



STATUS OF A TEACHER IN THE LIGHT OF NEP-2020

Panchugopal Dhara

RESEARCH ARTICLE



Author Details:

Guest lecturer in Education,
Bibhutibhushan govt. P.T.T.I College,
Bangaon, West Bengal, India

Corresponding Author:

Panchugopal Dhara

Abstract

In the Indian education system teachers are the mainstay of quality education. The success of a country's education system depends on skilled, trained and motivated teachers. The National Education Policy (NEP)2020 has set important policies to restructure the role and position of teachers. The main objective of this policy is to make the education system modern, inclusive and competency-based. This research paper focuses on the competency, training, professional development and social status of teachers in the light of NEP-2020. The study has reviewed various government policies, education reports, research articles and social literature on education using qualitative research methods. The results of the study indicate that NEP 2020 has given special emphasis on empowerment, training, professional development and social status of teachers.

DOI:

<https://doi.org/10.70096/tssr.260405024>

Keywords: *National Education Policy (NEP), Teacher, Education Policy, Professional Development, Social Status*

Introduction

Education is one of the primary components of human societal development. It serves as the foundation for social, cultural, economic, and political progress. The principal architects of this educational system are the teachers. The success of the educational system depends, to a large extent, upon the teachers' sense of responsibility, competence, and professional dignity. In Indian society, teachers have traditionally been accorded a highly esteemed position. In the educational system of ancient India, the *Guru-Shishya* tradition the lineage of teacher and disciple was a matter of paramount importance. Under the *Gurukul* system of education prevalent in ancient India, the teacher served as a guide in the lives of their students. They imparted not only knowledge derived from textbooks but also lessons in morality, religious values, and social conduct.

However, in the modern era, the education system is undergoing significant transformation. In contemporary times due to advanced technology, modern pedagogical methods, various administrative pressures, the imposition of excessive responsibilities on teachers, and a lack of adequate training the social and professional status of teachers has, in many instances, diminished. Against this backdrop, the Government of India has introduced the National Education Policy 2020, thereby taking significant measures aimed at restoring the dignity of teachers and enhancing the quality of the education system.

This policy asserts that the quality of an education system can never exceed the quality of its teachers. Consequently, emphasis has been placed on enhancing teachers' competence, professional development, training, autonomy, and social status. Furthermore, one of the primary objectives of the National Education Policy 2020 is to establish an educational ecosystem in which teachers serve not merely as disseminator of knowledge, but as guides fostering the development of students' creativity, critical thinking, and values

Objectives of the Study

1. To analyze the status of teachers in light of the NEP 2020.
2. To evaluate the role of the NEP 2020 in the advancement of education.
3. To analyze the professional development and training mechanisms for teachers.
4. To identify the challenges faced by teachers in the implementation of the NEP 2020.

Research Questions

1. What role does NEP 2020 play in enhancing the professional status of teachers?
2. What are the major changes introduced by this policy in the field of teacher education?

3. How does NEP 2020 assist in the training and skill development of teachers?
4. What challenges may arise during the implementation of NEP- 2020?

