

B.Ed. College Teachers' Beliefs Regarding the Holistic Development of Teacher Trainees: A Study in the Context of NEP 2020

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Abstract— The NEP 2020 suggests an all-encompassing policy for the training of teachers, which considers the overall development of future teachers in terms of their intellectual, emotional, social, ethical, and professional development. The implementation of such a policy primarily depends upon the beliefs and teaching practices of the teacher educators. This study attempts to analyze the beliefs of teacher educators of B.Ed. Colleges related to the holistic development of teacher trainees under the NEP 2020 scenario. The study adopts a quantitative, descriptive and correlational research design, involving the use of a structured questionnaire. The participants include the teacher educators from government and private B.Ed. Colleges. Out of 320 distributed questionnaires, 298 valid responses have been collected and analyzed through IBM SPSS Statistics, including descriptive statistics, Cronbach's Alpha, exploratory factor analysis, independent samples t-test, one-way ANOVA, Pearson correlation and multiple regressions. It is found that teacher educators hold a very strong belief in holistic teacher development with the maximum level of agreement on the importance of value-based and ethical education, professional competency and intellectual development. Furthermore, this study also indicates that the awareness about NEP 2020 acts as a predictor of belief in holistic teacher development along with the other predictors like teaching experience and institutional type. It is necessary to emphasize the need for professional development of the teacher educators, curriculum changes and learner centered approaches to achieve the aims of NEP 2020.

Keywords— B.Ed. Teacher Education, Holistic Development, Teacher Beliefs, Teacher Educators, National Education Policy 2020 (NEP 2020), Teacher Trainees

INTRODUCTION

Teacher education plays a pivotal role in the success of an education system because teachers are the agents through which educational policies are translated into practice. Besides acquiring knowledge in the field and pedagogical skills, prospective teachers should be well-versed in ethical values, critical thinking, emotional intelligence, creativity, social responsibility, leadership, and lifelong learning. For this reason, contemporary teacher education emphasizes the need to develop teacher trainees holistically to ensure they are prepared

to face different challenges associated with twenty-first-century academics, technology, and socioculture.

In India, the National Education Policy (NEP) 2020 puts forward a vision for transformational educational reforms by emphasizing the learner-centered, multidisciplinary, competency-based, and inclusive nature of education. The policy recognizes the importance of quality teacher education as the basis of educational excellence and suggests making comprehensive changes in curriculum, pedagogy, assessment, professional development, and institutional governance. NEP 2020 sees the necessity for teacher education programs that will produce intellectually competent, ethically responsible, emotionally strong, socially sensitive, and professionally committed teachers ready to facilitate meaningful learning experiences. NEP 2020 also promotes the ideas of experiential learning, critical inquiry, value-based education, digital competence, inclusive practices, environmental awareness, and reflective teaching as integral parts of teacher preparation.

However, these goals cannot be achieved not only through the reform of policies but also through the beliefs and professional orientation of teacher educators. Teachers' beliefs influence the choice of pedagogy, interactions in class, the implementation of curriculum, assessment and many other aspects of the learning process. Those teacher educators who attach much significance to holistic development of their students tend to use innovative pedagogy, encourage reflective practice, promote collaboration, and incorporate social, emotional, and ethical dimensions of teaching. Conversely, teacher educators who stick to their beliefs related to traditional examination-based approaches may unintentionally hinder the implementation of learner-centered approach promoted by NEP 2020. Thus, it is necessary to understand the beliefs of teacher educators to evaluate institutional capacity for reforming education.



Fig. 1. Dimensions of Holistic Development under NEP 2020

Holistic development in teacher education implies the balanced development of multiple dimensions of the personality of a teacher trainee. These dimensions include intellectual, emotional, social, ethical, physical, and professional competencies. This kind of development allows teacher trainees to meet the diverse needs of learners, create inclusive classes, integrate technology meaningfully, solve real-world problems and make positive contributions to society. Instead of focusing only on academic success, holistic teacher education encourages empathy, communication, collaboration, creativity, leadership, resilience, problem-solving, and reflective decision-making. These competencies become increasingly important for preparing teachers able to facilitate learning of students in rapidly changing educational context.

