



# Reimagining Changing Landscape of Teacher Education: Perception of Experts about Proposed Teacher Education Programme as envisaged in NEP 2020

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## ABSTRACT

A nation's quality is determined by the quality of its citizens, and the quality of those citizens is determined by the quality of their education. The National Education Policy (NEP) 2020 has introduced significant reforms in teacher education in India, aiming to transform the education landscape. This study explores to examine the views of experts on the proposed teacher education programme as envisaged in NEP-2020. To make an in-depth study of this 4-year integrated teacher education programme, Researcher has selected 26 Experts from Teacher Education those who have taken retirement from their job and have more than 15 years of teaching experience in the field of Teacher Education by using Purposive Sampling method. The researcher used self-developed 5-point Rating Scale for Experts on Teacher Education Programme as envisaged in NEP-2020. He analysed the data using statistical techniques like simple percentage, mean, SD and MS Excel software. The study revealed that a majority of experts (73.07%) viewed the 4-year Integrated B.Ed. program recommended by NEP 2020 as a wise step, and 76.92% believed its duration was adequate. The vast majority of experts believed that the movement of instructors from one location to another needed to be transparent. They also recommended creating a suitable transfer policy and adhering to it scrupulously for everyone.

**Keywords:** Teacher Education, NEP 2020, Experts' Perceptions

## Introduction:

The progress of any nation is intricately linked to the quality of its human resources, which, in turn, depends significantly on the education system (NEP, 2020). Recognising this, the Government of India introduced the National Education Policy 2020, a transformative framework aimed at revamping the structure, content, and delivery of education at all levels. One of the pivotal areas addressed by the policy is teacher education, which is envisioned as a cornerstone for achieving quality and equity in learning outcomes (Ministry of Education, 2020).

Historically, teacher education in India has faced persistent challenges, including outdated curricula, inconsistent quality standards, and limited professional development opportunities (Goswami, 2007; Gupta & Rakwal, 2020). In response, NEP 2020 proposes a paradigm shift—positioning teachers as facilitators of inquiry-based learning and emphasizing the need for ethical, reflective, and professionally competent educators (Smitha, 2020). At the heart of this transformation lies the introduction of the 4-Year Integrated Teacher Education Programme (ITEP), designed to replace fragmented training routes with a comprehensive and multidisciplinary approach (NEP, 2020).

This study explores how veteran teacher educators, particularly those with long-standing experience and who have retired from active service, perceive these policy-driven changes. By gathering their informed

perspectives, the research aims to illuminate both the opportunities and implementation challenges of the proposed teacher education reforms. Their insights serve as a valuable lens through which the evolving landscape of teacher preparation in India can be critically examined and better understood.

A nation's quality is determined by the quality of its citizens, and the quality of those citizens is determined by the quality of their education. The National Education Policy (NEP) 2020 has introduced significant reforms in teacher education in India, aiming to transform the education landscape. It has introduced a paradigm shift in the Indian education system, with far-reaching implications for teacher education. The policy envisions a transformative approach to teacher education, emphasizing the need for teachers to become facilitators, mentors, and role models, rather than mere transmitters of knowledge. The changing landscape of teacher education in India is characterized by a growing emphasis on teacher quality, accountability, and professional development. NEP 2020 seeks to address the complex challenges facing teacher education in India, including inadequate infrastructure, insufficient resources, and a shortage of qualified teachers.

### Objective of the Study:

1.To examine the views of experts on the proposed teacher education programme as envisaged in NEP-2020

### Research Question:

1.What are the views of experts on teacher education programme as envisaged in NEP-2020?

**Methodology:** The researcher used convergent parallel method under mixed method. Descriptive survey method was also employed for the study.

### Population and Sample:

To make an in-depth study of this 4-year integrated teacher education programme, Researcher has selected 26 Experts from Teacher Education those who have taken retirement from their job and have more than 15 years of teaching experience in the field of Teacher Education by using Purposive Sampling method.

### Tools Used:

The researcher used self-developed 5 point Rating Scale for Experts on Teacher Education Programme as envisaged in NEP-2020.

### Techniques used:

The researcher analysed the data using statistical techniques like simple percentage.

### Procedure for data collection:

The Researcher set all the tools in the Google sheet after getting request from the respondents and then he made all the tools in Google sheet. In most of the cases both hard copy and the link of the Google sheet had been provided to the institutions or to the concerned respondents' whatsapp number or mail-id or in to their official whatsapp groups. In some cases, the respondents returned the hard copy to the researcher by hand and in some cases by post.

