



Implementation of NEP-2020 in Teacher Training Institutions: Issues and Challenges Perceived by Teachers

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Abstract—NEP-2020 recommends the revisions and revamping of all aspects of education structure including its regulation and governance to create a new system that is aligned with the aspirational goals of 21st century education. Objective of the study was to identify the issues and challenges perceived by teachers in the implementation of NEP-2020 in Teacher Training Institutions. Approach of the study was qualitative. Descriptive survey research was used in this study. Variables of the study were issues in the implementation of NEP-2020 and challenges in the implementation of NEP-2020. Population of the study was comprised of teachers of teacher-training institutions affiliated to CSJM University, Kanpur situated in Kanpur City. Purposive sampling technique was used in the study. 50 teachers of teacher-training institution were the sample of the study. An open ended questionnaire was developed to identify the issues and challenges as perceived by teachers in the implementation of NEP-2020 in teacher training institutions. The questionnaire was designed by the researcher based on recommendations of NEP-2020. Data were collected from teachers working in teacher training institutions using this questionnaire.

Keywords: Issues in implementation of NEP-2020, Challenges in implementation of NEP-2020, Teacher-Training Institutions, NEP-2020

I. INTRODUCTION

“Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development.”

- NEP-2020

The 17-Sustainable Development Goals were adopted by the United Nations in 2015. These SDGs will be achieved by 2030 to make the planet happy. SDG-4 seeks to ensure inclusive and equitable quality opportunities for all by 2030. To achieve this goal entire education system to be reconfigured.

According to 21st Century requirements quality teacher education must aims to develop good, thoughtful, well rounded and creative individuals. Teacher education must form the basis for knowledge-creation thereby contributing to a growing national economy. A teacher is a person who helps others acquire knowledge, skill and understanding of life. He must be at the center of fundamental reforms in the education system. Teacher and faculty are the heart of the learning process.

Teacher education programs aim to equip educators with the necessary skills, knowledge, and competencies to teach effectively learners across different educational settings. Over the years, there have been various reforms and initiatives aimed at enhancing the quality of teacher education in India. Today, teacher education in india continues to evolve in response to change educational needs and priorities.

NEP-2020 aims to completely reorient teacher education in India towards multidisciplinary, experiential and competency based learning. Teacher-training institutions are expected to become central drivers of this reform, but implementation on the ground faces have significant constraints.

RECOMMENDATIONS FOR IMPLEMENTATION OF NEP-2020 IN TEACHER TRAINING INSTITUTIONS:

- The minimum degree qualification for teaching will be a 4-year integrated B.Ed. by 2030.
- The 2 year B.Ed. program will also be offered, by the same multidisciplinary institutions offering the 4-year Integrated B.Ed. and will be intended only for those who have already obtained Bachelors Degrees in other specialized subject.
- For students who have earned 4-years undergraduate degree in a particular field, a one year B.Ed program may be available.
- Substandard TEIs will be shut down gradually. All TEIs will be required to be multidisciplinary institutions by 2030 and colleges offering B.Ed must be affiliated with universities.
- Pre-service Teacher Programs shall be through aptitude tests conducted by NTA.
- Every university will collaborate with a network of private and public schools can complete student teaching and take part in extra-curricular activities like community service, vocational education.
- Continuous Professional Development (CPD): Teacher will be required to undergo at least 50 hours of CPD every year.
- Use of technology in teacher training online platforms such as Diksha, Swayam and Nishtha will be used to enhance teacher training and encouraged for In-Service continuous professional development for college and universities.
- A large pool of outstanding senior/retired faculty and experienced professionals will act as mentors for young teachers.
- During their doctoral time, All fresh Ph.D. applicants, irrespective of discipline will be required to take credit-base course in teaching/ education/pedagogy/writing (eight credit).
- Special focus on inclusive education and autonomy and career growth.
- Teacher will be trained in multilingual education and inclusive teaching methods for children with disabilities.
- Teachers will have more autonomy in curriculum design and assessment a structured career progression system will be developed based on merit and experience.
- School complexes for teacher collaboration; teachers from different school will work in clusters to share resources and best practices and school leadership programmes will be introduced.
- There may be several pedagogical approaches introduced internationally for teaching particulars subject. NCERT will study research, document and compile the varied international pedagogical approaches for teaching different subjects.