While there are many studies exploring teachers' beliefs, efficacy, inclusive education, and professional competencies, rather few empirical investigations were dedicated to the beliefs of B.Ed. college teachers concerning holistic development of teacher trainees in the framework of NEP 2020. The majority of publications are either devoted to curriculum reforms or teacher education practices and do not explore comprehensively the perception of teacher educators concerning multidimensional goals suggested under the new policy. It is vital to remember that teacher educators have a major role to play in shaping the professional identity, pedagogical

competence, and educational philosophy of future teachers. For this reason, it is necessary to understand their beliefs.

Therefore, the purpose of the current study is to investigate the beliefs of B.Ed. college teachers about holistic development of teacher trainees in the framework of NEP 2020. Specifically, the study is aimed at the exploration of teacher educators' perception of multiple dimensions of holistic development, including intellectual, emotional, social, ethical, professional, and inclusive educational practices. In addition, the study tries to understand the connection between the awareness of NEP 2020 and beliefs of teachers and assesses the variability of teachers' beliefs depending on such characteristics of them as experience in teaching, qualification, gender, and institution type.

It is expected that the study's findings will enrich scholarly discourse about teacher education by offering empirical data on the readiness of teacher educators for implementing NEP 2020. They will also provide some practical recommendations for curriculum developers, teacher education institutions, policymakers, and faculty development agencies interested in improving holistic teacher preparation. The aim of the research is to identify those factors that influence the beliefs of teacher educators and develop evidence-based strategies that would allow enhancing the quality of B.Ed. programs.

LITERATURE REVIEW

The National Education Policy (NEP) 2020 considers education to be a process aimed at fostering intellectual ability, ethical reasoning, creativity, physical fitness, social responsibility, and emotional maturity instead of disciplinary knowledge transfer alone. As such, the policy prescribes that teacher-education institutions need to educate reflective, multi-disciplinary, inclusive, and professionally competent teachers. However, the implementation of NEP will highly depend on the beliefs of teacher educators as they will guide how future teachers will understand and implement the changes in curriculum [1]. The policy focuses explicitly on experiential learning, critical thinking, constitutional values, inclusion, flexibility, and integration of arts, sports, vocational learning, and life skills.

Teachers' beliefs are usually thought of as a system of interconnected statements affecting interpretations, judgments, and actions of a person in his/her professional practice. Pajares viewed teachers' beliefs as a complicated concept which is essential for educational research and stated that these beliefs are often filters through which a teacher views new knowledge

[2]. Richardson et al. proved empirically that teachers' beliefs concerning teaching and learning correlate with their practice, although the context sometimes leads to the discrepancy between the declared beliefs and practice [3]. Such a point is especially true for B.Ed. colleges, where teacher educators can verbally emphasize the holistic development of their trainees but retain the traditional lecture-centered, examination-oriented, and knowledge transmission-based practices.

Holistic teacher education goes far beyond the acquisition of knowledge of subject disciplines and pedagogical techniques. Korthagen argues that the successful preparation of teachers should consider various levels of teacher development including behaviors, competencies, beliefs, professional identity, and professional mission [4]. This approach acknowledges the fact that teaching presupposes moral intentionality, emotional involvement, self-reflection, sensitivity, and commitment to learners. Moreover, Korthagen, Loughran, and Russell suggest that teacher-education programs should provide theory-practice connections, encourage reflection on experience, demonstrate the pedagogies advocated, and facilitate collaboration [5]. More recent research also represents holistic teacher education from the interconnection of supportive environment, relational pedagogy, personal development, and professional experience [6].

Internationally, it can be seen that efficient systems of teacher preparation combine disciplinary understanding, pedagogical knowledge, clinical experience, inquiry, collaboration, and professional reflection. According to Darling-Hammond, in high-performing countries, teacher education is considered a developmental process rather than a set of separate courses [7]. It is clearly aligned with the idea of multidisciplinary and integrated teacher preparation proposed by NEP 2020. In this way, the holistic development of B.Ed. teacher educators means applying the principles of learner-centered pedagogy, democratic communication, ethical decision-making, creativity, engagement in community, and reflection in their classrooms.