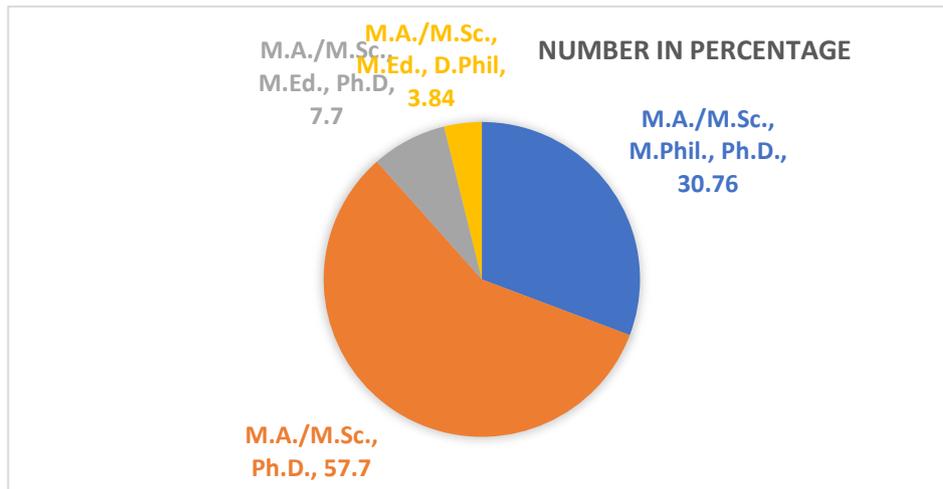
### Analysis and Interpretation:

**1.0 Objective: To examine the views of experts on the proposed teacher education programme as envisaged in NEP-2020.**

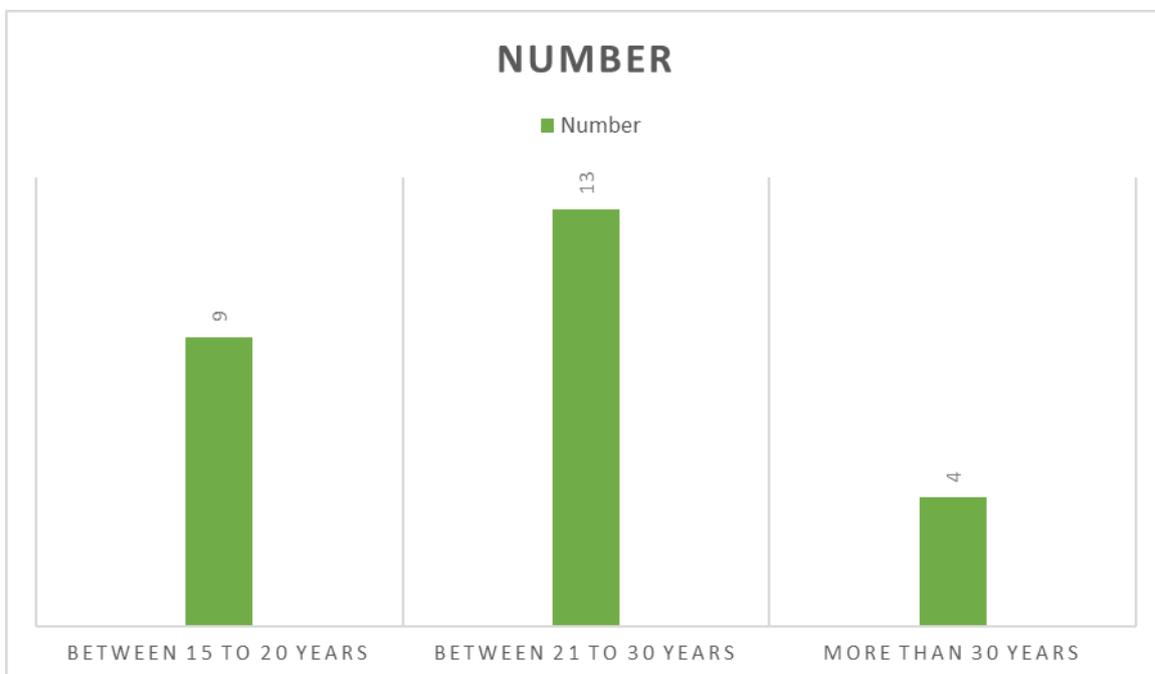
1.1 Expert views on proposed teacher education programme as envisaged in NEP-2020

**Table- 1.1.1: Profile of Experts of Teacher Education Programme**

Sl. No.	Variables		Number (%)
1	Qualification	M.A./M.Sc., M.Phil., Ph.D.	8 (30.76%)
		M.A./M.Sc., Ph.D.	15 (57.7%)
		M.A./M.Sc., M.Ed., Ph.D	2 (7.7%)
		M.A./M.Sc., M.Ed., D.Phil	1 (3.84%)
2	Teaching Experience	Between 15 to 20 years	9 (34.61%)
		Between 21 to 30 years	13 (50%)
		More than 30 years	4 (15.38%)



**Fig. 1: Showing Qualification of Experts**



**Fig. 2: Showing % of Experts in terms of Teaching Experience**

**Demographic characteristics of Experts of B.Ed. Programme**

In the present study, twenty six (26) experts have shared their valuable time with the researcher and responded positively during the interview with the researcher. Among all the experts. All experts have Ph.D. degree qualification. Experts participated in the interview have more than 15 years of teaching experience in the field of teacher education. (Table 1.1.1)

