

# Reflection on National Education Policy 2020 With Reference to Teacher Education

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## ABSTRACT

The present paper entitled “*Reflection on the National Education Policy 2020 with Reference to Teacher Education*” undertakes a policy-oriented analysis of the reforms proposed in teacher education under the National Education Policy (NEP) 2020 within the broader framework of school education and higher education in India. The study aims to critically examine the provisions of NEP 2020 related to teacher education, identify policy-level innovations, analyze implementation-related issues and challenges, and propose evidence-informed recommendations for strengthening teacher education programmes. The study adopts a qualitative policy document analysis methodology, drawing upon an in-depth examination of relevant sections of NEP 2020 pertaining to teacher preparation, curriculum restructuring, pedagogical reforms, and professional development. The analysis indicates that NEP 2020 envisages comprehensive and transformative reforms in teacher education by 2030, emphasizing multidisciplinary approaches, competency-based curriculum design, innovation, creativity, and critical thinking. However, the effective implementation of these reforms is contingent upon institutional preparedness, clarity in teacher recruitment and career progression policies, and systematic capacity building mechanisms. The study concludes that the integration of innovative pedagogical strategies—such as flipped classrooms and Think-Pair-Share—within internships and practice teaching, along with clearly articulated recruitment norms and expanded professional opportunities, is crucial for achieving the policy objectives of NEP 2020 in teacher education.

## INTRODUCTION

The present article entitled “Reflection on National Education Policy 2020 with Reference to Teacher Education” is related with amendment in Teacher Education program with reference to school education and higher education system in National Education Policy. Teacher Education is a program of education, research and training of persons to teach from pre-primary to higher education level” (NCTE). In 2014, The National Council of Teacher Education (NCTE) has prepared the guideline for implementation of Integrated B.Ed. program, B.A. B.Ed./B.Sc. B.Ed. four year program. This 4-year integrated B.Ed. program was experimented with RIEs under NCERT and proved to be successful in integrating content with pedagogy practice to give a professional orientation to the future teachers. But in present, this type of integrated program was neglected, means since 2014 a very few colleges have started that type of the program. The National Education Policy 2020 has many initiatives to improve the quality and the broadness of the education system in India, also, in the document of NEP 2020, recommendations are given for various types of Teacher Education Program.

## REVIEW OF LITERATURE

A comprehensive review of the literature indicates that the National Education Policy (NEP) 2020 represents a significant shift in the conceptualization and implementation of teacher education in India. The policy document itself (Government of India, 2020) outlines a transformative framework for teacher preparation, emphasizing multidisciplinary education, competency-based curricula, continuous professional development, and alignment with school and higher education reforms. Empirical and analytical studies (Dey, 2022; Nandi et al., 2022; Mishra, 2024) further elaborate on these provisions, highlighting the policy’s focus on innovation, creativity,

and critical thinking in teacher education. Research on professional development (Amity Institute of Education, 2017) underscores the importance of continuous capacity building, reflective practice, and pedagogical upskilling for teachers, which aligns closely with NEP 2020's emphasis on lifelong learning and professional standards. Studies examining the demand–supply dynamics in the education sector (Your Story, n.d.) reveal gaps in qualified teaching professionals, reinforcing the need for clearly defined recruitment policies and expanded opportunities for youth in the teaching profession, as advocated by NEP 2020. Comparative policy insights drawn from international frameworks such as the Australian Qualifications Framework (Australian Government, 2013) provide valuable perspectives on outcome-based, credit-oriented, and qualification-aligned teacher education models, offering benchmarks for strengthening India's teacher education reforms. Collectively, the reviewed literature reflects a consensus on the progressive vision of NEP 2020 while also emphasizing the need for coherent implementation strategies, institutional preparedness, and policy alignment to achieve sustainable improvements in teacher education.

## Objectives Of the Study

**The objectives of this paper were as follows:**

1. To highlights and overview the National Education Policy 2020 with reference to Teacher Education Program.
2. To identify the innovations of National Education Policy 2020 with reference to Teacher Education Program.
3. To identify the issues and challenges of National Education Policy 2020 with reference to Teacher Education Program.
4. To provide the suggestions for further improvements for the effective implementation of NEP2020 in the context of Teacher Education Program.