Another aspect of teachers' beliefs is their self-efficacy. Tschannen-Moran and Woolfolk Hoy found out that teachers' self-efficacy affects instructional approaches, student involvement, and classroom management [8]. Teachers believing in their abilities to cater to the needs of diverse learners are more ready to apply participatory and adaptive approaches. Low self-efficacy leads to the application of

standard lectures and examinations. The same results were obtained in the research on inclusive education. Forlin and Chambers revealed that teacher preparation can increase the knowledge of inclusion but also increase worries about its implementation [9]. Florian argues that inclusive teacher education should go far beyond the special techniques and develop the belief that any learners can take part actively in common classroom activities [10]. The studies on teachers' beliefs about inclusive education prove a relationship between positive attitudes, self-efficacy, and willingness to modify teaching for learner diversity [11].

Social and emotional competence is the third aspect of holistic development of B.Ed. teachers. Durlak et al. found out through a meta-analysis that structured social-emotional learning positively influences students' attitude, behavior, social skills, and academic performance [12]. These results mean that future teachers should not only learn how to teach academic content but also how to foster empathy, cooperation, resilience, self-control, and decision-making skills. Thus, B.Ed. teachers' beliefs concerning the significance of such outcomes will define whether the social and emotional learning will be implemented deeply or just as the peripheral aspect of examination preparation.

Technology and innovation represent the fourth aspect of NEP-oriented teacher development. Ertmer showed that teachers' pedagogical beliefs are the most powerful internal factor determining how teachers use technology for learner-centered inquiry or add technology to traditional teaching approaches [13]. Yu et al. also found out that there is a meaningful correlation between teacher beliefs, self-efficacy, practices, and student growth mindsets [14]. Thus, digital competence alone cannot ensure the innovation of teacher preparation, teacher educators have to believe in student agency, experimentations, formative feedback, and the developmental potential of productive struggle.

In the Indian context, the available reviews of NEP 2020 consider it to be the shift towards the flexible, play-based, multi-disciplinary, value-oriented, and learner-centered education [15]. At the same time, there is no empirical research on teachers' beliefs concerning NEP 2020 in B.Ed. colleges. The existing literature proves the importance of teachers' beliefs, reflective practice, inclusion, self-efficacy, social-emotional learning, and technology integration but it is rarely considered together in the framework of NEP 2020. This study can fill the research gap and explore teachers' concepts of

holistic development, their readiness to apply NEP-aligned pedagogies, and the variation in their beliefs depending on institutional and professional characteristics.

RESEARCH OBJECTIVES

The purpose of the research is to study the beliefs of B.Ed. college teachers with regard to holistic development of teacher trainees in the context of NEP 2020. The research aims at:

- Studying the perceptions of B.Ed. college teachers regarding holistic development of teacher trainees.
- Measuring the level of awareness and understanding of NEP 2020 on the part of B.Ed. college teachers in respect of holistic teacher education.
- Identifying the key aspects of holistic development (intellectual, emotional, social, ethical, physical and professional) as perceived by B.Ed. college teachers during teacher education.
- Analyzing the relationship between teachers' awareness of NEP 2020 and their beliefs on the holistic development of teacher trainees.
- Examining if there are any differences between teachers' beliefs based on certain demographic and professional criteria (gender, age, teaching experience, academic qualification, and institutional nature: government or private).
- Evaluating to what extent B.Ed. college teachers integrate the principles of NEP 2020 (experiential learning, multidisciplinary education, inclusive practices, critical thinking, value-based education and reflective teaching) into their beliefs on teacher education.
- Making recommendations for improving teacher education programs by harmonizing the beliefs and practices of B.Ed. teachers in line with the holistic development goals enshrined in NEP 2020.

RESEARCH METHODOLOGY

Quantitative methodology has been adopted in the current study to find out B.Ed. college teachers' beliefs about the holistic development of future teachers with respect to National Education Policy (NEP) 2020. Descriptive and correlational research design has been applied to measure the following:

- a. Teachers' beliefs
- b. NEP 2020 awareness level

- c. Correlation between demographic variables, NEP 2020 awareness, and beliefs about holistic teacher education

Therefore, the current study provides empirical evidences to evaluate the extent of endorsement of teacher educators towards multidimensional development of teacher trainees as proposed by NEP 2020.



Fig. 3. Research methodology adopted for examining teacher educators' beliefs.

A. Research Design

Cross-sectional descriptive survey design has been employed in the present study to measure teacher educators' beliefs, attitudes, and perceptions at a particular point in time. As a result of such design, there has been no manipulation of variables. Besides, correlational statistics have been utilized to investigate correlations between beliefs, NEP 2020 awareness, and selected demographic characteristics.

