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National Education Policy-2020 and Readiness of Teacher Education Institutions: Issues and Challenges

Sudesh Kumari

Research Scholar, Department of Teacher Education, Central University of Haryana

Email- sudeshbarvar@gmail.com

Parmod Kumar

Professor & Head, Department of Teacher Education, Central University of Haryana

Email- pkyadav@cuh.ac.in

Abstract

The National Education Policy-2020 is visionary document and pointed out that teacher is the key player of the teaching-learning process and can play important role to reforms the existing education system across the levels. It also focusses to recruit good and talented teacher who has a passion of teaching. Boredly speaking, the quality of teacher education depends on training in high-quality content, innovative pedagogies, effective assessment, and competency-based learning so that teachers can acquire expertise and competencies at different levels to take care students' diversity and holistic development from foundation stage to higher education level in multidisciplinary colleges or universities/institutions. All teacher tearing institutions have to move towards becoming multidisciplinary by 2030. The minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree. Therefore, the present paper is a genuine attempt to review the readiness of Teacher Education Institutions (TEIs) with special reference to NEP-2020 in terms of infrastructure, curriculum, faculty, resources, and integration of technology. The Centre & State Governments and NCTE have to take strong policy decisions to improve the qualities of Teacher Training Programmes across the India for effective implementation of NEP-2020. The paper has its educational implications for all the stakeholders who are working in the field of teacher education across the levels.

Keywords—NEP-2020, Readiness of Teacher Education Institutions

Introduction

Teacher is the key player in the system of education who can reforms the whole education system at all levels so the National Education Policy-2020 focuses to empower teachers as they can perform their duty effectively and sincerely (NEP-2020). It also focuses on “Recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability”. The quality of teacher education depends on training in high-quality content as well as innovative pedagogies, effective assessment of learning outcomes, and competency-based



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learning so that teachers can acquire expertise and competencies at different levels to take care students' diversity and holistic development from foundation stage to higher education level in multidisciplinary colleges or universities/institutions.

All teacher training institutions have to move towards becoming multidisciplinary through outstanding education departments by 2030. The minimum degree qualification for teaching will be 4-year integrated B.Ed. degree. Therefore, the present paper is a genuine attempt to review the readiness of Teacher Education Institutions (TEIs) with special reference to National Education Policy-2020 in terms of infrastructure, curriculum, faculty, resources, and integration of technology.

National Education Policy-2020

The First Policy on Education had been come into existence in 1968 during the Government of Smt. Indira Gandhi. The Second National Policy on Education came in 1986 then Prime Minister Sh. Rajiv Gandhi's Government and followed by Programme of Action (PoA)-1992 during the Government of Sh. P.V. Narasima Rao. The process of new education policy was started in January, 2015 under the leadership of Sh. Narendra Modi, Hon'ble Prime Minister of India and the draft of the NEP was submitted in 2019 by a panel led by former ISRO Chief Dr. K. Kasturirangan with 484 pages. After the rigorous consultation process with all the stakeholders, the National Education Policy-2020 approved by the Union Cabinet of India on 29th July, 2025 with only 65 pages.

NEP-2020 is a visionary, historical and vibrant policy document after 34 years that has addressed most of the issues that remained unnoticed in earlier policies on education. This policy proposed "Revision and revamping of all aspects of the education structure, including its regulation and governance to create a new system that aligned with the aspirational goals of 21st century education. The policy lays particular emphasis on the development of the creative potential of each individual by developing foundational and higher-order capacities such as critical thinking and problem-solving". It helps in developing knowledge-based society and quality education to all through which India has been envisaged to be the global knowledge superpower. The policy has given impressive and lofty recommendations to improve the quality of education from ECCE to higher education including vocational, professional, adult, online and digital education.

National Education Policy-2020 and Readiness of Teacher Education Institutions: Issues and Challenges

Quality is at the heart of much discourse in education policy-making nationally and internationally (Clarke, 2014). The availability of comparison tables from worldwide testing, such as the Programme for Worldwide Student Assessment - PISA, has increased concern regarding the quality of teacher education. On the other hand, "teacher quality" and "teaching quality" are often used interchangeably. The degree to which a teacher is prepared to respond and adapt to



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their school's environment, as well as to assume responsibility for their students' development, is one facet of the idea of "quality" in the classroom (Churchward & Willis, 2019).

