

# NEP 2020 and the Changing Landscape of Teacher Education

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**Abstract** - The new National Education Policy 20-20 emerged as a response to recognised deficiencies in the previous national education policy. The National Education Policy (NEP) 2020 introduced a revolutionary change to Indian education through its teacher education programs. The National Education Policy (NEP) 2020 brought a transformative change to Indian education through its teacher education programs. The policy introduced a new education system that requires teachers to undergo training for innovative teaching methods that replace traditional rote learning approaches. The policy supports a transition from separate teacher training institutions to multidisciplinary education colleges, which offer teacher candidates access to multiple subjects for developing their understanding. The NEP introduced technology integration as a fundamental transformation in teacher education programs. It states that digital literacy must be taught to students and teachers as an essential skill. The updates to teacher education programs now teach future educators how to use technology effectively in their teaching methods. The National Education Policy 2020 created extensive changes that affect teacher education programs in multiple ways. The NEP's focus on teacher education creates a path for India to achieve universal access to high-quality education in the modern world. This chapter examines how the National Education Policy 2020 introduced fundamental changes to teacher education through its analysis of the policy's impact.

**Keywords:** National Education Policy 2020, Teacher Education, Changing Landscape, Continuous Professional Development, Career Management and Progression, Educational Excellence, Technology Integration, Holistic Preparation.

## I. INTRODUCTION

Education is one of the influential change factors that can change an entire civilisation and nation. It develops the human resources and promotes involvement in social and national development by developing talents, creativity, critical thought, and reasoning skills (Lata et al, 2022). However, in order to

have an effective education, there must be an organised approach to it. The Indian National Education Policy (NEP) has undergone plenty of revisions with remarkable changes in 1968, 1986, and 1992. A major change happened after 34 years, and this led to NEP 2020, which was published on July 29, 2020. The NEP 2020 is a remarkable example of the educational reform in India, and its multifaceted and innovative vision of the educational system in the country. The method, the result of careful consideration and prospective ideas, concentrates on a great number of aspects. Education is dependent on teachers to make interventions, innovations, and policies, which will shape the education of the next generation. The standard of learning depends on the knowledge and competence of teachers, which means that the action plan at the education levels should be clear (Fernandes & Das, 2023). Of particular importance is the effect of the policy on teacher education. NEP 2020 ties teacher training to more general goals such as holistic education, incorporation of technology, flexibility, and inclusiveness. The changing nature of teacher education is supposed to enable teachers to be in a position to address the varying needs of the learners in the 21st century. With the transformation in the education system in India, the teachers transform into knowledge facilitators and knowledge enablers, and thus, NEP 2020 is central in the educational transformation in India. Teacher education should be adjusted according to the overall objectives of NEP 2020, which ushers in a new age of education that is sensitive to the needs of the modern world. An uncompromising effort to improve partnerships and cooperation is the key to successful implementation. The teachers who will be trained by this new framework will surely shape the path of education in India. The key theme of NEP 2020 is to provide an improved education quality through the development of well-trained and motivated teachers. The policy presents initiatives that are based on its devotion to amalgamate technology, ensuring that professional development is continuous and that holistic development is cultivated. Such initiatives are targeted at training teachers who can fulfil changing educational needs and help advance the country. 2020 is a revolutionary change in the education sector of India that will influence several aspects of education. Teacher education has a significant role

in these changes. The policy makes education congruent with the principles of inclusivity, technology integration, and the principles of holistic development (Kumar, 2021). By focusing on teacher preparation and development, NEP 2020 aspires to have a robust education system that is responsive to needs in the 21st century.

## II. BACKGROUND

NEP 2020 provides a detailed vision of Indian education. The focus of this reform is on teacher education, which has long served to provide manpower in colonial governments. The school was a classical, content-driven method of teacher training, which has been criticised by its small exposure to practice and little focus on critical thinking. The problems have become outdated pedagogical practices, a lack of curriculum design, and a disconnect between skills taught and the current need in the area of teacher education. The education theories in the world saw the necessity to shift towards a holistic and competency-based student-centred method of learning as opposed to rote learning.