B. Population

The targeted population in the current research consists of the teachers who are working in B.Ed. colleges recognized by universities and institutions of teacher education. The teacher educators who work in government as well as private B.Ed. colleges were included in the sample. The eligible participants are the full-time faculties of the B.Ed. colleges who teach

pedagogical subjects, supervise teaching practice, implement curricula, and provide mentoring of teacher trainees.

C. Sample and Sampling Technique

Questionnaires were distributed to 320 teacher educators in selected B.Ed. colleges. 298 questionnaires have been validated as the valid responses, therefore the response rate is 93.1%.

Stratified random sampling technique has been employed to ensure proportionate representation of government and private institutions. Random selection of respondents has been performed within each stratum in order to minimize sampling bias.

The demographic composition of the sample includes the teachers of different age groups, genders, educational qualification, and teaching experience, which enables conducting comparative analyses of different respondent groups.

D. Instrument Development

For the data collection, the structured questionnaire was developed based on the literature review regarding teacher beliefs, holistic education, teacher competencies, and NEP 2020. Relevant theoretical framework as well as the previous empirical studies have been taken into consideration during the instrument development process.

The questionnaire includes two sections:

- Section I. Demographic information of respondents, including gender, age, educational qualification, teaching experience, and type of institution.
- Section II. Statements concerning teachers' beliefs about holistic development and NEP 2020 awareness measured with five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Multiple aspects of holistic teacher development have been evaluated, including:

- Intellectual development
- Emotional development
- Social development
- Ethical and value-based education
- Physical well-being
- Professional competence
- Inclusive education

- Reflective practice
- Experiential learning
- Awareness of NEP 2020 principles

The questionnaire has been reviewed by the experts in the field of teacher education and educational research.

E. Reliability and Validity

Content validity of the instrument has been ensured through the evaluation conducted by the experienced teacher educators, educational researchers, and curriculum experts; their suggestions were taken into account prior to the implementation of the instrument.

The pilot study was conducted with 30 teacher educators to evaluate clarity, readability and practicality. The pilot questionnaires were excluded from the main data collection.

The instrument reliability has been estimated with the help of Cronbach's Alpha. The overall reliability coefficient of the instrument equals 0.91 and is very high. The reliability coefficients for individual dimensions range from 0.82 to 0.93 and exceed the required level of 0.70.

Construct validity of the instrument has been additionally verified by means of exploratory factor analysis (EFA). The Kaiser-Meyer-Olkin (KMO) test exceeds 0.80 and Bartlett's Test of Sphericity has proven the significance ($p < 0.001$), which means that the data can be used in the factor analysis.

F. Data Collection Procedure

Permissions for conducting the study have been received from the respective institutions before the data collection process started. The questionnaires have been distributed both offline and online to increase the response rate.

Participants have been informed about the aims of the study and asked to respond voluntarily. The process of data collection lasted for about 8 weeks during which the completed questionnaires were evaluated for completeness and then coded for the analysis.

Incomplete and inconsistent questionnaires have been excluded from the analysis to ensure the data accuracy.

G. Ethical Considerations

The study has been conducted with due attention to ethical standards for the educational research. Participation in the study

was voluntary and informed consent has been received from all participants. Participants' anonymity and confidentiality have been guaranteed and the data have been collected only for academic purposes.

There has been no personal information revealed and participants have been allowed to stop participation in the study at any stage without any negative consequences. The study has been conducted according to institutional ethical guidelines for the research involving human participants.

H. Statistical Techniques Used

IBM SPSS Statistics (Version 27) has been used for the data analysis. Following statistical techniques were employed:

- Frequency and percentage analysis
- Mean and standard deviation
- Cronbach's Alpha reliability analysis
- Exploratory factor analysis (EFA)
- Pearson correlation analysis
- Independent samples t-test
- One-way analysis of variance (ANOVA)
- Multiple linear regression analysis

Descriptive statistics was used to summarize respondents' demographic characteristics and overall beliefs about holistic development. Pearson correlation was used to identify correlations between NEP 2020 awareness and teachers' beliefs. Independent t-tests and ANOVA were used to detect the differences between demographic groups, and multiple regression analysis to determine the predictive influence of NEP 2020 awareness and professional characteristics on beliefs about holistic development.

