

Teacher Readiness for Implementation of NEP 2020 in Teacher Education Institutions

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Abstract:

The National Education Policy 2020 (NEP 2020) has manifested a revolutionary vision of Indian education system, and teacher education is at the heart of this application. The policy focuses on multidisciplinary learning, a 4-year integrated B.Ed. course, competency-based pedagogy, inclusion practices, online learning, and lifelong learning. In this regard, the teacher readiness has become one of the critical factors of how easily the policy can be implemented in the teacher education institutions. The paper focuses on the teacher preparedness in the implementation of NEP 2020 through policy provisions, literature, and requirements of the institution. The teacher readiness is considered a multidimensional concept, which incorporates policy awareness, pedagogical preparedness, technological competence, assessment literacy, professional commitment and institutional support. The study posits that preparation is not merely a personal attribute of teacher educators, but also an institutional status that is determined by a leader, infrastructure, and professional learning provisions. The paper constructs a conceptual model and proposes a descriptive survey research design to measure the readiness in teacher education institutions. It also outlines major obstacles, including a lack of awareness, being digital illiterate, interdisciplinary disjunction, and institutional imbalance. Meanwhile, the paper identifies enabling factors, including high-quality professional development systems, teacher growth based on standards, curriculum redesign, and positive academic culture. The conclusion of the study is that teacher readiness bridges the policy-practice gap through operation. The vision of NEP 2020 might be partially realised unless teacher education institutions make the conscious investment towards preparing faculty members to these reforms. Thus, teacher preparation must be viewed as a strategic issue in the attainment of fruitful change in teacher training in India.

Keywords: teacher readiness; NEP 2020; Teacher education institutions; Professional development; Policy implementation.

1. Introduction

The National Education Policy 2020 is a historic reform in Indian educational systems since it aims to enhance quality, equity, access, flexibility, and accountability of learning at all levels. The policy puts special emphasis on teachers and teacher education among its numerous provisions since the teachers are regarded to be the most significant component of educational change (Ministry of Education, 2020). NEP 2020 aims at reforming teacher training with the help of multidisciplinary organisations, robust professional knowledge base, incorporation of Indian knowledge systems, educational technology application and the continuous professional growth. It further suggests that the minimum qualification should be four years integrated B.Ed. to be earned by 2030, which was primarily provided in multidisciplinary institutions of higher learning (Ministry of Education, 2020).

The implications of this policy shift on the institutions of teaching education include the fact that institutions are likely to revise its curriculum and redesign the pedagogical practice, improve assessments

and improve the school internship experience. These reforms necessitate teacher educators to leave their traditional teaching methods behind and embrace learner-centered, competency-based, inclusive and technology-enhanced methods of teaching. Thus, teacher preparedness turns out to be a critical precondition of successful policy implementation. The aspects of teacher readiness in this regard involve: awareness of policy reforms, belief in new pedagogies, technological skills, willing to change and access to institutional support systems.

The readiness notion is particularly significant since policy reform is not necessarily followed by practice reform. The beliefs, working conditions, and capacities of teacher educators and teachers tend to mediate educational change (Gordon et al., 2023). The implementation of NEP 2020 is expected to be uneven in India where teacher education institutions vary greatly in terms of infrastructure, quality of the faculty, leadership, and academic culture. Therefore, research on the readiness of teacher educators to convert policy expectations into institutional and classroom practices is needed. The paper examines the aspects of teacher readiness, literature sources, suggests an objective and hypothesis, and a framework to consider the implementation of NEP 2020 in teacher education institutions.

2. Research Objectives

1. To examine the major provisions of NEP 2020 related to teacher education and teacher professional development.
2. To identify the dimensions of teacher readiness required for the implementation of NEP 2020 in teacher education institutions.
3. To analyze the institutional factors influencing teacher readiness, including infrastructure, leadership, and professional support.
4. To propose a framework for assessing teacher readiness for NEP 2020 implementation.
5. To suggest practical measures for strengthening teacher readiness in teacher education institutions.

3. Hypotheses

H1: There is a significant positive relationship between policy awareness and teacher readiness for implementation of NEP 2020.

H2: Institutional support significantly influences teacher readiness for implementation of NEP 2020.

H3: Technological readiness and participation in professional development significantly predict overall teacher readiness.

4. Literature Review

To implement NEP 2020 in the teacher education institutions, one must have a good comprehension of policy objectives and willingness of teacher educators to implement the changes in curriculum, pedagogy and assessment. NEP 2020 puts teacher education in the focus of the national development and considers teachers as the heart of the learning process (Ministry of Education, 2020). It also proposes a radical change in the model and role of teacher education through the establishment of multidisciplinary institutes, the four-year integrated B.Ed. programme, enhanced practicum and lifelong professional development.