The quality of teachers is often considered to be the most controllable variable in students' academic outcomes. Improving schools through teacher education, which includes both initial and continuous professional development (CPD), is, thus, likely the best, quickest, and least expensive option. Initial teacher education is defined here as any program that prepares individuals to become teachers, while ongoing professional development is defined as programs that help teachers improve their skills while they are on the job. Our goal in both cases is to make teachers more effective. The purpose of this review is to bridge the gap between the literature on effective initial teacher education and continuing professional development (CPD) and that on blended and online teacher education by synthesizing the theory, evidence, and descriptions of practice related to these formats. "Remote," "distance," and "blended" are all terms that spark heated discussion when discussing different approaches to teaching and learning. What they call "remote teacher education" encompasses a wide range of alternatives to traditional classroom instruction, including but not limited to online learning platforms such as cell phones, tablets, and laptops. Blended teacher education is defined by them as any combination of in-person and online learning, regardless of the ratio. There is a great deal of diversity among and even within these generalized approaches to teacher education, as they explore extensively in the review's substantive parts.

With the help of technology, teachers may take on new roles as content engineers, designers of student experiences, leaders, and guides, all while collaborating with students to create innovative lessons and develops more deeply into existing ones. The most effective approach to prepare modern learners, according to educational reform efforts based on best practices, is for teachers to facilitate learning through the use of information and communication technology (ICT). Many different types of courses, including series, mini-workshops, and technology-embedded techniques courses, are available to educators who are preparing to teach (Ray, 2006). Discovered that initial teacher licensure requirements at 60% of participating universities included standalone technology integration courses. To improve teacher preparation for technology integration, those involved in both teacher education and technology integration need to have a firm grasp on what constitutes best practice in these areas. Despite the abundance of research on the topic, university course designers may be oblivious to the literature on technology integration in education or to how teacher education influences the problems that teachers face when trying to incorporate technology into their lessons.

Teachers took the lead in enforcing measures of distance, sanitation, masking, and other mitigating measures once schools returned to in-person operations. Teachers were understandably concerned for the safety of their students, spouses, and children as the illness spread unchecked



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in most areas. The importance of high-quality professional development (PD) for effective teaching has been acknowledged by scholars, policymakers, and educators (Bautista, et.al., 2017). Teacher professional development (PD) takes many forms, including but not limited to conferences, workshops, lesson studies, coaching, peer observation, and professional learning communities.

Modern teacher education faces formidable obstacles as a result of this worldwide push for policy reform in the field and other global societal issues. It should be mentioned that looking mainly at teacher education in the North is a good idea.

The definition of a breakthrough, improvement, or growth in the field of education varies greatly from one nation to the next. While some less developed nations may consider the use of basic audio-visual materials and coloured chalk to be an invention in education, more developed nations may view the creation and implementation of complex technological systems, methodologies, practices, etc., as innovations. When it comes to raising the bar for education at all levels, nothing is more vital than research and new ideas in the realm of teacher preparation. Among other things, they want to bring fresh perspectives and methods to classroom interactions and extracurriculars. Strong administration and efficient pedagogical practices can boost the efficiency of the educator. The nation's success is greatly influenced by teachers, and teacher preparation programs are designed to equip future educators with the information and abilities they need to carry out their multifarious roles (Dahiya, 2019).

The NEP (2020) recognizes the critical importance of teacher education in preparing future educators. Being a good teacher is a process that calls for exposure to many fields of study, the establishment of personal beliefs and principles, and the cultivation of practical skills under the guidance of experienced educators. To curb the exponential expansion of organisations serving as corporate agents. It aims to improve schools and teacher training programs in particular. As per the Policy, teacher preparation programs must ensure that aspiring educators have a solid foundation in Indian culture, language, history, ethos, and traditions (including tribal customs), as well as a thorough understanding of contemporary educational theory and practice. To bring the teaching profession back to its former glory, the Regulatory System needs the authority to punish severely failing teacher education institutions (TEIs) that fail to fulfil even the most fundamental educational standards. In such a situation, all schools that prepare teachers must adhere to standard operating procedures to foster and inoculate students with fundamental requirements like tradition, Indian values, language, ethics, and up-to-date subject knowledge. Teachers should be free to experiment with new methods of instruction and assessment as part of the New Education Policy's emphasis on faculty autonomy. This aside, NEP 2020 also emphasises student evaluation, community service programs, and the exchange of best practices in research.



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There is a strong correlation between student learning and accomplishments, school quality, and the quality of professional development (PD) programs that aim to improve teachers' quality of teaching. Consequently, investing in educators' professional growth is still a top priority if they want to see improvements in classroom instruction and student achievement. CPD is defined as "the sum of all experiences learning and all deliberate and planned activities to improve the quality of education in the classroom, either directly or indirectly for the individual, the group, or the school" (Day, 1999). Efforts to raise teachers' level of expertise in the field and the quality of their professional attitudes towards their work are also linked to this term. Teachers' participation in professional development activities inevitably leads to transformation, specifically, shifts in how they teach, what they believe, and how their students learn in the classroom. These alterations will be the product of a learning process (continuous professional development) that focuses on the information, skills, attitudes, and practices of educators. Therefore, continuing professional development (CPD) is only useful if the planned activities lead to improvements in student learning, teacher expertise, and classroom management. That change component remains difficult to implement sustainably, notwithstanding the good intentions behind these desirable modifications. For one thing, many forms of continuing professional development (CPD) fail to provide instructors with the long-term knowledge they need to effectively alter their pedagogical approaches. It has been argued that interventions fail to bring about the intended change in teachers because they are too disjointed, unrelated, and not tailored to their specific requirements in the classroom (Ramakrishna et.al., 2023).