**Response of the Experts**

In the present study, teaching faculty of Teacher education having more than 15 years of teaching experience were taken as the experts. For the said purpose there were twenty six (26) experts agreed to share their appreciated ideas with the researcher. In the rating scale, there are fifty five (55) statements with 5 point rating scale. The statements or items were developed on the basis of NCFTE-2009, NCTE Regulations- 2014 and NEP-2020. During the conversation, the researcher had spent a very good moment with the experts and got a lot of information from them. They also suggested in many aspects of 4-year integrated B.Ed. programme and highlight many important issues during the conversation phase. The detail of the perception of experts on different aspects of teacher education programme has been extended in Tables- 1.1.2 - 1.1.8

**Table- 1.1.2: Expert views on teacher education Programme with regards to duration**

Sl. No.	Statements on teacher education programme	SA	A	U	DA	SD
1	The prescribed duration of 4 year Integrated B.Ed. programme is adequate to complete the curriculum.	7 (26.92%)	13 (50%)	4 (15.38%)	2 (7.69%)	---
2	The duration of 4 year integrated B.Ed. programme would affect the financial status of pupil teachers.	13 (50%)	7 (26.92%)	4 (15.38%)	2 (7.6 9%)	---
3	The increase in the duration of 2 year B.Ed. programme would affect the financial status of pupil teachers.	8 (30.76%)	14 (53.84%)	2 (7.6 9%)	2 (7.6 9%)	---
4	The present B.Ed. Course of 2 years duration is more effective than the previous B.Ed. Course of 1 year duration.	9 (34.61%)	10 (38.46%)	3 (11.53%)	4 (15.38%)	---
5	The change in the duration of B.Ed programme from 1 year to 2 year is justified.	9 (34.61%)	10 (38.46%)	3 (11.53%)	4 (15.38%)	---
6	Programme of 4 year duration Integrated teacher education for preparing teachers is a waste of time.	8 (30.76%)	11 (42.3 %)	6 (23.07 %)	---	1 (3.84% )

The first statement of the rating scale was based on NEP-2020. In the statement “The prescribed duration of 4 year Integrated B.Ed. programme is adequate to complete the curriculum”, the experts reported that they favoured (76.92 percent) this transformation, (Table 1.1.2). In a similar trend to the above statement, the experts opined that the duration of 4 year integrated B.Ed. programme would affect the financial status of pupil teachers (76.92 percent). The majority of the experts (84.6 percent) revealed that the increase in the duration of 2 year B.Ed. programme would affect the financial status of pupil teachers; present B.Ed. Course of 2 years duration is more effective than the previous B.Ed. Course of 1 year duration (73.07 percent). Also 73.07 percent experts are in favour of increase in duration from 1 year to 2 year, while more than 73 percent of them advocated that 4 year duration of B.Ed. programme is a wastage of time where only one of them was disagreed with the statement.

**Table -1.1.3: Expert views on admission and scholarship**

Sl. No.	Statements	SA	A	U	DA	SD
1	Allowing students having Bachelor in Engineering qualification with specialization in science and mathematics with 55% marks is justified for admission to B.Ed. Course.	6 (23.07%)	10 (38.46%)	4 (15.38%)	4 (15.38%)	2 (7.69 %)
2	The admission to ITEP i.e. pre-service teacher preparation programme to be conducted by National Testing Agency (NTA) is a welcome step to maintain uniformity of standard in teacher education.	10 (38.46%)	11 (42.3%)	2 (7.69 %)	2 (7.69 %)	1 (3.84%)
3	The increase in the no. of working days from 180 days to 200 days excluding examination and admission days is good enough to complete the prescribed B.Ed. curriculum	12 (46.15%)	7 (26.92%)	3 (11.53%)	3 (11.53%)	1 (3.84%)
4	250 no. of working days excluding examination and admission days is good enough to complete the prescribed 4 years integrated B.Ed. curriculum.	7 (26.92%)	14 (53.84%)	4 (15.38%)	1 (3.84%)	---
5	Introducing Merit Based Scholarship for students of 4 year integrated programme can be appreciated.	13 (50%)	11 (42.3%)	2 (7.69 %)	---	---
6	Introducing Special Merit Based Scholarship for rural area students and especially for female students are appreciated.	11 (42.3%)	13 (50%)	2 (7.69 %)	---	---

Regarding admission, there are many rules and regulations that have been assigned by the state government and also by the regulatory bodies. In the present curriculum, there are some guidelines for the engineering students regarding their admission. In the guideline, it has been mentioned that if a student has mathematics and science subjects as specialization subject at Bachelor's degree in Engineering, he or she can take admission into B.Ed. programme. But the students must have secured 55 percent marks in the concerned specialization subjects; otherwise, their applications will be rejected. In this regard, 61.53 percent of experts revealed that this is a good step by the regulating bodies, while the other 23.07 percent of experts did not prefer these ideas taken by the regulatory bodies (Table 1.1.3). They opined that Engineering students have some other technical skills and they will not give proper justification to this course. To maintain uniformity in teacher education at the national level, the admission to pre-service teacher education programme to be conducted by National Testing Agency (NTA) is a welcome step opined positively by 81 percent experts; 73.07 percent are in favour of increase in working days from 180 days to 200 days; ore than 80 percent opined positively for increase of working days to 250 days in 4-year integrated B.Ed. curriculum. More than 92 percent of experts are agreed with the merit-based scholarship for 4-year ITEP; special merit-based scholarship for rural students especially for female students is appreciated by 92.3 percent experts (Table-1.1.3)

