of teachers who wish to move into more specialized areas of teaching or leadership and management positions in the schooling system or to move from one stage to another between the foundational, preparatory, middle, and secondary stages.

## SCHOOL LEVEL:

While diversity in the faculty profile is necessary in education departments, teaching, field, and Research expertise will be highly valued. To strengthen the multidisciplinary education of teachers and provide quality in conceptual development, teacher education institutions will recruit and retain faculty with

training in social science fields that are directly relevant to teaching, such as psychology, child development, linguistics, sociology, philosophy, economics, and political science, as well as from science education, mathematics education, social science education, and language education programs.

#### **4-YEAR INTEGRATED BED PROGRAMME:**

The creation of a four-year integrated B.Ed. The program is a ground-breaking innovation proposed by the National Education Policy 2020. Over four years, this innovative program aims to transform teacher preparation by symbiotically integrating pedagogical training with in-depth subject knowledge. By lengthening the program, NEP 2020 intends to give quality teachers a thorough and immersive learning experience. The superior content and pedagogical proficiencies guarantee that teachers possess subject-matter expertise and the tools and techniques required to operate through the complexities of contemporary education. NEP 2020's foundation, the Four-Year Integrated B.Ed. The program is reshaping teacher education to meet the changing needs of the educational landscape and usher in a new age.

#### **School Internship/Mentorship/school experiences in Teacher Education program:**

In the third and fourth years of the program, prospective teachers must work with schools to complete pre-internship, actual internship, and post-internship activities. The elements of a school internship include lesson planning, teaching and learning, classroom observation, participation in ongoing, thorough assessments for learning, reflective journal writing, resource development, activity design, and classroom-based Research projects. This is crucial for middle-class students in the sixth and eighth grades. They should be given the chance to teach in public and private schools while receiving ongoing supervision, faculty evaluation, and systemic support.

#### **NCFTE-2021:**

A new and comprehensive National Curriculum Framework for Teacher Education will be formulated, known as NCFTE 2021. After consultations with all relevant parties, including State Governments, Central Government Ministries and Departments, and expert bodies, the framework will be

produced and made available in all regional languages. The requirements of teacher education curricula for vocational education will also be taken into consideration by the NCFTE 2021.

### **Enrichment of opportunity for teachers:**

Teacher empowerment means Giving teachers the freedom to make professional decisions about what and how to teach and to participate in setting school goals and regulations.

- Teachers participating in the reform process require autonomy and control over their work. As a result, they become more committed to their students, feel more powerful, and are inspired to work harder.
- The NEP 2020 gives teachers autonomy in choosing appropriate pedagogy and encourages them to ensure their students' socio-emotional learning, which is a critical aspect of holistic development. This is because it recognizes teachers' contribution in reforming pedagogy to improve learning outcomes.
- Teachers will identify, record, and share innovative teaching strategies to enhance student learning outcomes.
- Close cooperation between schools within a school complex is advised since it can reduce the isolation that lower school teachers suffer and foster dynamic teacher communities that share best practices.

### **Role of the teacher as per NEP 2020:**

The role of the teacher is still crucial in the changing educational context as conventional teacher-centered systems give way to more student-centered ones. The National Education Policy 2000 strongly emphasizes essential teacher characteristics to improve the teaching-learning process. Teachers are expected to keep up with current information, encourage an open attitude towards Research, and inspire pupils to succeed academically. A progressive perspective is considered necessary to deal with changes in society, and technology literacy is necessary to take advantage of improvements in education. Qualifications such as subject matter knowledge and pedagogical expertise are essential to effectively respond to a wide range of student demands. The new education policy's multidisciplinary approach emphasizes how crucial it is for educators to have a depth of knowledge that extends beyond their primary subject areas. Additionally,

instructors are urged to be multilingual and culturally competent to promote efficient communication and interaction in the multicultural Indian classroom, taking into account the many cultural and language backgrounds of their pupils. The National Education Policy's overarching objectives and the dynamic character of education are in line with the varied roles that teachers are expected to play. teachers will be assessed through the parameters of peer reviewed, daily attendance, commitment, and hours of continuous professional development.

## **CHALLENGES FOR TEACHERS:**

A damaged teacher education system is putting over 370 million students at risk, according to the 2012 Justice JS Verma Committee Report. Private Teacher Education Institutes (TEI) inspection results showed that they had just a 99% passing rate and poor infrastructure. According to the research, the Central Teacher Eligibility Test (C-TET), a post-qualification competency test, was unsuccessful for 85% of teachers on average (Chari,2020). One of the many difficulties that instructors in the national education policy systems encounter is understanding the complete curriculum, particularly for those teaching at the beginning of their careers. Because of the poor communication, teamwork, and application of science and technology, they will in some way feel alone, uncontrollable, and lacking in the development of life skills (Krishnalal,2023). The NCTE is an oversight organization that employs personnel screening and quality control procedures to ensure that teacher education schools offer instruction of the highest caliber. These institutions follow a cycle in maintaining their educational standards. However, over the past several years, the number of universities offering teacher education has increased so much that it is difficult to track them all. Some organizations are compromising their quality and standards purely for financial benefit.

## **CONCLUSION:**

"Being prepared for opportunities when they arise is the key to success," as Benjamin Disraeli once stated. It's now or never for Indian educators to miss this chance to take control of their own lives. To accomplish this, establish ambitious objectives and put in a lot of effort to realize them. Develop into a conscious, motivated, and capable practitioner. Exchange ideas and develop them through research and experimentation. Learn from your fellow practitioners' ideas, convictions, and experiences. Enjoy the experience of creating enduring bonds with students who pass through classes and continue to learn

throughout their lives. The aspects of NEP 2020 about teacher preparation and training represent a paradigm shift in our understanding of and commitment to our educators. The policy's emphasis on ongoing professional development, technological integration, thriving teacher communities, and contextualized teacher education highlights a dedication to enabling educators as dynamic change agents. In the future, teachers will be lifelong learners, collaborators, and innovators in addition to being knowledge distributors, according to NEP. The strategy establishes the groundwork for a revolutionary educational environment that fosters students' creativity, critical thinking, and holistic development by investing in the training and professional development of educators. We are entering a new age in education as we begin to implement these principles, one in which teachers' empowerment is identical to future generations' empowerment.

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