Significance level of 0.05 has been accepted for all inferential analysis.

RESULTS AND DISCUSSION

A. Demographic Profile of Respondents

A total of **320** questionnaires were distributed among teacher educators working in B.Ed. colleges. After data screening, **298 valid questionnaires** were retained for statistical analysis, resulting in a response rate of **93.1%**.

TABLE I: DEMOGRAPHIC PROFILE OF RESPONDENTS (N = 298)

Variable	Category	Frequency	Percentage (%)
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Gender	Male	146	49.0
	Female	152	51.0
Age	Below 30 Years	42	14.1
	31–40 Years	118	39.6
	41–50 Years	89	29.9
	Above 50 Years	49	16.4
Institution Type	Government	128	43.0
	Private	170	57.0
Qualification	Master's + NET	54	18.1
	M.Ed.	77	25.8
	Ph.D.	167	56.1
Teaching Experience	Below 5 Years	47	15.8
	5–10 Years	92	30.9
	11–20 Years	103	34.6
	Above 20 Years	56	18.8

The sample represents a balanced distribution across demographic characteristics. More than half of the respondents possessed doctoral qualifications, indicating adequate professional expertise for examining beliefs regarding holistic teacher education.

B. Descriptive Statistics

The questionnaire measured seven major dimensions of holistic teacher development.

TABLE II: DESCRIPTIVE STATISTICS OF STUDY VARIABLES

Dimension	Mean	SD
Intellectual Development	4.18	0.58
Emotional Development	4.05	0.63
Social Development	4.12	0.60
Ethical & Value-Based Education	4.29	0.55
Professional Competence	4.23	0.57
Inclusive Education	4.01	0.66
NEP 2020 Awareness	4.15	0.61

Overall Belief Score	4.15	0.49
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Sig.	<0.001
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The descriptive statistics indicate that teacher educators generally expressed strong positive beliefs regarding holistic development. Ethical and value-based education obtained the highest mean score ($M = 4.29$), whereas inclusive education received comparatively lower—but still favorable—ratings ($M = 4.01$), suggesting additional institutional support may be required for inclusive pedagogical practices.

C. Reliability Analysis

Internal consistency of the questionnaire was examined using Cronbach's Alpha.

TABLE III: RELIABILITY ANALYSIS

Construct	No. of Items	Cronbach's Alpha
Intellectual Development	5	0.86
Emotional Development	4	0.84
Social Development	4	0.82
Ethical & Value-Based Education	5	0.89
Professional Competence	5	0.88
Inclusive Education	4	0.83
NEP 2020 Awareness	5	0.87
Overall Instrument	32	0.91

All reliability coefficients exceeded the recommended threshold of **0.70**, confirming excellent internal consistency and reliability of the measurement instrument.

D. Factor Analysis

Exploratory Factor Analysis (EFA) was conducted to evaluate construct validity.

TABLE IV: KMO AND BARTLETT'S TEST

Test	Value
Kaiser-Meyer-Olkin (KMO)	0.903
Bartlett's Chi-square	3928.64
df	496

The KMO value exceeded the recommended minimum of 0.80, while Bartlett's Test was statistically significant, confirming that factor analysis was appropriate.

TABLE V: SUMMARY OF FACTOR LOADINGS

Construct	Loading Range	AVE
Intellectual Development	0.71–0.87	0.63
Emotional Development	0.73–0.86	0.61
Social Development	0.70–0.85	0.60
Ethical & Value-Based Education	0.74–0.90	0.66
Professional Competence	0.72–0.89	0.64
Inclusive Education	0.70–0.84	0.59
NEP 2020 Awareness	0.75–0.91	0.68

All factor loadings exceeded 0.70, indicating satisfactory convergent validity.

E. Comparison Based on Demographic Variables

TABLE VI: INDEPENDENT SAMPLES T-TEST (GENDER)

Variable	Male Mean	Female Mean	t	p
Overall Belief Score	4.11	4.19	-1.53	0.127

No statistically significant gender difference was observed ($p > 0.05$).

TABLE VII: ONE-WAY ANOVA (TEACHING EXPERIENCE)

Source	F	p
Teaching Experience	5.81	0.001*

*Significant at $p < 0.05$

Post-hoc comparisons revealed that respondents with more than ten years of teaching experience reported significantly stronger beliefs regarding holistic development than less experienced teacher educators.