**Table -1.1.4: Expert views on the Curriculum**

Sl. No.	Statements on Curriculum of B.Ed. Programme	SA	A	U	DA	SD
1	The prescribed duration of 4 year Integrated B.Ed. programme is adequate to complete the curriculum.	7 (26.92%)	13 (50%)	4 (15.38%)	2 (7.69%)	---
2	250 no. of working days excluding examination and admission days is good enough to complete the prescribed 4 years integrated B.Ed. curriculum.	7 (26.92%)	14 (53.84%)	4 (15.38%)	1 (3.84%)	---
3	Pupil teacher ratio 25:1 for a school subject method paper and practical activity is justified.	11 (42.3%)	14 (53.84%)	1 (3.84%)	---	---
4	The time prescribed i.e.36 hours in a 6 day week is appropriate to conduct all curricular, practical and co-curricular activities.	16 (61.53%)	8 (30.76%)	2 (7.69%)	---	---
5	Mandatory 80% attendance for student teachers for all coursework practicum is justified.	15 (57.69%)	7 (26.92%)	3 (11.53%)	1 (3.84%)	---
6	Developing B.Ed. curriculum comprising 3 broad areas as perspectives in Education, curriculum and pedagogic studies and engagement with field work is appropriate.	14 (53.84%)	10 (38.46%)	2 (7.69%)	---	---
7	Inclusion of locally relevant content in the curriculum is justified.	14 (53.84%)	12 (46.15%)	---	---	---
8	School based experience, reflective and critical engagement with theory would be given top priority in B.Ed curriculum.	15 (57.69%)	10 (38.46%)	1 (3.84%)	---	---
9	Reflective practice with theory would be given top priority in B.Ed curriculum.	11 (42.3%)	12 (46.15%)	3 (11.53%)	---	---
10	Critical engagement with theory would be given top priority in B.Ed curriculum.	13 (50%)	11 (42.3%)	2 (7.69%)	---	---
11	Present curriculum has the scope for developing positive attitude of student teachers towards professional values.	9 (34.61%)	14 (53.84%)	3 (11.53%)	---	---
12	Present curriculum has the scope for enhancing language proficiency among student teachers.	8 (30.76%)	9 (34.61%)	4 (15.38%)	5 (19.23%)	---
13	NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020.	8 (30.76%)	15 (57.69%)	1 (3.84%)	2 (7.69%)	---

From Table-1.1.4, it is reported by the majority of experts(76.92 percent) that duration to complete the curriculum of 4-year ITEP is adequate; (80.76 percent) opined for 250 no. working days in 4 year integrated B.Ed. programme. Most of the experts (96.14) suggested for the pupil-teacher ratio 25:1, while only one of them decided not to give any comments regarding the statement (Table-1.1.4). More than 92 percent experts reported that 36 hours per week is appropriate to conduct all activities; 84.61 percent of them are agreed with the statement “Mandatory 80% attendance for student teachers for all coursework practicum is justified”. The experts suggested that the development of B.Ed. curriculum comprised of three broad areas- Perspectives in Education, Curriculum and Pedagogy, and Engagement with Field work is justified. The majority of the experts gave more stress on different practical activities such as assignments, field work, etc. which helps in developing the practical skills, management, and communication skills among the student teachers. In the present study, 100 percent are in favour of including locally relevant content in the curriculum. School based experience, reflective and critical engagement with theory would be given top priority in B.Ed curriculum opined positively by all the experts leaving one of them; Reflective practice with theory would be given top priority in B.Ed curriculum (88.45 percent); Critical engagement with theory would be given top priority in B.Ed curriculum (92.3 percent); Present curriculum has the scope for developing positive attitude of student teachers towards professional values (88.45 percent); Present curriculum has the scope for enhancing language proficiency among student teachers (65.37 percent) (Table-1.1.4). Curriculum plays pivotal role in any programme and particularly in teacher education programme. For the statement, “NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020”, more than 88 percent experts opined positively, while only two of them were disagreed with the statement (Table-1.1.4).