According to Sharma et al., the teacher education vision in NEP 2020 indicatively represents the congruence of the traditions of knowledge, the discourses of global policies, and the national regulations (2023). Their research indicates that despite the innovation of the policy, some of its aspects are based on old controversy of professionalism, quality, and regulation of teacher preparation. It means that it should not only be implemented in accordance with new structures but also with more professional interpretation of reform by teacher educators.

The concept of teacher readiness is a multidimensional construct that is well comprehended. According to Spooner-Lane et al. (2025), readiness in teaching is not something that can be considered a fixed state. Instead, it is developed over time and is influenced by norms, institutional conditions and professional requirements. This point of view is quite applicable to NEP 2020, which presupposes the active use of adapting and reflective practice among teacher educators as opposed to a one-time adherence to this document.

Other important factors are teacher self-efficacy. Gordon et al. (2023) discovered that belief in teachers in their ability to cope with reform affects successful implementation a lot. The teachers are more prone to use new teaching and evaluation methods when they feel safe and supported. Nevertheless, ambiguity, insufficient resources, and institutional underpinning can diminish effectiveness and prevent change.

Technological competence has been found to be a critical component of preparedness. The e-readiness scale of teachers was developed and validated by Kohli et al. (2025) in Indian institutions of higher learning and found 6 dimensions that include online technological readiness, pedagogical readiness, institutional readiness, content readiness, and learning delivery readiness. The results of their study are directly applicable to NEP 2020 that suggests the promotion of educational technology, digital platforms, blended learning, and online professional development.

Another perspective that can be added to the comprehension of readiness is the professional standards view. The framework of the National Professional Standards of Teachers provided by NCTE emphasizes the importance of professional knowledge, professional values, effective practice, and continuous learning as the main elements of teacher quality (NCTE, 2021). Another similarity in NEP 2020 is that it suggests at least 50 hours of continuous professional growth annually to teachers, which supports the notion that the readiness is maintained due to the constant institutional support and the possibility to learn (Ministry of Education, 2020).

All in all, the literature has indicated that teacher readiness to NEP 2020 hinges on a set of policy awareness, pedagogical flexibility, technological preparedness, self-efficacy and institutional capacity. Reform success is thus not only a matter of policy intent but rather that of the effectiveness with which teaching education institutions instil preparation by teacher educators.

5. Significance and Necessity of the Study.

The necessity of conducting this study is predetermined by the important role attributed to teachers and teacher educators in NEP 2020. As far as the teacher education institutions are supposed to be the basis of preparing future teachers, their ability to introduce the policy changes is paramount. But institutional differences about resources, the competence of the faculty, infrastructure, and academic leadership might affect the level of preparedness among institutions.

The value of the research is that it may contribute to an orderly conceptualization of the aspects of preparedness needed to execute NEP 2020. It can assist policymakers, teacher education institutions, curriculum planners, and regulatory bodies to detect the gaps and develop specific interventions. Another important aspect of the study is that it links policy conversation and embodiment of the institutionalities and provides a valuable practical guide to assessment of readiness.

6. Conceptual Framework

Teacher readiness for implementation of NEP 2020 can be understood through six interrelated dimensions:

Dimension	Description
Policy readiness	Awareness and understanding of NEP 2020 provisions and expectations
Pedagogical readiness	Ability to use learner-centered, experiential, and competency-based approaches
Technological readiness	Capacity to integrate digital tools, platforms, and blended learning
Assessment readiness	Ability to design formative, competency-based, and reflective assessment practices
Professional readiness	Commitment to CPD, reflective practice, and standards-based development
Institutional readiness	Availability of leadership support, infrastructure, mentoring, and collaboration

Proposed Readiness Model

Teacher readiness may be conceptualized as the outcome of the interaction between policy awareness, pedagogical preparedness, technological competence, professional development, assessment literacy, and institutional support.

7. Research Methodology

This paper proposes a descriptive survey method for studying teacher readiness for NEP 2020 implementation in teacher education institutions.

7.1 Research Design

A descriptive survey design is appropriate because it allows the collection of data on awareness, attitudes, preparedness, and institutional conditions across a wide sample of teacher educators.

7.2 Population

The population may include teacher educators working in teacher education institutions such as B.Ed. colleges, integrated teacher education programmes, university departments of education, and other recognized teacher preparation institutions.

7.3 Sample

A stratified random sample may be selected from government, aided, and private teacher education institutions to ensure representation from different institutional types and locations.

7.4 Tools for Data Collection

A structured questionnaire using a five-point Likert scale may be developed to measure teacher readiness across the six dimensions. The questionnaire can be supplemented by interviews or focus group discussions for qualitative insights.

