

# Teacher Education Reforms in the NEP 2020: A Review of Implementation, Challenges, and Opportunities

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## ABSTRACT:

The National Education Policy 2020 introduced significant reforms aimed at transforming the structure, quality, and governance of teacher education in India. The policy emphasizes the development of multidisciplinary teacher education institutions, the introduction of the four-year Integrated Teacher Education Programme (ITEP), continuous professional development for teachers, and the establishment of a national mentoring system. The present study examines the major teacher education provisions proposed in NEP 2020 and analyses their current status of implementation. The study adopts a qualitative review approach based on secondary sources such as research articles, government reports, and policy documents published between 2020 and 2026. The findings indicate that several initiatives, including integrated teacher education programmes, digital platforms for professional development, and mentoring frameworks, have begun to emerge. However, the implementation of these reforms remains uneven due to institutional constraints, shortage of qualified faculty, regulatory challenges, and variations in institutional capacity. The study highlights key challenges and emerging opportunities in strengthening teacher education in India.

**Key Words:** Teacher Education, NEP 2020, Continuous Professional Development, ITEP

## INTRODUCTION

Teacher education plays a crucial role in determining the quality of any education system, as teachers are the primary agents responsible for facilitating learning and shaping the intellectual and social development of students. Recognizing the central role of teachers in educational transformation, the Government of India introduced the National Education Policy 2020 with a comprehensive vision to reform various aspects of the education system, including teacher preparation and professional development. The policy highlights the need to strengthen teacher education institutions, improve the quality of teacher preparation programmes, and establish a robust framework for continuous professional development.

One of the major objectives of the policy is to address long-standing issues such as fragmentation of teacher education programmes, inadequate regulatory mechanisms, and the commercialization of teacher education institutions. In this context, the policy proposes several significant reforms, including the introduction of a four-year integrated B.Ed. programme, the integration of teacher education within multidisciplinary universities, the promotion of

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Published: 24 March 2026

DOI: <https://doi.org/10.70558/IJSSR.2026.v3.i2.30928>

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interdisciplinary faculty development, and the establishment of a national mentoring system for teachers. These reforms aim to ensure that future teachers are well-prepared with strong subject knowledge, pedagogical competence, and ethical values.

In this context, the present study examines the major teacher education reforms proposed in NEP 2020 and analyses their implementation status based on existing literature, while also identifying the challenges and opportunities associated with their implementation.

### **OBJECTIVES OF THE STUDY**

1. To Discuss the key points of NEP 2020 regarding Teacher Education.
2. To analyse the current status of implementation of teacher education reforms proposed in NEP 2020.
3. To explore the key challenges and emerging opportunities associated with the implementation of NEP 2020 reforms in teacher education.

### **METHODOLOGY OF THE STUDY**

The study adopts a qualitative review approach and solely relies on secondary sources of information. Relevant research articles, government reports, and policy documents published between 2020 and 2026 were examined. The literature was analysed thematically to identify the extent of implementation, Challenges and Opportunities in teacher education reforms suggested in National Education Policy 2020.

### **ANALYSIS AND DISCUSSION**

This section presents the analysis and findings of the study based on the major teacher education provisions proposed in the National Education Policy 2020. The following analysis has been done according to the research objectives, which examines their current status of implementation based on insights from existing research and policy reports and also the key challenges and emerging opportunities associated with the implementation of NEP 2020 reforms in teacher education.

#### **1) ANALYSIS OF TEACHER EDUCATION PROVISIONS OF NEP 2020 AND THEIR IMPLEMENTATION STATUS**

This section presents the analysis of the major teacher education provisions proposed in the National Education Policy 2020 and examines their current status of implementation. The policy introduces several significant reforms aimed at improving the quality, structure, and governance of teacher education in India. The present analysis reviews these key provisions and discusses their implementation based on findings from recent research studies and policy documents:

#### **Significance of Teacher Education**

NEP 2020 recognizes teachers as the central agents of educational transformation and emphasizes strengthening teacher education to enhance the quality of the education system. The policy advocates a holistic and multidisciplinary approach to teacher preparation that integrates subject knowledge, pedagogy, ethical values, and understanding of learners' socio-cultural contexts.

Analysis indicated that the policy has already influenced perceptions about the role of teachers in educational reform. Kumar (2021) observed that NEP 2020 reconceptualizes teachers as central agents of educational transformation and highlights the need for strengthening professional competencies in teacher education. Similarly, Bajpai Gupta (2022) found that the introduction of NEP reforms has enhanced teachers' motivation toward professional development and the adoption of innovative pedagogical practices in higher education institutions. Supporting this view, Sanmathi and Shekhar (2024) reported that teaching faculty increasingly recognize the significance of teacher education reforms introduced by NEP 2020 and acknowledge their role in improving the quality of education.