**Table -1.1.5: Expert views on Assessment process and assignment**

Sl. No.	Statements	SA	A	U	DA	SD
1	CCE pattern of evaluation for B.Ed. programme for assessing students learning outcome is appropriate.	14 (53.84%)	10 (38.46%)	2 (7.69%)	---	---
2	Assessment done through both internal and external manner can be reliable.	9 (34.61%)	12 (46.15%)	1 (3.84%)	3 (11.53%)	1 (3.84%)
3	Assigning 20%-30% marks for internal and 70%-80% marks for external assessment is appropriate.	10 (38.46%)	14 (53.84%)	2 (7.69%)	---	---
4	Engagement with the practical activities like tasks, assignments, field work and school internship are enough for developing practical skills among student teachers.	11 (42.3%)	8 (30.76%)	6 (23.07%)	1 (3.84%)	---
5	Indicating each theory paper with field based unit leading to project and assignments is justified	10 (38.46%)	9 (34.61%)	2 (7.69%)	4 (15.38 %)	1 (3.84%)

To judge the proficiency and mastery of the content, Assessment plays an important role in teacher education. The student teachers' performance need to be judged in a proper assessment like to follow the CCE, internal and external assessment, providing assignments to the student teachers, etc. In the present study, (92.3 percent) of experts agreed that the CCE pattern for assessing the student teachers performance has been adopted by the institution, and two of them remained silent on this statement (Table 4.4.5). They believed that the present assessment. Assessment done through both internal and external manner can be reliable suggested by more than 80 percent experts. The mark distribution for internal and external assessment in the B.Ed. curriculum is justified as per the opinion of the experts (92.3 percent agreed). Majority of the experts (73 percent agreed) responded that Engagement with the practical activities like tasks, assignments, field work and school internship are enough for developing practical skills among student teachers. Student teachers will need to be more serious and regular in their teaching-learning process and in return it will help the students in developing their practical skills, communication skills, and many others. In the statement, “Indicating each theory paper with field based unit leading to project and assignments is justified”, (73.07 percent) experts are agreed and only one of them was disagreed while four of them decided not to comment in this regard (Table-1.1.5).

**Table- 1.1.6: Expert views on Qualification and Professional Development, Recruitment of Teacher Educators**

Sl. No.	Statements on CPD and recruitment	SA	A	U	DA	SD
1	The use of technology platform such as SWAYAM/DIKSHA for online training of teachers within a short span is adequate to meet the needs of CPD	6 (23.07%)	11 (42.3%)	2 (7.69%)	4 (15.38 %)	3 (11.53 %)
2	Giving top priority on ICT for professional development of student teachers and teacher educators is appropriate.	14 (53.84%)	11 (42.3%)	1 (3.84%)	---	---
3	Teachers need to participate in at least 50 hours of continuous professional development programme every year.	11 (42.3%)	11 (42.3%)	4 (15.38 %)	---	---
4	Providing incentives for teachers to take up teaching job in rural areas is appreciated.	13 (50%)	11 (42.3%)	---	2 (7.69 %)	---
5	Reviewing the professional standard of teachers in every 10 years is justified.	12 (46.15%)	11 (42.3%)	1 (3.84%)	2 (7.69 %)	---
6	The prescribed qualification for teacher educator i.e. , MA M.Ed or MA in Education with B.Ed with 55% marks respectively is appropriate.	16 (61.53%)	8 (30.76%)	2 (7.69%)	---	---
7	The prescribed qualification for perspectives in Education, curriculum and pedagogic studies i.e PG in Science/Social science and M.Ed with 55% marks is appropriate.	7 (26.92%)	12 (46.15%)	3 (11.53 %)	3 (11.53 %)	1 (3.84%)
8	The recruitment Process for appointment of regular teachers in the state of Odisha conducted by OSSC needs to be revised in line with new courses.	6 (23.07%)	14 (53.84%)	5 (19.23 %)	1 (3.84%)	---

For continuous professional development of teachers, different platforms are there to practice. In this regard, in the statement, “The use of technology platform such as SWAYAM/DIKSHA for online training of teachers within a short span is adequate to meet the needs of CPD”, 65 percent experts opined positively; Giving top priority on ICT for professional development of student teachers and teacher educators is appropriate (96 percent); Teachers need to participate in at least 50 hours of continuous professional development programme every year (84.6 percent agreed). 82.3 percent experts are agreed with Providing incentives for teachers to take up teaching job in rural areas. More than 88 percent experts suggested to review the professional standards of teacher in every 10 years. The majority of experts ( 92.29 percent) viewed that the prescribed qualification for pedagogic teachers i.e., PG in Science/Social Science and M.Ed. with 55% marks is an appropriate decision taken by the appellate body (Table 4.4.6). Similarly, the qualification for the post of teacher education set by the appellate body (OSSC) is also appropriate and to be revised in line with new course (76.91 percent agree) (Table 1.1.6).