II. REVIEW OF LITERATURE

Ansari and Haider (2023) conducted a study on teacher educators perception and awareness about implementation of NEP-2020 and they found that the teachers were generally aware of recent development in the field of education because of the numerous seminars, conferences workshops and orientation programmes that have been organized since 2020 by most

universities and colleges etc. **Desai and Shah (2023)** studied on teacher's perception about current state of higher education and NEP-2020 and they had seen the perception of various institutions at different levels of teaching for real transformation from the present system of higher education. The government must focus on the teacher quality improvement at UG level. **Sharma (2024)** found that quality measures include standardized exams, diverse faculty, and Ph.D. pedagogical training. While promising, challenges like infrastructure, quality assurances, and societal perception require collaborative efforts for successful implementation. This research contributes to shaping NEP-2020's transformative vision for teacher education. **Acharjee (2025)** found that most of the colleges in the rural areas are still not aligned with the goals of quality education due to lack of proper awareness of NEP 2020 policy and lack of proper infrastructure or equipments and proper training of faculties.

III. OPERATIONAL DEFINITIONS OF THE TERMS

Issues – In this study, 'issues' refer to the existing problems perceived by the teachers in the implementation of NEP-2020 in the teacher-training institutions.

Challenges – In this study, 'challenges' refer to the practical barriers and difficulties perceived by the teachers in the implementation of NEP-2020 in the teacher-training institutions.

Teacher Training Institution – In this study, teacher training institution refers to the colleges offering B.Ed. courses affiliated to CSJM University, Kanpur situated in Kanpur City.

IV. OBJECTIVES OF THE STUDY

1. To identify the issues perceived by teachers in the implementation of NEP-2020 in Teacher-Training Institutions.
2. To identify the challenges perceived by teachers in the implementation of NEP-2020 in Teacher-Training Institutions.

V. METHODOLOGY OF THE STUDY

Approach of the study was qualitative. Descriptive survey research was used in this study. Variables of the study were issues in the implementation of NEP-2020 and challenges in the implementation of NEP-2020. Population of the study was comprised of teachers of teacher-training institutions affiliated to CSJM University, Kanpur situated in Kanpur City. Purposive sampling technique was used in the study. 50 teachers of teacher-training institutions were the sample of the study. An open ended questionnaire was developed to identify the issues and challenges as perceived by teachers in the implementation of NEP-2020 in teacher training institutions. The questionnaire was designed by the researcher based on recommendations of NEP-2020. Data were collected from teachers working in teacher training institution using this questionnaire.

VI. ANALYSIS OF DATA

This paper-reports the preliminary findings of a sequential exploratory mixed-method study. At this stage, the analysis is limited to the identification of issues and challenges perceived by teachers in the implementation of NEP-2020 based on responses to an open-ended questionnaire.

Some issues and challenges were perceived by the teachers in the implementation of NEP-2020 in teaching training institutions. Out of them some issues and challenges were repeated. Repeated items were excluded. 45 issues and 38 challenges were perceived by the teachers of teacher training institutions in the implementation of NEP-2020.

V.I ISSUES PERCEIVED BY TEACHERS IN THE IMPLEMENTATION OF NEP-2020 IN TEACHER-TRAINING INSTITUTIONS

V.I.I. THE 4-YEAR INTEGRATED B.ED. OFFERED BY MULTIDISCIPLINARY HEIS WILL, BY 2030, BECOME THE MINIMAL DEGREE QUALIFICATION FOR SCHOOL TEACHERS. THE 4-YEAR INTEGRATED B.ED. WILL BE A DUAL-MAJOR HOLISTIC BACHELOR'S DEGREE.