## METHODOLOGY

The present study adopted a qualitative policy analysis approach grounded in conceptual and document-based research methods. The National Education Policy (NEP) 2020 served as the primary data source for analysis. Initially, a comprehensive conceptual review was undertaken to examine the philosophical foundations, policy objectives, and reform priorities of NEP 2020 with specific reference to the Teacher Education Programme.

Subsequently, a systematic qualitative content analysis was conducted to identify and categorize policy provisions related to teacher education, including curriculum restructuring, pedagogical reforms, professional standards, institutional mechanisms, and capacity-building measures. These identified provisions were then examined using a comparative analytical framework by juxtaposing them with the existing teacher education policies and practices currently in operation in India.

Further, thematic analysis was employed to derive key themes, innovations, implementation challenges, and potential threats embedded within the teacher education recommendations of NEP 2020. The themes were interpreted in alignment with qualitative policy analysis frameworks, focusing on policy intent, feasibility, and implications for implementation. Based on the analytical findings, evidence-informed suggestions were proposed to strengthen teacher education programs and to facilitate the effective implementation of NEP 2020 at institutional and systemic levels.

## Limitations Of the Study

The study is limited to the analysis of the National Education Policy 2020 as a policy document and does not include empirical data from stakeholders such as teacher educators, student teachers, or policymakers. The findings are based on qualitative interpretation and thematic analysis, which may be influenced by the researcher's analytical perspective. Additionally, as the implementation of NEP 2020 is ongoing, the study does not assess the actual outcomes or impact of the policy on teacher education practices. Future studies may incorporate empirical methods to validate and extend the findings of this research.

## Objective-Wise Analysis

### Overview the National Education Policy 2020 with reference to Teacher Education Program

The document of National Education Policy 2020 suggested the following reforms in teacher education.

They are ...

- All teacher education programs must be conducted within composite multidisciplinary institutions. Teacher education institutions will be required to convert to multidisciplinary institutions by 2030, this recommendation teacher education institutions which were kept in segregations will have the powerful existence in universities and multidisciplinary college, as in this program content and pedagogy are to be taught together, this is the important steps that had be considered in teacher preparation. (15.4)
- 4-year integrated B.Ed. (B.A. B.Ed./B.Sc. B.Ed.) Degree as the minimum qualification for school teachers and by 2030. Till 2030, 2-year and 1-year bachelor's degree may be offered to 3-year and 4-year degree graduates, respectively. For the purpose of attracting outstanding candidates to the 4-year, 2 year and 1 year B.Ed. program, scholarships for meritorious students will be established. (15.5)
- For the admission in Pre-service teacher preparation program entrance exam will be conducted by the National Testing Agency to make the uniformity in standards for teacher education (15.7)
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based course in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period. Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means.

### Innovations National Education Policy 2020 with reference to Teacher Education Program

- For the admission in Pre-service teacher preparation program, entrance exam will be conducted by the National Testing Agency. It's a appreciable step which facilitates national standards and removal of the disparities among the states.
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based course in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period, since in present scenario there is as such no provision for higher education teachers training.
- In National Education policy 2020 it is recommended that curriculum content should be reduced for enhancing the essential learning and critical thinking. It can be also the part of teacher education program, trainees can learn how to use innovative strategies, methods and techniques in schools through which students' decision making and logical thinking ability will be enhance. They can practice these types of strategies in internship program for further use

### Issues and challenges of National Education Policy 2020 with reference to Teacher Education Program

- Upto 10 years different programs i.e. B.Ed. -2 year Program, B.Ed. -1 year Program and Integrated B.Ed. Program will be established for teacher education in the form of Bachelor level degrees, so question is arise that is it beneficial to go with these parallel programs? It is an important issue on which policy makers have discussed.
- If these types of the programs established by 2030 then for recruitment process which program have to be given emphasis.
- Another question is that if these types of different program established, then is it appropriate for the job opportunities. As already total intake approved by NCTE are 9,96,185 in all over India as per NCTE Annual Report 2018-19. Hence a large number of youth already undergone 2 year program and still waiting for job opportunities. so, it is essential that policy makers have to think it again for the need of the society.