**Table -1.1.7: Expert views on Internship Programme**

Sl. No.	Statements on Internship	SA	A	U	DA	SD
1	90% mandatory attendance of student teachers prescribed for internship is justified.	10 (38.46%)	7 (26.92%)	3 (11.53%)	5 (19.23%)	1 (3.84%)
2	Minimum duration of 20 weeks for internship prescribed by NCTE is adequate for 2 year B.Ed. programme.	8 (30.76%)	13 (50%)	4 (15.38%)	1 (3.84%)	---
3	Making it mandatory to observing regular classes for one week before practice teaching is appropriate.	15 (57.69%)	7 (26.92%)	4 (15.38%)	---	---
4	The prescribed duration of 6-10 weeks for school internship by NCFTE 2009 is adequate	7 (26.92%)	11 (42.3 %)	2 (7.69%)	5 (19.23%)	1 (3.84%)
5	The prescribed duration of 15-20 weeks for school internship is adequate enough for 4 years B.Ed programme	7 (26.92%)	16 (61.53%)	3 (11.53 %)	---	---

School Internship enhances the confidence level and sharpens the teaching skills required to be teacher. In this connection, 65.38 percent experts assumed to 90% mandatory attendance of student teachers prescribed for internship is justified, while 23 percent decided to disagree with this statement. In the statement "Minimum duration of 20 weeks for internship prescribed by NCTE is adequate for 2 year B.Ed. programme.", 80.76 percent experts reported positively; Making it mandatory to observing regular classes for one week before practice teaching is appropriate (84.61 percent agree); The prescribed duration of 6-10 weeks for school internship by NCFTE 2009 is adequate (69.22 percent agree). 88.45 percent experts opined that 15-20 week of school internship is sufficient enough for the 4-Year Integrated programme (Table 1.1.7)

**Table -1.1.8: Expert views on Teacher Education Programme as per NEP-2020**

Sl. No.	Statements as per NEP-2020	SA	A	U	DA	SD
1	The 4 Year integrated B.Ed. programme recommended by NEP 2020 as the minimal degree qualification for school teachers by 2030 is a wise step.	9 (34.61%)	10 (38.46%)	6 (23.07 %)	1 (3.84%)	---
2	The prescribed duration of 4 year Integrated B.Ed. programme is adequate to complete the curriculum.	7 (26.92%)	13 (50%)	4 (15.38%)	2 (7.69%)	---
3	ITEP as envisaged in NEP 2020 would fulfil the purposes of quality education in the state in particular and the nation in general.	13 (50%)	7 (26.92%)	5 (19.23%)	---	1 (3.84 %)
4	The continuance of 2 year B.Ed. Programme after implementation of NEP 2020 up to 2030 is the right decision.	12 (46.15%)	9 (34.61%)	3 (11.53%)	2 (7.69 %)	---
5	Continuance of teacher education in a multidisciplinary institution is justified.	9 (34.61%)	11 (42.3%)	5 (19.23%)	1 (3.84 %)	---
6	NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020.	8 (30.76%)	15 (57.69%)	1 (3.84 %)	2 (7.69%)	---
7	Pooling of outstanding senior/retired faculty under National	13 (50%)	9 (34.61%)	4 (15.38%)	---	---

	Mission for Mentoring will bring quality changes and professional support to university/college teachers.					
8	The Teacher Education Institutions which not fulfil basic criteria needs to be phrased out.	13 (50%)	11 (42.3%)	1 (3.84 %)	----	1 (3.84 %)
9	Teacher preparation activity requires multidisciplinary perspectives and knowledge as envisaged in NEP-2020.	9 (34.61%)	14 (53.84%)	1 (3.84 %)	2 (7.69%)	---
10	By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force is justified.	6 (23.07 %)	13 (50%)	2 (7.69%)	4 (15.38%)	1 (3.84%)
11	As per NEP-2020, all teacher education programmes must be conducted within composite multidisciplinary institutions is a welcome step.	13 (50%)	11 (42.3%)	1 (3.84%)	---	1 (3.84%)

The researcher discussed with the experts about the new guidelines set by the National Education Policy (NEP)-2020. Majority of the experts (73.07 percent) viewed that the 4 Year integrated B.Ed. programme recommended by NEP 2020 as the minimal degree qualification for school teachers by 2030 is a wise step (Table 1.1.8). 76.92 percent of experts stated that the prescribed duration of 4 year Integrated B.Ed. programme is adequate to complete the curriculum. Again, 76.92 percent of experts stated that the ITEP as envisaged in NEP 2020 would fulfil the purposes of quality education in the state in particular and the nation in general.

80.76 percent experts are agreed with statement “The continuance of 2 year B.Ed. Programme after implementation of NEP 2020 up to 2030 is the right decision”; Continuance of teacher education in a multidisciplinary institution is justified (76.91 percent agree). Again, the experts (88.45 percent) also suggested that NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020.

As envisaged in NEP-2020, Pooling of outstanding senior/ retired faculty under National Mission for Mentoring will bring quality changes and professional support to university/college teachers rightly appreciated by more than 84 percent experts. Majority of the experts (92.3 percent) revealed that the Teacher Education Institutions which not fulfil basic criteria needs to be phrased out; Teacher preparation activity requires multidisciplinary perspectives and knowledge as envisaged in NEP-2020 (88.45 percent agree). In the statement “By 2030, only educationally multidisciplinary, and integrated teacher education programmes shall be in force is justified”, 83.07 percent experts are agreed. As per NEP-2020, all teacher education programmes must be conducted within composite multidisciplinary institutions is a welcome step reported by 92.3 percent experts and only one of the was disagreed with the statement.