The report by the Justice JS Barma Committee (2012) opines that this means that almost 370 million students are at risk in the current system of teacher education in India. The research states that nearly 85 percent of teachers do not pass the CTET after the qualification test. NEP 2020 tries to solve these issues through the promotion of the vibrant student-centred pedagogical methods that enhance creativity, thinking, and problem-solving skills. Through the redesign of teacher education, the strategy aims to empower educators as agents of holistic development rather than mere consumers of information. Having acknowledged the important contribution of teachers in shaping the future of education, the policy recognises that their education and professional development are essential to achieving broader education reform objectives.

The following contexts are particularly important for understanding the background to the NEP 2020, which focuses on restructuring teacher education.

**Lack of Quality Education:** According to the National Education Plan 2020 (NEP 2020), there is a rationale for reorganising teacher education in such a way that all students can be provided with a high-quality education. The current education system possesses diverse flaws, such as mandatory education, a lack of critical thinking, and backward pedagogical methods. It is important to fortify teacher education to address these challenges and improve the quality of education.

**Globalisation and a changing demand for skills:** The suggestion of qualified employees who are capable of competing globally is growing as the Indian economy emerges

to be more interlinked with the global economy. Communication, critical thinking, problem-solving, and creativity have to be promoted in the educational system. The teachers must be equipped with the resources necessary to enhance the ability of pupils to improve their learning through a paradigm shift in the preparation of teachers.

**Technological developments:** Due to the development of technology, education has changed the way it is delivered. The teachers should know how to use technology in instruction and learning. To enable teachers to use the information and communication technology effectively, it is important to restructure teacher education to include this integration.

**Failure to access continuous professional development opportunities:** The teachers in India could not easily exploit the continuing professional development opportunities. This has kept them inactive in their teaching practice, and they have not been introduced to the methods of the current-day classrooms. The NEP 2020 pays close attention to the constant professional training of teachers and contributes to the enhancement of the quality of teaching.

**Teacher shortage and quality:** Trained and certified teachers have been absent in several regions of the nation. Even if they had been accessible, teachers' qualifications and training varied greatly. With a restructure of teacher education, it is hoped to address both the quantity and quality of teaching professionals.

**Lack of adequate teacher education:** India's current teacher education system has been widely criticised for failing to meet the demands of outdated curricula, poor teaching practices, and insufficient emphasis on professional development towards NEP 2020. He often leaves a gap in teacher skills compared to the demands of modern education.

**Synergies with global trends:** Innovative approaches to teacher education have been adopted by many countries around the world. An attempt to align teacher education with global best practices, ensuring that India's teachers are proficient enough to meet internationally recognised quality standards, is reflected in the NEP 2020 Restructuring of Teacher Education.

**Changing student profiles:** Students in modern schools have a diversity of educational backgrounds and learning styles. Therefore, we will never be able to educate via traditional ways. Teachers must employ adaptable and diverse instructional strategies. The NEP 2020 asks for changes to the teacher training system that place more emphasis on hiring educators who can fulfil each student's individual requirements and create a stimulating learning environment.

### III. NEP 2020 AND CHANGING LANDSCAPE FOR TEACHER EDUCATION

Focusing on several key aspects, the National Education Policy (NEP) 2020 in India aims to transform teacher education. These aspects include:

**Teacher Recruitment and Deployment:** The National Education Policy (NEP) 2020 in India relates to the process of recruiting and deploying teachers to ensure the provision of qualified, competent, and motivated teachers at all educational levels. NEP 2020 states that the process of recruiting and deploying teachers should be done strategically and well planned to enhance the quality of education in general. The following are the main points on the issue of teacher recruitment and deployment as stated in NEP 2020:

**Merit-Based Scholarships:** Institute numerous merit-based scholarships for outstanding students, especially from rural areas, to enrol in a comprehensive 4-year integrated B.Ed. Programme.

**Rural Focus:** Introduce special scholarships for rural regions, offering not only financial support but also preferential local employment post-B.Ed., fostering local role models.

**Incentives for Rural Teaching:** Provide incentives, such as on-site housing or increased housing allowances, to encourage teachers to work in rural areas, addressing the shortage of quality educators.

**Transparency in Transfers:** Cease frequent teacher transfers to ensure educational continuity, allowing transfers only in exceptional cases as per State/UT government guidelines, facilitated by an online system for transparency.

**Enhanced Teacher Eligibility Tests (TETs):** Strengthen TETs with improved content and pedagogy, extending them to cover teachers across all school stages and considering subject-specific TET or NTA scores.