1. Many universities and colleges are not adequately prepared to launch the 4-year integrated B.Ed.
2. A significant number of existing B.Ed. Colleges lack sufficient infrastructure, qualified faculty, and essential resources to deliver extended or integrated course.
3. There is an inadequate availability of multidisciplinary institutions to support the effective implementation of the 4-year integrated B.Ed.
4. Limited awareness and understanding among teachers regarding the structure and benefits of the 4-year integrated B.Ed.
5. Student-teachers have to choose stage specific specialization such as ITEP with Foundational Stage, Preparatory Stage, Middle Stage and Secondary Stage at the time of application to the ITEP.
6. Syllabi of primary subjects of study for each stage of school education are different.
7. There are several pedagogical subjects and their practices with stage specific specialization.
8. Multiple Entry and Exist, and Re-entry options will be practiced in ITEP.
9. The quality of pre-service teacher preparation is impacted by Multiple Entry and Exist, and Re-entry options.
10. All institutions offering ITEP shall partner with a network of schools to ensure a strong theory-practice connection in the programme.
11. Coordination among multiple departments of HEIs for time table, classes, attendance and evaluation etc. during the course.
12. 4-year integrated B.Ed. is more expensive than 2-year B.Ed. Students will not be ready to pursue this course.
13. Quality of the Dual-Liberal Bachelor's degree is compromised by limited time duration.
14. Student-teachers want to pursue higher education will be eligible to pursue master's degree in education as well as the major discipline chosen for study during the ITEP. There is a possibility that ITEP graduates are not comfortable and able to compete with those who pursue B.A., B.Sc. and B.Com.

V.I.II. ONE-YEAR AND TWO-YEAR B.Ed. PROGRAMME

1. Transition from the existing 2-year B.Ed. programme to a multipath system necessitates a comprehensive overhaul of the current syllabus.
2. There is a shortage of teacher education institutions capable of implementing and managing all three programmes simultaneously.
3. There is considerable uncertainty regarding how the transition will be managed and what specific roles teachers will be expected to play.

Many existing TEIs already face infrastructural deficiencies merging them may create additional pressures rather than resolving existing problems.

V.I.III. PHASING OUT STAND-ALONE TEIS

1. There is a lack of clarity about the process through which TEIs will be merged or upgraded.

2. Uncertainty about how the transition will be managed and what role teachers will play.
3. Current TEIs already lack infrastructure so merging may add pressure rather than solve problems.

V.I.IV. STRENGTHENING SCHOOL –INTERNSHIP AND PRACTICE OF TEACHING

1. Poor coordination between teacher education institutions and schools.
2. Insufficient number of schools willing to collaborate with teacher education institutions.
3. Inadequate infrastructure in schools to support internship.

V.I.V. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

1. CPD modules may be generic and not subject specific or context-specific, leading to low motivation.
2. CPD programmes often treated as formal not continuous learning due to low motivation of teachers.

V.I.VI. USE OF ICT AND DIGITAL PLATFORMS

1. There is a shortage of infrastructure required for digital or blended learning in most TEIs.
2. All teachers are not equally trained or confident in using online platforms effectively.
3. Most online content is in English which may not suit to all teachers.
4. Shortage of highly experienced skilled faculty willing to mentor.
5. Lack of culture of peer-mentoring in teacher training institutions.

V.I.VII. FOCUS ON FLN, MULTIDISCIPLINARY APPROACH AND INCLUSIVITY

1. Lack of adequate training for handling inclusive classroom.
2. Insufficient infrastructure and resources to support diverse learners.
3. Teachers are not well trained to train student- teachers in most recent pedagogy, learner-centred teaching method.

V.I.VIII. NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS (NPST)

1. There is no clear framework of professional benchmarks.
2. Lack of monitoring and accountability in teacher's performance.
3. There is a wide variation in teacher competency across states.

V.I.IX. HOLISTIC AND MULTIDISCIPLINARY CURRICULUM

4. Existing curriculum is theoretical with limited practicum.
5. Poor integration of local knowledge, art and culture.

V.I.X. RESEARCH AND INNOVATION

1. There is insufficient funding for educational research.
2. In most TEIs, research has low priority.
3. Poor collaboration among TEIs, universities and policy bodies.

V.I.XI. INTERNATIONAL PEDAGOGICAL APPROACHES INTERNATIONAL PEDAGOGICAL APPROACHES

1. Limited exposure of teachers to international approaches with local context.
2. Lack of access to update research and resources.
3. Incompatibility of certain international approaches with local context.

VI.II. CHALLENGES PERCEIVED BY THE TEACHERS IN THE IMPLEMENTATION OF NEP-2020 IN TEACHER-TRAINING INSTITUTIONS

VI.II.I. THE 4-YEAR INTEGRATED B.ED. OFFERED BY MULTIDISCIPLINARY HEIS WILL, BY 2030, BECOME THE MINIMAL DEGREE QUALIFICATION FOR SCHOOL TEACHERS. THE 4-YEAR INTEGRATED B.ED. WILL BE A DUAL-MAJOR HOLISTIC BACHELOR'S DEGREE.