### **Justice Verma Commission Observations and Policy Response**

The Commission reported that a large number of teacher education institutions (Nearly 10,000) were functioning with inadequate infrastructure, poor academic standards, and minimal regulatory oversight. Many institutions were found to be operating primarily as degree-granting centres rather than genuine academic institutions, which resulted in the declining quality of teacher preparation across the country. Recognizing these concerns, NEP 2020 calls for a comprehensive restructuring of teacher education to restore academic integrity, strengthen institutional accountability, and ensure the professionalization of the teaching profession.

Research literature supports the relevance of these concerns in the current policy context. Batra (2021) noted that NEP 2020 incorporates many of the Justice Verma Commission's recommendations to address commercialization and quality deficiencies in teacher education institutions. Likewise, Sharma and Sharma (2022) emphasized the continued need for strict regulatory mechanisms and systematic quality monitoring to ensure that teacher education institutions adhere to established academic standards.

### **Upgrading the Regulatory Structure**

NEP 2020 proposes a stronger and more transparent regulatory framework to ensure quality in teacher education institutions. The policy aims to eliminate substandard institutions and ensure that by 2030 only high-quality multidisciplinary institutions offering integrated teacher education programmes remain operational.

Analysis indicated that although the regulatory reforms proposed by NEP 2020 are significant, their implementation is still evolving. Tilak (2021) observed that the policy proposes major changes in higher education governance through bodies such as the Higher Education Commission of India (HECI), but the transition from the existing regulatory framework is gradual and complex. Similarly, Agarwal (2022) highlighted the challenges associated with restructuring the regulatory architecture, noting that institutional adaptation and policy coordination remain critical factors influencing effective implementation.

### **Integration with Multidisciplinary Institutions**

NEP 2020 recommends that teacher education programmes be integrated within multidisciplinary universities and colleges rather than stand-alone institutions. This reform aims to provide prospective teachers with broad-based academic exposure across disciplines and promote interdisciplinary learning.

Evidence from recent studies suggested that this transition has begun but remains uneven. Joshi (2022) reports that several universities have started integrating teacher education departments into broader multidisciplinary institutional structures. However, national data indicate that a significant number of teacher education institutions continue to operate as stand-alone colleges. The All-India Survey on Higher Education (AISHE, 2023) highlights that although policy reforms encourage integration, structural transformation across the teacher education sector is still in progress.

#### **Four-Year Integrated Teacher Education Programme (ITEP)**

NEP 2020 introduces a four-year Integrated Teacher Education programme as the minimum qualification for school teachers by 2030. The programme combines disciplinary specialization with professional teacher training to ensure holistic preparation of future teachers. Initial implementation of this reform has already begun in several institutions, but now also it is still in piloting phase. Surjan, Chandoria, and Singh (2023) reported that a number of universities have launched integrated B.Ed. programmes in accordance with guidelines issued by the National Council for Teacher Education (NCTE). However, Shivalingappa and Narayanappa (2024) noted that while the programme represents a significant step toward improving teacher preparation, its adoption varies across institutions due to differences in institutional capacity, infrastructure, and faculty availability.

#### **Curriculum Based on Indian Knowledge Systems and Modern Pedagogy**

NEP 2020 proposes revising teacher education Curriculum to integrate Indian knowledge systems with modern pedagogical approaches. The aim is to develop culturally rooted yet pedagogically innovative teachers capable of addressing diverse learning needs. Recent literature indicated that curriculum reform aligned with NEP 2020 is gradually taking shape. Maseeh (2023) identified several innovative curriculum reforms in teacher education institutions that seek to combine traditional knowledge with modern pedagogical practices. In addition, the National Council of Educational Research and Training introduced the National Curriculum Framework for School Education (NCF-SE 2023), which recommends integrating indigenous knowledge systems, cultural values, and learner-centred pedagogies within educational curricula (NCERT, 2023).

#### **Standardized Admission through National Testing**

NEP 2020 recommends a transparent and merit-based admission process for teacher education programmes through national-level testing conducted by the National Testing Agency (NTA). Studies highlighted that this proposal is gradually influencing admission practices. Kaushi, Ahmad, and Khan (2021) found the potential of centralized admission mechanisms to improve transparency and quality in teacher education admissions. Mishra (2022) further observed that some universities have started aligning their admission procedures with national testing frameworks, reflecting an initial phase of implementation of this policy recommendation.

#### **Faculty Qualifications and Interdisciplinary Training**

NEP 2020 emphasizes strengthening the qualifications and interdisciplinary expertise of teacher educators. Faculty members in teacher education institutions are expected to possess strong disciplinary backgrounds along with pedagogical and research experience. Literature

suggested that achieving this objective remains a significant challenge. Batra (2021) emphasized the need for highly qualified and interdisciplinary teacher educators to support the transformation envisioned by NEP 2020. Similarly, Singh (2023) identified a shortage of trained teacher educators capable of delivering interdisciplinary instruction, which poses a challenge for the effective implementation of teacher education reforms.

### **Reform in Ph.D. Programmes in Education**

NEP 2020 recommends integrating pedagogical training, teaching assistantships, and research communication skills within doctoral programmes to prepare future teacher educators and academic leaders. Scholars have highlighted the importance of integrating pedagogical training within doctoral programmes. Tilak (2021) noted that the policy explains the need to link research training with teaching responsibilities in higher education institutions. Similarly, Kaushi et al. (2021) suggested that doctoral scholars should receive structured opportunities for teaching practice and pedagogical training to prepare them for academic careers.