**Interviews for Recruitment:** Incorporate classroom demonstrations and interviews in teacher hiring to gauge passion, language proficiency, and dedication to teaching.

**Balanced Subject Distribution:** Address subject shortages, especially in art, physical education, vocational studies, and languages, by considering shared teacher recruitment across schools based on State/UT grouping.

**Local Expertise:** Encourage schools to enlist local experts as 'master instructors' for traditional arts, vocational crafts, agriculture, etc., enriching students' education and preserving local knowledge.

**Incentives for Rural and Remote Areas:** NEP 2020 suggests providing special incentives to attract and retain teachers in rural and remote areas, where the availability of qualified educators might be limited.

### IV. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

The vision of the government involves uplifting teachers on the basis of an ever-ending cycle of self-development so that the teachers can be kept in touch with the current trends in the field. Such opportunities will be realised in various forms, including international, national, and state-level workshops. Continuous Professional Development (CPD) is a concept that represents the process of self-directed, participatory, and interactive learning in order to hone teaching skills. This way, teachers will be able to develop their competencies effectively, which will prepare them to pursue their future goals. With the constant change of lifestyles and scientific discoveries, educators have to keep up with the new trends, which CPD will successfully fulfil. The beneficial outcomes of CPD are echoed across the performance and expertise of a teacher, which allows for differentiating the particular knowledge and skills that can be learned within a short period of time to achieve a tangible improvement. The symbiotic advantages are shared between the teachers and the students, giving a bigger mind, an ethical nature, and an inclination towards independent learning. Choosing CPD is an indication of a person in teaching who is passionate and loyal to his or her job, which is a highly undermined quality in the modern teaching world.

In accordance with the National Education Policy (NEP) of 2020, the directive provides at least 50 hours of continuous professional development, which is essential in producing outstanding teachers. The virtual platforms will be developed as a collaborative environment between teachers, where they can share insights with colleagues living in different parts of the world. This holistic project includes such experimental pedagogical practices as literacy and numeracy basics, adaptive evaluation, competency-based instruction, and immersive strategies as experiential learning, arts, and sports. The focus of NEP 2020 on teacher development is indicative of a wholesome approach towards the development of teachers into excellence models. With the initiative in their hands, educators are able to aspire to be the role models of their profession, triggering an educational paradigm that promises a bright future for the nation.

### V. CAREER MANAGEMENT AND PROGRESSION (CMP)

Career Management and Progression (CMP) is highlighted in the National Education Policy (NEP) 2020 for

teachers. It encourages constant professional growth and performance-based recognition. The policy promotes the establishment of a friendly atmosphere where the teachers can improve their abilities, acquire higher education, and become an effective part of the education system. It also indicates that a Teacher Preparation and Continuous Professional Development Program should be created in order to develop the careers of teachers. By rewarding outstanding educators, a merit-based system will be developed, which will have levels of tenure, promotion, and salary increment. Performance assessments will be done through evaluations in the form of peer reviews, commitment, professional development, and attendance. Promotion or demotion to other schools will not be permitted, but within the same school stage (Foundational, Preparatory, Middle, or Secondary), career advancement will be promoted depending on the wish and ability. There will be no preference for one stage over the other. The exceptional teachers with leadership potential will be trained to occupy academic leadership positions in different educational institutions and departments.

## **VI. PROFESSIONAL STANDARDS FOR TEACHERS (NPST)**

The NEP 2020 emphasises empowering teachers in order to implement reforms in education. This element is the NPST, which establishes standards of effective teaching that define roles and competencies. Achieving the implementation of NPST results in the modelling of proficient teachers, which can address the challenges of the 21st century. Teachers trained using NPST develop an improved quality of learning and understanding of students. NEP 2020 seeks to prepare schools with 21st-century-ready teachers to advance professional and personal development towards a better education sector. As an NPST as specified under NEP 2020, the Professional Standard Setting Body (PSSB), a developed NCTE, writes the NPST. NPST is in line with the changing environment of education, teacher development, and quality teaching. This framework prioritizes competencies, the incorporation of technology, and the comprehensive development, indicating the vision of NEP for modern education.