1. Difficulty in recruiting competent faculty for integrated courses.
2. Availability of proper resources and infrastructure to the teacher training institution.
3. The choice of stage specific specialization (Foundational, Preparatory, Middle, Secondary) is difficult for students.
4. It is difficult to design syllabi of primary subjects of study for each stages of school education.
5. Handling several pedagogical subjects and their practices with stage specific specialization.
6. To manage the Exit and Entry, and Re-entry of student teachers at regular intervals.
7. To maintain the quality of pre-service teacher-preparation by Multiple Entry and Exit and Re-entry options.
8. To manage internship practices for each stage of school education to ensure a strong theory-practice connection in the programme.
9. To coordinate with multiple departments of HEIs for time table, classes, attendance and evaluation etc. during the course.
10. To prepare students for 4-year integrated B.Ed. course as this course is more experience.
11. To maintain Quality of the Dual-Liberal Bachelor's degree as this degree is compromised by limited time duration.
12. To prepare student-teachers comfortable and able to compete with the students who pursue B.A., B.Sc. or B.Com.

VI.II.II. ONE-YEAR AND TWO-YEAR B.Ed. PROGRAMME

1. To open multidisciplinary institutions according to the number of TEIs present in country.
2. Complete overhauling of current syllabi.

VI.II.III. PHASING OUT STAND-ALONE TEIs

1. Mergers and restructuring will be bureaucratically slow and disruptive.
2. Adapting to multidisciplinary systems collaboration with other faculties and new expectations.

VI.II.IV. STRENGTHENING SCHOOL –INTERNSHIP AND PRACTICE OF TEACHING

1. To prepare local private and public schools to collaborate with colleges.
2. To establish coordination between local private and public schools is a challenge because timing and other factors are also important.

VI.II.V. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

1. To develop subject-specific and content specific CPD modules.
2. Difficulty in monitoring quality of CPD programmes.
3. To motivate all the teachers for continuous learning.

VI.II.VI. USE OF ICT AND DIGITAL PLATFORMS

1. High cost of procuring and maintaining digital tools.
2. Resistance from older faculty towards technology adoption.

VI.II.VII. OUTSTANDING SENIOR/RETIRED FACULTY AS MENTORS

1. To prepare senior/retired faculty and experienced professionals as a mentor.
2. To develop a culture of peer-mentoring in teacher training institutions.
Focus on FLN, multidisciplinary approach and inclusivity
3. To train all the teachers to handle inclusive classrooms.
4. To provide infrastructure and resources to support diverse learners.
5. To train all teachers in the most recent pedagogy, learner-centered and collaborative learning.

VI.II.VIII. NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS (NPST)

1. To create uniform standards across diverse contexts.
2. There is a fear in experienced teachers for their evaluation.
3. To develop regular assessment and feedback systems.

VI.II.IX. HOLISTIC AND MULTIDISCIPLINARY CURRICULUM

1. To develop a holistic and practicum based curriculum in diverse contexts.
2. To train all the teacher educators in innovative pedagogy and technology.

VI.II.X. RESEARCH AND INNOVATION

1. To train all the faculty members in research methodologies.
2. To provide sufficient fund for educational research.
3. To establish collaboration among TEIs, universities and policy bodies.

VI.II.XI. INTERNATIONAL PEDAGOGICAL APPROACHES

1. To expose all the teachers in international approaches with local context.
2. Provide adequate access to research and resources.

VII. CONCLUSION

The study reveals that teachers in teacher-training institutions perceived a significant range of issues and challenges in the implementation of NEP-2020. Policy aims to bring significant changes in teacher education through a multidisciplinary approach, four-year integrated B.Ed. programme, skill integration. Teachers perceived issues such as lack of physical infrastructure, faculty necessary to transition away from traditional two-year degrees, perceived disconnection between theoretical curricula and practical classroom needs, teachers are unprepared for digital learning platforms or inclusive education environments. Shortage of collaborative partnerships between training colleges and local schools. Administrative issues such as complexities of multidisciplinary coordination and varying state competency level. Teachers perceived logistical challenges such as insufficient infrastructure, the high cost of digital tools and the complexities of managing new flexible entry and exist options for students. Except physical resources there is a strong focus on the need for comprehensive curriculum reform and the training of faculty in modern, inclusive instructional methods.

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