TABLE VIII: INSTITUTION TYPE COMPARISON

Institution	Mean	SD	t	p
Government	4.08	0.48		
Private	4.20	0.47	-2.34	0.020*

Teacher educators from private institutions demonstrated slightly stronger support for holistic educational practices than those from government institutions.

F. Relationship between NEP 2020 Awareness and Teachers' Beliefs

Pearson correlation and regression analyses were conducted to examine the influence of awareness of NEP 2020 on holistic development beliefs.

TABLE IX: PEARSON CORRELATION MATRIX

Variables	1	2
1. NEP 2020 Awareness	1.000	
2. Holistic Development Beliefs	0.684	1.000

Correlation significant at $p < 0.001$

A strong positive correlation ($r = 0.684$) indicates that higher awareness of NEP 2020 is associated with stronger beliefs supporting holistic teacher education.

TABLE X: MULTIPLE REGRESSION ANALYSIS

Predictor	β	t	p
NEP 2020 Awareness	0.49	10.84	<0.001
Teaching Experience	0.19	3.94	<0.001
Qualification	0.13	2.68	0.008
Institution Type	0.10	2.11	0.036

Model Summary:

R	R ²	Adjusted R ²	F	Sig.
0.731	0.534	0.526	83.46	<0.001

The regression model explained **53.4%** of the variance in teachers' beliefs. Awareness of NEP 2020 emerged as the strongest predictor of positive beliefs regarding holistic teacher development.

I. Discussion of Findings

The findings indicate that B.Ed. college teachers strongly endorse the principles of holistic development advocated by NEP 2020. High ratings for ethical and value-based education, professional competence, and intellectual development suggest that teacher educators increasingly recognize teacher preparation as a multidimensional process extending beyond subject knowledge. This aligns with NEP 2020's emphasis on experiential learning, critical thinking, inclusive education, and the development of twenty-first-century competencies.

The reliability and factor analyses confirm that the measurement instrument possesses strong psychometric properties, supporting the validity of the identified dimensions. Inferential analyses further reveal that professional experience and institutional context significantly influence teachers' beliefs, while gender has no meaningful effect. Most importantly, awareness of NEP 2020 demonstrates a strong positive association with beliefs about holistic teacher development, indicating that familiarity with policy reforms substantially shapes educators' educational philosophies.

The regression analysis identifies NEP 2020 awareness as the most influential predictor of positive beliefs, explaining a considerable proportion of variance in teachers' perceptions. These findings suggest that continuous professional development, policy orientation programmes, and institutional support can strengthen teacher educators' commitment to holistic teacher preparation. Overall, the results provide empirical evidence that successful implementation of NEP 2020 depends not only on curriculum reforms but also on cultivating teacher educators' beliefs that promote comprehensive intellectual, emotional, ethical, social, and professional development of future teachers.

IMPLICATIONS OF THE STUDY FOR TEACHER EDUCATION

This particular study has several implications for teacher education, curriculum development, institutional practices, and efficient execution of the National Education Policy (NEP) 2020. Taking into consideration that B.Ed. college instructors play a vital role in the training of educators of the future, their beliefs regarding holistic development have a significant impact on teaching practices, curriculum implementation, and general teacher education process. Positive orientations of teacher educators may be regarded as an appropriate environment for implementing the principles and ideas of NEP 2020. However, the realization of these beliefs in educational practice requires system-wide efforts on the part of the educational institution.

A. Implications for the B.Ed. Curriculum

The findings show that the curriculum of B.Ed. colleges has to go beyond traditional content-centered instruction and to include holistic development of teachers in their curriculum framework. Intellectual, emotional, ethical, social, physical, and professional aspects of learning have to be incorporated in the curriculum design of teacher education rather than being treated as separate elements of the program. Much attention should be paid to experiential learning, reflective practice, interdisciplinary learning, value education, inclusive education, life skills, environmental education, and digital pedagogy mentioned in NEP 2020.

Assessment practices have to be changed accordingly to evaluate higher-level competencies such as critical thinking, creativity, collaboration, communication, empathy, and reflective decision-making. Continuous formative assessment, portfolio evaluation, action research, school projects, community activities, and teaching internship have to take the place of traditional examination practices. Such curricular changes would result in the preparation of reflective practitioners able to address the requirements of twenty-first-century education.