**High-Quality Teacher Education:** The NEP 2020 shows the importance of quality programmes in teacher education as a way of empowering teachers with the required skills, knowledge, and attitudes to achieve the best student learning outcomes. The policy aims at enhancing the quality of teacher education by bridging it with the existing educational philosophies, new pedagogies, and the full development of educators. The NEP 2020 objective predicts a new period in the life of a teacher education that will significantly affect the comprehensive development of a student and the education

system. The main directions of the National Education Policy 2020 regarding high-quality teacher education are as follows:

**Implementation of a Four-Year Integrated Stage-Specific B.Ed. Program:** This approach aims to seamlessly blend pedagogical training with subject expertise, ensuring that future educators are proficient not only in their chosen disciplines but also in effective teaching practices.

**Emphasis on Multidisciplinary Education:** Educators are expected to have a strong foundation in subjects that extend beyond their specialised areas.

**Continuous Professional Development (CPD):** The policy suggests creating a Teacher Professional Development Programme (TPDP) that would offer teachers chances to enhance their skills and knowledge as they progress in their careers.

**Integration of Technology:** This involves training teachers in the proficient use of digital tools for teaching, assessment, and personal growth. The aim is to enhance teaching methods for a more engaging and interactive learning experience.

**Practical Experience and Field Exposure:** Educators should be given opportunities to actively participate in real classroom situations, interact with students, and gain insights from experienced colleagues in the field.

**Focus on Inclusive Education:** Teachers are expected to undergo training in effectively addressing the diverse learning needs of students with disabilities and those from varied socio-economic backgrounds.

**Promotion of Research and Innovation:** The policy encourages and supports teachers' engagement in research and innovation in education, including the exploration of new teaching approaches, curriculum design, and assessment strategies.

## **VII. NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (NCFTE)**

National Council of Teacher Education (NCTE) is currently working on the National Curriculum Framework on Teacher Education (NCFTE) 2021 where in the close consultation with the organizations like NCERT, State Governments, relevant Ministries, Central Government Departments and expert bodies, this framework is in compliance with the National Education Policy (NEP) that aims at aligning teacher education to the 2020 goals. This framework places a heavy emphasis on the teacher education being aligned with the principles of NEP 2020. It is grounded on a learner-focused and holistic approach to learning, critical scholarship, flexibility, and incorporation of technology using

platforms such as SWAYAM, MOOCS, and INFLIBNET. Also, NCFTE 2021 supports the idea of multidisciplinary education and focuses on the constant improvement of teachers who are enriched with the help of educational technology. One of the factors that has been stipulated by this framework is the fact that it encourages inclusiveness, equality, and maintenance of local languages. NCFTE promotes the collaboration of teacher education institutes and school-going institutions to create more practical training and classroom learning. Essentially, NCFTE 2021 is aimed at ensuring that the educators are well-equipped and have the capacity to put into life the principles of NEP 2020 into practical, lively use in the classroom.

### **VIII. NEP 2020: CHALLENGES IN TEACHER EDUCATION**

**Infrastructure and Resources:** To introduce the changes pointed at NEP 2020 regarding teacher education, it will be necessary to build new teacher training facilities, renovate the old ones, and ensure that resources and infrastructure are always ready. Such resources are learning materials, libraries, technology, and classrooms. The financing and resource requirements of this expansion may become a huge obstacle, especially in areas where resources are not abundant.

**Faculty Development:** The requirement of qualified and motivated faculty members during the teacher preparation programmes has been emphasised in the NEP 2020. It may be challenging, particularly in identifying and retaining competent professors capable of teaching the new curriculum and style of teaching. Faculty development programmes should be intensive and unrelenting in order to keep educators abreast with the latest educational practices.

**Curriculum and Content Development:** NEP 2020 needs a new curriculum that would integrate academic knowledge and effective teaching strategies. Coming up with a comprehensive and proper curriculum related to the goals of the new policy will require a long period and labour. Ensuring that the curriculum is flexible to both communities and the needs of different regions nationwide is a challenging task.

**Quality Assurance and Monitoring:** It is also important that the quality of teacher education programmes is maintained to achieve NEP 2020. There should be a good quality assurance system involving accreditation, regular auditing, and the observation of teacher training angles. This may be challenging, particularly in a nation as great and diverse as India.

**Technology Integration:** NEP 2020 highlights the issue of technology in learning. The effective application of digital tools and platforms to teaching education can lead to a greater

number of learning outcomes. But since India is primarily a rural nation, it may not be easy to ensure the accessibility of technology, as well as to educate teachers on how to use it in the most effective way.