- Here might be problem will be faced by the teacher education institute with reference to admission, since the economic growth of teachers are not good in our country. In present scenario, it is observed that most of the teachers who are engaged with government school although getting good salary but not satisfied with their jobs, due to they have assigned other duties i.e. election, senses, pulse polio etc, by the government. Whereas most of the private school are not paying good salary packages so that the most of the youth do not inspired with this profession and 12<sup>th</sup> standard pass students might be neglect that course as they have exposed good opportunities and packages in other courses like IT, Management, B.Com, B.Sc., C.A. etc.
- NEP-2020 recommended credit based course during the doctoral training period, for the training of higher education teachers, but question is arise that can credit based course during the doctoral training period is sufficient for quality education? How does Higher Education Teachers can competent in pedagogical practices/theory, innovative teaching methods for developing rationale thoughts? So for that Is it not required teacher education program for higher education teacher as similar secondary education teachers?

### **Suggestions for further improvements for the effective implementation of NEP2020**

- For the benefits of the students, once they have taken admission in 4-year integrated B.Ed. program, and if they want to switch in another program after six months or one year then there should be a provision related to lateral entry in other bachelor degree courses i.e. B.Com, B.Sc., B.A. etc.
- Policy makers have to pay attention for student teachers internship program. For the improvement of teacher education programs, emphasis is given on stipend internship. So that student teachers willingly motivated for the internship as well as also youth will be inspired for these type of teacher education courses.
- Opportunities for the teachers should be increased in the society. Policy makers have to take steps for the growth of the teachers, if opportunities for the teachers will increased then youth motivated for that profession and take admissions in this course after completing senior secondary courses.
- Recruitment of the teachers at school level as well as higher education institute should be permanent not on the basis of contractual and visiting basis.
- Teacher Education Program should be established for Higher Education also, because of that, when school teachers will use innovative teaching strategies then students have been used to this type of learning and so that in future for higher education they also demand that type of learning strategies. When they have not got that type education then high percentage of failure and the deterioration of the quality of education have made. Therefore we should think about the higher education teachers' training course. Some of the papers related to higher education teachers training program were reviewed by author which are related to abroad in which author found that, Rongong (1991) conducted a study in UK with reference to training of teachers of higher education and found 50% of the universities made provision for training of teacher of higher education. In Australia there is the Higher Education Standards Framework (Threshold Standards) 2011. Stringent national standards apply to graduate certificates in teaching and learning. In Germany the 'Framework Law for Universities' requires that pedagogical ability should be assessed in the appointment process of professors. In 2014 the Irish National Forum for Teaching and Learning began developing a national framework for the professional development of teachers in higher education.

Here author would like to suggests that, the teachers of Higher Education should be trained with reference to (i) Knowledge of how individuals learn (ii) effective use of educational technology in classroom (iii) teaching strategies and styles, through which critical thinking, logical decision making can be enhanced, (iv) Various teaching skills like Communication Skills, (v) Basic knowledge of students' counseling (vi) Evaluation strategies (vii) Pedagogical theories.

### **CONCLUSION**

Based on the analysis of the provisions of the National Education Policy (NEP) 2020, it can be concluded that teacher education programmes for secondary-level teachers are envisioned to undergo substantial restructuring

and diversification by 2030. NEP 2020 proposes significant reforms in teacher education, aiming to enhance quality, relevance, and professional competence. Expanding employment opportunities for youth in the teaching sector is expected to strengthen the profession and contribute positively to the education system.

The study further highlights the need for clearly defined and transparent teacher recruitment policies. In view of the existence of multiple and parallel teacher education programs for secondary school teachers, policymakers must specify standardized recruitment criteria to ensure consistency, equity, and quality in teacher selection. NEP 2020 also recommends the introduction of credit-based courses in teaching and pedagogy for Ph.D. entrants to prepare them for teaching roles in higher education institutions. In this context, it is suggested that structured short-term certification or degree programs in pedagogy be made mandatory for the recruitment of higher education teachers.

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