B. Implications for Teacher Educators

Teacher educators are the role models of learners and the beliefs of the former have a great impact on professional identity formation of the latter. As the findings showed, the higher awareness of NEP 2020 has a positive impact on teachers' beliefs about holistic development of educators. Therefore, regular programs for professional development have to be organized in order to improve teacher educators' knowledge about reforms, innovative pedagogies, inclusive education, educational technology, competency-based learning, and reflective practices.

Teacher educators have to use learner-centered approaches to teaching such as inquiry-based learning, collaborative problem-solving, experiential activities, classroom reflection, and authentic assessment. They have to inculcate ethical values, emotional intelligence, leadership qualities, and professional responsibility in teacher trainees. Through modeling of these practices in their classes, teacher educators can implement the objectives of the policy.

C. Implications for Teacher Training Institutions

Teacher education institutions have to create institutional environment conducive to holistic learning and professional development. College has to create opportunities for interdisciplinary cooperation, innovation labs, digital learning environment, community outreach programs, and partnership with schools to provide authentic teaching experience. Institutional policies should encourage reflective practice, action research, mentoring, peer learning, and continuous improvement of academic performance.

Infrastructure development has to correspond to NEP 2020 objectives and provide appropriate digital resources, inclusive learning environment, libraries, counseling services, and technology-enhanced teaching environment. The leadership of institutions has to regularly monitor curriculum implementation, professional development of faculty, and learning outcomes of students to ensure continuous improvement. Collaboration between universities, schools, and teacher education institutions will help to increase the relevance of teacher preparation programs.

D. Implications for Policy Implementation under NEP 2020

The results of this study show that the effective implementation of NEP 2020 requires not only formulation of the policy but also the readiness of teacher educators who prepare future teachers. Improvement of awareness of NEP 2020 through structured orientation programs and professional development could facilitate the implementation of holistic practices.

Policymakers should develop standard frameworks for the professional development of teacher educators in order to enable them to acquire the necessary competencies for multidisciplinary education, competency-based assessment, inclusive pedagogy, educational technology integration, and value-based education. The periodic mechanisms of monitoring and evaluation have to be implemented to assess the readiness of the institution and alignment of teacher education programs to the objectives of NEP 2020.

Such efforts as financial support, digital infrastructure development, academic freedom, and collaboration of higher education institutions can promote the efficient implementation of the policy. Furthermore, national accreditation and quality assurance organizations should include indicators of holistic development of teachers, reflective practice, inclusive education, and innovative pedagogy in the institutional evaluation frameworks.

CONCLUSION

In conclusion, this paper analyzed the beliefs of B.Ed. College teachers concerning holistic development of teacher trainees in the context of NEP 2020. It was found that teacher educators have positive beliefs regarding holistic development of teachers and appreciate the importance of the holistic development of future teachers in terms of intellect, emotionality, sociability, ethics, and professionalism. Moreover, it was found that teachers' awareness of NEP 2020 significantly influences their beliefs regarding the holistic approach to teacher education.

Statistical analysis proved the satisfactory validity and reliability of the research tool. Inferential results also indicated the significant effect of teaching experience, affiliation, and awareness of NEP 2020 on teachers' beliefs; however, gender did not significantly influence teachers' beliefs regarding the matter. Therefore, it can be concluded that professional experience and affiliation have more significant influence than demographic variables on teacher educators' beliefs.

It is clear that NEP 2020 can be successfully implemented not only due to reforms in the curricula of teacher preparation but also owing to teacher educators' beliefs and professional dedication. Development of faculty members, reflective and experiential teaching, integration of technologies and inclusive education in teacher training and supportive institutional environment are crucial for the implementation of policy objectives.

Even though this study was conducted using the cross-sectional quantitative design in selected B.Ed. colleges, it can provide valuable empirical data for educational institutions, policymakers, and curriculum developers. In the future, researchers can use longitudinal and mixed-methods designs and different geographical settings to get deeper insights into teachers' beliefs and practices. Thus, positive beliefs of teachers about the holistic approach to teacher education will allow preparing competent, ethical, innovative, and socially responsible teachers of the twenty-first century.

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