### ***The Objective of the present study seeks to address the question “What are the views of experts on teacher education programme as envisaged in NEP-2020?”***

Experts concur that the appellate body took a commendable step when it changed the duration of the B.Ed. program from one to two years. To improve student teachers' learning, they supported extending the number of working days in a teacher preparation program. The amount of time allotted to extracurricular, curricular, and practical activities makes sense given the demands of the current situation. The attendance of student teachers for various professional degree activities was cited by over 90% of experts. Additionally, they advised that students should not take time off from their academic or extracurricular activities and that attendance policies for both should be rigorously adhered to.

A student-teacher participating in an internship program is required to work as a teacher in the school and participate in all activities held there. They will willingly participate in all activities, which will enable them to have real-world experience managing pupils in the classroom, finishing classes on time, participating in morning assembly, exchanging ideas with other students during free time, and other related tasks. As a result, attendance is crucial for internship work. The experts recommended choosing a candidate for the admission procedure after taking the student's academic record and entrance exam into account when it came to the 2-year B.Ed. program. Regarding the reservation of the admission criteria, there are no problems.

An essential component of teacher education is assessment. The evaluation of the student teachers' performance must be done correctly, which includes adhering to the CCE, giving them assignments, and

conducting internal and external assessments. In the current survey, 76.5 percent of experts agreed that the institution has adopted the CCE pattern for student assessment, while another 23.5 percent did not respond to this statement. They felt that more activities needed to be done in this manner, and that the current assessment method did not fit into the CCE pattern. Every expert (or at least 100% of them seemed to agree) agreed that the current assessment procedure, which uses both internal and external modalities, is adequate. The local content should be taught in the curriculum, according to experts. Additionally, they supported the use of ICT in teacher education to further the professional development of teacher educators. Additionally, they believed that teacher educators ought to be able to participate in regular professional orientation programs. Every single expert stated that the B.Ed. program should place a high focus on the school-based experience as well as reflective and critical engagement with theory.

The researcher discussed with the experts about the new guidelines set by the National Education Policy (NEP)-2020. Majority of the experts (73.07 percent) viewed that the 4 Year integrated B.Ed. programme recommended by NEP 2020 as the minimal degree qualification for school teachers by 2030 is a wise step (Table 1.1.8). 76.92 percent of experts stated that the prescribed duration of 4 year Integrated B.Ed. programme is adequate to complete the curriculum. Again, 76.92 percent of experts stated that the ITEP as envisaged in NEP 2020 would fulfil the purposes of quality education in the state in particular and the nation in general.

80.76 percent experts are agreed with statement 'The continuance of 2 year B.Ed. Programme after implementation of NEP 2020 up to 2030 is the right decision'; Continuance of teacher education in a multidisciplinary institution is justified (76.91 percent agree). Again, the experts (88.45 percent) also suggested that NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020.

As envisaged in NEP-2020, Pooling of outstanding senior/ retired faculty under National Mission for Mentoring will bring quality changes and professional support to university/college teachers rightly appreciated by more than 84 percent experts. Majority of the experts (92.3 percent) revealed that the Teacher Education Institutions which not fulfil basic criteria needs to be phased out; Teacher preparation activity requires multidisciplinary perspectives and knowledge as envisaged in NEP-2020 (88.45 percent agree). In the statement "By 2030, only educationally multidisciplinary, and integrated teacher education programmes shall be in force is justified", 83.07 percent experts are agreed. As per NEP-2020, all teacher education programmes must be conducted within composite multidisciplinary institutions is a welcome step reported by 92.3 percent experts and only one of them was disagreed with the statement.

The vast majority of experts believed that the movement of instructors from one location to another needed to be transparent. To improve the learning environment in the school, they also recommended that teacher transfers be done digitally and that they should occur every three to five years. Additionally, they recommended that teachers be moved from one station to another. Additionally, they believed that the teacher's new station following their transfer shouldn't be the furthest away. To get better results from the recently hired teachers, a variety of elements must be taken into account during the transfer procedure. They also recommended creating a suitable transfer policy and adhering to it scrupulously for everyone.

### **Result and Discussion:**

The result revealed the following major findings.

1. Over 90% of experts stressed the importance of strict adherence to attendance policies for both academic and extracurricular activities.
2. Continuous and Comprehensive Evaluation (CCE) was adopted by the majority of institutions (76.5%), but some experts felt more activities were needed to align fully with the CCE pattern.
3. A majority of experts (73.07%) viewed the 4-year Integrated B.Ed. program recommended by NEP 2020 as a wise step, and 76.92% believed its duration was adequate. Experts also felt that NEP 2020's Integrated Teacher Education Program (ITEP) would enhance the quality of education.
4. Experts (88.45%) believed that NCTE and NCERT are the right agencies to prepare a curriculum framework under NEP 2020.
5. 92.3% of experts agreed that institutions not meeting basic criteria should be phased out.

### **Discussion**

The findings paint a clear picture of the expert community's endorsement of NEP 2020's vision for teacher education. Experts recognized that the longer duration of teacher preparation programs is not merely an academic exercise but a necessity for nurturing well-rounded educators. Their suggestions also reflect a nuanced understanding of practical challenges—such as balancing academic theory with field experience and addressing the financial and logistic concerns of pupil teachers.