### **Continuous Professional Development (CPD)**

NEP 2020 stresses the importance of lifelong professional learning for teachers through continuous professional development programmes of total 50 hours per year which will be delivered via both online and offline platforms. Research indicated that these initiatives are already facilitating large-scale teacher training. The Central Board of Secondary Education (2025) has introduced guidelines requiring teachers to complete at least fifty hours of Continuous Professional Development annually, demonstrating practical steps toward implementing NEP's vision of lifelong teacher learning. Rudupra (2025) identified digital platforms such as SWAYAM and DIKSHA as significant tools for supporting teacher professional development. Furthermore, The Ministry of Education (2022) also reported extensive participation of teachers in online training programmes through the DIKSHA platform.

### **National Mission for Mentoring**

NEP 2020 proposes the establishment of a National Mission for Mentoring to support novice teachers through guidance from experienced educators. In response to this recommendation, the National Council for Teacher Education introduced the National Mission for Mentoring (NMM) Bluebook as a framework for implementing the mentoring system (NCTE, 2022). The document outlines mechanisms for creating a national pool of mentors, establishing digital mentoring platforms, and facilitating mentor-mentee interactions. Pilot initiatives involving mentoring networks and training workshops have already begun, indicating the initial phase of implementing the mentoring system envisioned in NEP 2020.

## **2) OPPORTUNITIES IN IMPLEMENTING THE NEP 2020 REFORMS REGARDING TEACHER EDUCATION**

The reforms proposed in NEP 2020 provide several opportunities to strengthen and transform the teacher education system in India. Some of the key opportunities include:

- **Strengthening Professionalism in Teaching:** NEP 2020 recognizes teachers as central agents of educational transformation. The policy emphasis on high-quality teacher

preparation and professional standards provides an opportunity to enhance the status and professionalism of the teaching profession.

- **Promotion of Multidisciplinary Teacher Education:** Integrating teacher education programmes within multidisciplinary universities can enrich teachers' academic exposure and foster interdisciplinary learning, thereby improving the quality of teacher preparation.
- **Expansion of Integrated Teacher Education Programmes:** The introduction of the four-year Integrated B.Ed. programme offers a structured and holistic pathway for preparing subject experts with strong pedagogical competencies.
- **Use of Digital Platforms for Professional Development:** National digital platforms such as SWAYAM and DIKSHA provide large-scale opportunities for continuous professional development, enabling teachers to update their knowledge and pedagogical skills in a flexible and accessible manner.

### **3) CHALLENGES IN IMPLEMENTING THE NEP 2020 REFORMS REGARDING TEACHER EDUCATION**

Despite the transformative vision of NEP 2020, several challenges continue to affect the effective implementation of teacher education reforms across India. Key challenges include:

- **Delay in the National Curriculum Framework for Teacher Education (NCFTE):** The NCFTE, which was expected to provide a comprehensive guiding framework for implementing teacher education reforms proposed in NEP 2020, has not yet been released. The absence of this guiding document creating uncertainty for institutions regarding curriculum restructuring and programme implementation.
- **Institutional Transition to Multidisciplinary Universities:** Many teacher education institutions still function as stand-alone colleges and facing structural and administrative difficulties in integrating into multidisciplinary universities as envisaged by NEP 2020.
- **Shortage of Qualified and Interdisciplinary Faculty:** The implementation of reformed teacher education programmes requires faculty with interdisciplinary expertise and strong research backgrounds. however, a shortage of adequately trained teacher educators persists.
- **Uneven Institutional Capacity and Infrastructure:** Differences in infrastructure, financial resources, and academic capacity among institutions have resulted in uneven adoption of reforms such as the four-year Integrated Teacher Education programme.
- **Regulatory and Governance Challenges:** Transitioning from existing regulatory frameworks to the proposed governance structures requires policy coordination, institutional readiness, and effective monitoring mechanism.

## **CONCLUSION**

The reforms proposed in the National Education Policy 2020 represent a significant shift in the structure and philosophy of teacher education in India. The policy emphasizes

multidisciplinary teacher education institutions, the four-year Integrated Teacher Education Programme (ITEP), continuous professional development, and a national mentoring system to enhance the quality and professionalism of teachers. The review of existing literature indicates that several initiatives, such as integrated teacher education programmes, digital professional development platforms, and mentoring frameworks, have begun to emerge in response to the policy directives. However, the pace of implementation varies across institutions due to structural constraints, shortage of qualified faculty, and uneven institutional capacity. The delay in the release of the National Curriculum Framework for Teacher Education (NCFTE) also limits clear curricular guidance for institutions. Overall, the successful implementation of NEP 2020 reforms will require coordinated policy efforts, institutional strengthening, and sustained professional development initiatives to realize the vision of a high-quality teacher education system in India.

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