**Disparity between rural and urban:** Disparities in teacher education are evident in both urban and rural settings owing to variations in infrastructure and resource accessibility. The training quality for teachers in rural areas lags behind that of their urban counterparts, posing a challenge in ensuring equitable educational training for both rural and urban educators.

**Regulatory difficulties in teacher education institutions:** The NCTE is an organisation that regulates teacher education and keeps an eye on how such institutions are run as well as their educational standards. But over the past several years, the number of teacher education institutions has grown to such an extent that it is now challenging to oversee or regulate all of them. Some of these businesses are sacrificing quality only for profit. The effectiveness of the significant initiatives taken by NEP 2020 to improve teacher education is currently being seriously challenged.

### **IX. SUGGESTIONS FOR IMPLEMENTING NEP 2020 FOR TEACHER EDUCATION**

**Curriculum Modification:** The curriculum for teacher education should be modified in accordance with the new education policy, with an emphasis on comprehensive, logical, and diversified education. According to the NEP 2020 recommendations, the emphasis in building this curriculum should be on innovative learning methods, various evaluation approaches, and the integration of diverse disciplines.

**Orientation Programme:** The updated NEP 2020 policies and objectives should be explained to all stakeholders involved in the education system. In addition, several NEP 2020-related orientation programmes for educators, administrators, decision-makers, and other stakeholders in education should be organised at various times.

**Training Programmes:** To improve their pedagogical abilities, digital literacy, ongoing professional development, and comprehension of the new curriculum, teachers will be required to participate in extensive training programmes at various points, and those training facilities will be required to place a special emphasis on all of the subjects emphasized by NEP2020, such as a multidimensional perspective, critical thinking, creativity, and problem-solving skills.

**Technology Integration:** The application of technology in education, assessment, communication, and learning should be promoted by institutions. Teachers should receive specialised

training in using technology. In order to provide the digital education that NEP 2020 demands, instructors must not have any trouble directing the technologically advanced classroom.

**Infrastructure and facilities:** In terms of infrastructure, India's teacher training institutes are severely underdeveloped. According to the new education strategy, in order for teacher education to be successfully performed, schools will need to construct enough infrastructure, which would necessitate cooperative financial help from the state and federal governments.

**Research and Evaluation:** Research should be conducted to implement the new NEP 2020 and to continually evaluate its efficacy. It is important to continually seek feedback from all parties involved in education —teachers, students, and stakeholders to conduct an in-depth investigation into the efficacy of the NEP, the changing character of the learning environment, and its effects on teacher preparation.

**Private Institutions in Development:** All private, poor, and undeveloped teacher education institutes in India should be recognised, and extra time and other facilities should be allocated for their total infrastructure improvement.

**Resource Development:** To develop human resources in accordance with the new educational strategy, the institution's material and human resources should be used efficiently. As a result, NEP 2020 will be able to effectively achieve its teacher preparation objectives.

## V. CONCLUSION

Teachers are the backbone of countries and the architects of nations. Only via contact with the teacher do students discover alternative logistics in their lives. As a result, it is society and the government's responsibility to develop excellent, experienced, and responsible teachers. As a result, there should be no compromises or inadequacies in teacher training. However, teacher training colleges in India have a number of issues and difficulties in generating these educators. Many educators in India lack appropriate knowledge, abilities, and the capacity to think carefully, putting India's education system in trouble. As a consequence, NEP 2020 emphasises teacher education in its education strategy. NEP 2020 focuses on directing best practices or educational principles in the field of teacher education, and it is projected to bring about a significant transformation in teacher education in India. The creation of a world-class education system in teacher education is emphasised in the NEP 2020. Where educators work to enhance education by utilising their best knowledge, experience, skills, logical thinking ability, and technology. This would provide the Indian education system with access to a world-class education system. If effectively implemented,

the critical actions made by NEP 2020 to reform Indian teacher education will represent the beginning of a revolutionary chapter in Indian teacher education.

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#### Citation of this Article:

Bibek Sarkar, & Prof. Ujjwal Kumar Halder. (2026). NEP 2020 and the Changing Landscape of Teacher Education. *International Research Journal of Innovations in Engineering and Technology - IRJIET*, 10(3), 35-41. Article DOI <https://doi.org/10.47001/IRJIET/2026.103007>

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