Educating future teachers is a hotly debated topic around the world. As teacher education is restructured in various contexts, the policy contestations in the field are becoming more intense due to the lack of consensus on what constitutes adequate teacher preparation. Disagreements on the standards, substance, and character of teacher education are fuelling debates about teacher training in several different nations. Meanwhile, the needs of the global "knowledge economy" and the shifting social and educational context are making high-quality teachers an absolute necessity. Consequently, policymakers are paying increasing attention to teacher education. All of these things have shown that making decisions about teacher education policies is very much a political process and not merely an implication-driven one. This study is equally applicable to the regulatory and policy settings in India that pertain to teacher education (Ramakrishna et.al., 2023).

In 2020, the Indian government is scheduled to unveil its new education agenda. Not only did this policy alter the educational landscape, but it also offered several possibilities and threats to the field of teacher preparation. Improving learning results, increasing accountability, providing high-quality infrastructure, and expanding students' opportunities to be employable were the primary goals of the new policy. A more student-centred approach to teacher



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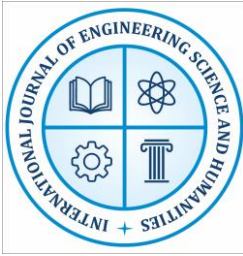
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preparation, higher-quality instruction, and lower attrition rates were other goals. The policy's stated goal was to improve educational opportunities for low-income students. Ensuring equitable distribution of resources across the country and providing marginalised areas with access to quality education were also important goals of the strategy. By enhancing teacher preparation, pedagogical methods, school facilities, and student achievement, the policy seeks to raise the bar for education in India. No child will be left behind as the government strives to make education available to all by 2022. Improving learning outcomes through better classroom practices and increasing students' employability were two of the many additional challenges that the new education policy aimed to address (Ramakrishna et.al., 2023). The second obstacle is making sure schools have everything they need to make these reforms a reality. Thirdly, getting students ready for the new tests and curriculum is no easy feat.

There will likely be both new difficulties and exciting opportunities for teacher preparation as a result of these shifts. Ensuring that rural and distant communities have access to quality education was another priority of the policy. Better classroom procedures, more possibilities for students to find work after graduation, and stronger teacher preparation programs are all ways the government plans to reach this goal. This makes sure that kids are learning from educators who are well-versed in their fields. Ongoing professional development for instructors is also guaranteed by the policy. Universities and colleges were collaborating with the government to create new teacher preparation courses, credentials, and paths. This guarantees that pupils are taught by educators well-versed in providing high-quality education. There are a lot of problems that need fixing because of the new education plan for 2020. The first obstacle is making sure that schools that train teachers are ready to apply the policy changes. The fourth obstacle is making sure that educators have a firm grasp of the new curriculum and can successfully incorporate it into their lessons. There needs to be a focus on training educators in new pedagogies that will allow them to provide high-quality education, as well as on tracking the changes' implementation to make sure they stick. And lastly, the problem of gender imbalance in schools must be a top governmental priority. The policy's primary goal was to standardise competency-based training for all university faculty to better prepare future educators. The policy also makes sure that educators get the training they need to effectively use classroom technology. Universities and colleges were collaborating with the government to create new teacher preparation courses, credentials, and paths. Greater accountability, better learning results, and high-quality infrastructure are the three pillars upon which the new education policy rests. For this goal, the government is working to improve teacher training programs, increase student employability, and improve classroom methods to improve learning results.

Conclusion

The attainment of higher-quality education and, by extension, national competitiveness hinge on



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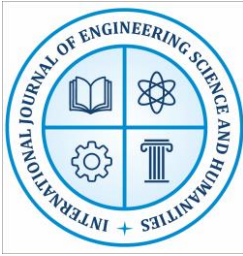
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the quality of teacher preparation programs. From NEP-2020, all of these policies emphasise employing qualified educators. By reshaping educational standards through the introduction of new technologies, teacher training has the potential to address long-standing issues like teacher burnout and high expectations for student success. However, uneven access to resources and technology, as well as rigid curricula, present obstacles that must be overcome. Teachers can effectively adapt their classrooms to fit the demands of modern students if they are supported in their professional development, given the resources they need, and encouraged to constantly innovate.

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