7.5 Statistical Techniques

The following techniques may be used:

- Mean and standard deviation
- t-test and ANOVA
- Pearson correlation
- Multiple regression
- Reliability testing using Cronbach's alpha

7.6 Suggested Variables

Variable	Sample Indicators
Policy awareness	Knowledge of NEP 2020 teacher education provisions
Pedagogical readiness	Use of active, experiential, and inclusive pedagogy
Technological readiness	Ability to use digital tools and blended learning methods
Professional readiness	Participation in CPD and reflective professional growth
Institutional support	Availability of infrastructure, mentoring, and leadership
Overall readiness	Confidence in implementing NEP 2020 reforms

8. Analysis and Discussion

The policy analysis and literature propose that teacher preparation is a determining factor to the implementation of NEP 2020. Although the policy offers an excellent structure of reform, the implementation in the institutions of teacher education is subject to the real willingness of the teacher educators. Policy awareness is one of the key issues. Members of the faculty might be familiar with NEP 2020, but more knowledge works need to be applied to specific reforms, including multidisciplinary teacher education, four-year integrated B.Ed. programmes, competency-based curriculum and standards-based professional growth (Ministry of Education, 2020).

Another key issue is pedagogical preparedness. NEP 2020 anticipates teacher educators to exemplify the same pedagogical change that they desire in school education. These involve learning by doing inclusive methods, critical thinking, flexibility and multidisciplinary practice. Unless teacher educators adopt new methods of imbuing the spirit of the policy, the future teachers might fail to internalize it using the traditional teaching methods.

It is also important that it is technologically ready. NEP 2020 promotes online learning, online courses and utilisation of e-learning tools. Kohli et al. (2025) demonstrate that digital readiness at the institution level is based not solely on the skills of individuals, but also on the institutional systems and resources. Thus, the institutions need to invest in the infrastructure and in their preparation of the faculty.

The main predictor of readiness is the institutional support. Studies of the educational reform have repeatedly indicated that the educators are more inclined to introduce change when the leadership is supportive, resources are accessible, and an opportunity to engage in the collaborative learning is provided (Gordon et al., 2023). This implies that teacher preparedness cannot be narrowed down to a personality factor. It is influenced by the academic culture, governance, mentoring, and exposure to professional learning.

Implementation is also focused on professional development. NEP 2020 demands a life-long professional growth and considers teacher development a permanent process (Ministry of Education, 2020). NCTE (2021) also builds on the standards-based development based on the professional knowledge, values, and practice. Institutions which consider faculty development a sustained priority would be more willing.

Therefore, teacher readiness can be considered as a systemic and developmental phenomenon. It captures the interplay of the policy knowledge, professional capability, self-efficacy, and organizational ecology. In the absence of this preparedness, NEP 2020 can be a policy dream and not a reality change.

9. Findings

Based on the review and conceptual analysis, the following findings emerge:

1. Teacher readiness is a multidimensional construct involving policy, pedagogy, technology, assessment, professionalism, and institutional support.
2. Policy awareness is necessary but not sufficient; implementation also requires practical competence and confidence.
3. Institutional support significantly shapes readiness by influencing resources, mentoring, and leadership.
4. Technological preparedness is a major requirement for NEP 2020 implementation in teacher education institutions.
5. Continuous professional development is essential for sustaining readiness and promoting reform-oriented practice.

10. Suggestions

1. Teacher education institutions should organize regular orientation programmes on NEP 2020 for all teacher educators.
2. Faculty development programmes should focus on pedagogy, assessment reform, digital teaching, and multidisciplinary curriculum design.
3. Institutional leaders should establish NEP implementation cells for planning, monitoring, and support.
4. Collaborative partnerships with schools, universities, DIETs, and regulatory bodies should be strengthened.
5. Periodic readiness assessments should be conducted to identify institutional gaps and guide improvement efforts.

11. Conclusion

The implementation of NEP 2020 in teacher education institutions requires readiness on the part of the teachers who are to be involved in the process. Teachers and teacher educators are put at the core of the change in the policy and are required to approach multidisciplinary knowledge, competency-based learning, inclusive pedagogy, integration of technology and ongoing professional development. In this paper it has been revealed that readiness is not just an individual desire to receive the reform; it is a multidimensional state predetermined by the awareness, competence, self-efficacy and institutional support.

The success of NEP 2020 is determined by the ability of institution of teacher education to prepare faculty members so that the vision of the policies is translated to curricular and pedagogical action. Particularly significant in this process is professional development, digital preparedness, strong leadership, and growth mechanisms that are standards-based. Hence, preparedness should be a strategic concern of institutions, as well as policymakers. NEP 2020 can be an actual tool of change as opposed to remaining a policy statement when teacher educators are ready and prepared to take it.

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