Another key takeaway is the emphasis on internships as real-world training grounds, crucial for translating theory into classroom practice. Experts pointed out that meaningful internships, backed by mandatory attendance, prepare student-teachers for the complex realities of modern schooling.

There was also a clear consensus on the role of technology in professional development and the need to align

curriculum content with local context and national standards. Experts emphasized that curriculum should not only meet academic benchmarks but also instill values, professionalism, and reflective capacity in student-teachers.

On the institutional side, the experts were vocal about enforcing accountability—be it through phasing out underperforming institutions or establishing consistent transfer policies for in-service teachers. Their support for centralizing curriculum development and introducing mentorship programmes signals a preference for unified quality standards and experiential guidance in the system.

Ultimately, the study shows that experts see NEP 2020 not as a policy to comply with but as a roadmap for genuine reform in teacher education. Their insights serve as valuable recommendations for policymakers, administrators, and educational institutions aiming to realize the full potential of NEP 2020 in practice.

### Major findings:

- ✓ **Extension of B.Ed. Duration and Attendance Policies:** Experts supported the change from a one-year to a two-year B.Ed. program, emphasizing that it provides more time for curricular, extracurricular, and practical activities. Over 90% of experts stressed the importance of strict adherence to attendance policies for both academic and extracurricular activities.
- ✓ **Internship Importance:** Experts emphasized the significance of student-teachers' participation in school activities during their internship, which allows for practical classroom management experience. Attendance is seen as crucial for the success of this internship.
- ✓ **Admission Criteria:** Experts agreed that admission should be based on a combination of academic performance and entrance exams. There were no major concerns about reservation policies.
- ✓ **Assessment in Teacher Education:** Continuous and Comprehensive Evaluation (CCE) was adopted by the majority of institutions (76.5%), but some experts felt more activities were needed to align fully with the CCE pattern. The current internal and external assessment systems were considered adequate by all experts.
- ✓ **Curriculum Recommendations:** Experts supported including local content and ICT in teacher education, along with regular professional development for teacher educators. They emphasized the importance of school-based experiences and engagement with theoretical content in the B.Ed. program.
- ✓ **NEP 2020 and Integrated B.Ed. Program:** A majority of experts (73.07%) viewed the 4-year Integrated B.Ed. program recommended by NEP 2020 as a wise step, and 76.92% believed its duration was adequate. Experts also felt that NEP 2020's Integrated Teacher Education Program (ITEP) would enhance the quality of education.
- ✓ **Continuation of the 2-Year B.Ed. Program:** 80.76% of experts agreed with continuing the 2-year B.Ed. program until 2030 alongside the 4-year integrated program. Multidisciplinary institutions for teacher education were seen as justified, with 76.91% in favor.
- ✓ **Teacher Education Framework and Mentoring:** Experts (88.45%) believed that NCTE and NCERT are the right agencies to prepare a curriculum framework under NEP 2020. Pooling senior/retired faculty for mentoring under NEP 2020 was supported by over 84%.
- ✓ **Phasing Out Substandard Institutions:** 92.3% of experts agreed that institutions not meeting basic criteria should be phased out. Teacher preparation should encompass multidisciplinary knowledge, as advocated in NEP 2020.
- ✓ **Teacher Transfers:** Experts advocated for a transparent, digital transfer system for teachers, recommending transfers every 3-5 years to improve the learning environment. The new location after a transfer should not be too far, and the process should be carefully managed with a proper policy.

### Conclusion:

The findings of the study highlight the complexities and challenges involved in transforming the teacher education landscape in India. The study's findings suggest that the experts perceive NEP 2020 as a positive step towards reforming teacher education, but also express concerns about its implementation.

This study provides critical insights into expert perspectives on the restructured teacher education programme as envisioned in NEP 2020. Overall, experts expressed a positive attitude towards the reforms, recognizing them as a crucial move to elevate the quality and effectiveness of teacher preparation in India. The 4-year Integrated B.Ed. programme, in particular, was widely endorsed for its potential to strengthen teacher competencies and professional development, although concerns regarding its implementation and financial implications for student-teachers were also acknowledged.

Experts appreciated the emphasis placed on practical engagement, such as internships, and supported structured assessment mechanisms like Continuous and Comprehensive Evaluation. They emphasized the necessity of integrating ICT tools, school-based experiences, and reflective practices into the teacher education framework. Furthermore, the need for teacher educators' continuous professional development and the phasing out of substandard institutions emerged as significant recommendations to uphold quality standards.

The study also highlights the importance of transparent teacher transfer policies, adequate institutional support, and the inclusion of multidisciplinary perspectives, aligning with the NEP 2020 vision of a holistic and integrated education system. In essence, while the roadmap outlined in NEP 2020 has been welcomed, experts stress that its success will depend on strategic implementation, adequate infrastructure, and consistent policy adherence across institutions.

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