Review of Literature

Kothari D. S. (1966), In his Education Commission Report noted that the improvement of the education system depends on the quality of its teachers. This Commission placed particular emphasis on teacher training and on enhancing their professional status. Ganai, N.A, & Dar, R.A. (2021), *'Importance of NEP 2020 for Changing Role of Teacher Educators*. According to Ganai & Dar argued that, in order to enhance the quality of education, the NEP 2020 stresses the improvement of teacher education, pedagogical proficiency, and professional competence. Kumar A. (2022), *"Impact of New Education Policy 2020 on Higher Education"* In his study, Kumar analyzed the impact of the National Education Policy 2020 on higher education. He notes that the emphasis placed on skills-based education, a multidisciplinary approach, and teacher preparation marks a significant departure from previous policies. However, he observes that while plans for structural reforms in teacher education exist, evidence-based data regarding their actual impact at the grassroots level remains limited. Sharma, Y. (2022), *'Teacher Education Reforms under National Education Policy 2020: Opportunities and Challenges'* Sharma in his research paper demonstrated that this policy proposes the introduction of a four-year integrated B.Ed. course to elevate the quality of teacher training. Peng, Z.(2023), *"Changing Role of Teachers in Modern Education"*. In his research, noted that the policy aims to create opportunities for teachers to focus more intently on their teaching duties by reducing their administrative workload. Gupta, A., & Pal, S. (2023), *National Education Policy 2020 And Teacher Responsibilities: An Analysis*. According to Gupta & Pal Pointed out that, under the NEP 2020, teachers are regarded as the most critical agents of change within the process of educational reform. Amin. R. (2025), *"Impact Of Nep On Teacher Education In India: Implementation Challenges And Opportunities 2020."* In his research, Amin analyzed the impact of the New NEP on teacher education in India. The study reveals that while the policy proposes various reforms to enhance the quality of teacher education, infrastructural constraints, a lack of training, and administrative challenges persist in its implementation. Nevertheless, through proper planning and effective execution, there exists significant potential for improving the quality of teacher education.

Methodology

Qualitative research methods have been employed in this study.

Sources of Data: Data for this research was collected from relevant government education reports, Policy documents related to NEP 2020, Books on education, Research journals and articles and academic publications.

Method of Analysis: The data in this study has been analyzed using the content analysis method.

Status of Teachers According to NEP-2020

The *"status of teachers"* refers to assigning teachers a central and dignified role within the education system one in which they function not merely as instructors, but as guides for the holistic development of students, researchers, and builders of society. John Dewey emphasized the active role of the teacher in the educational process. According to him, education is a social process, and the teacher serves as a guide within this process. The status of teachers is briefly explained below, in light of the National Education Policy 2020.

Teachers as the Central Focus of the Education Systems: According to the NEP 2020, teachers are the primary driving force of the education system. The role of teachers is indispensable in the mental, social, and intellectual development of students.

New Framework for Teacher Education: As per the NEP 2020, a four-year integrated B.Ed. course has been made mandatory for aspiring teachers in the future. This initiative aims to produce high-quality teachers, enhance subject-specific expertise, and foster a research-oriented mindset.

The Teacher as a Facilitator of Learning: In the traditional education system, teachers were viewed primarily as the sole providers of knowledge; however, in modern educational philosophy, teachers are regarded as facilitators of learning. According to the NEP 2020, a teacher is expected to assist students in developing critical thinking, creativity, and problem-solving skills.

Teacher Autonomy: Under the National Education Policy (NEP) 2020, 'Teacher Autonomy' refers to the professional freedom to select classroom teaching methodologies, implement the curriculum, determine assessment methods, and employ innovative pedagogical approaches tailored to the specific needs of students. Its objective is to foster teachers' creativity and ensure their active engagement in utilizing novel teaching techniques including project-based and technology-enabled learning as well as in facilitating the socio-emotional development of students. In essence, the NEP 2020 seeks to leverage this autonomy to position teachers not merely as *'Functional Operatives'* but rather as *'Active Decision-Makers'* dedicated to enhancing the quality of education.

According to the National Education Policy (NEP) 2020, the key aspects of teacher autonomy are –

- 1. Methodological Freedom:** Teachers may select the best teaching methods based on their own professional judgment.
- 2. Curriculum Flexibility:** Within the framework of the curriculum, teachers are granted the freedom to choose subject content or teaching strategies.
- 3. Assessment System:** The authority to employ their own methods for the continuous assessment of students, extending beyond conventional examinations.
- 4. Professional Development:** Teachers are provided with opportunities to play an active role in their own training and career mapping, in accordance with their specific needs.

Continuous Professional Development (CPD): The NEP 2020 places special emphasis on the *Continuous Professional Development* of teachers. The policy outlines a system for continuous professional development, requiring teachers to undergo a minimum of 50 hours of training annually. Through this training, teachers can acquire skills related to the use of modern technology, new pedagogical approaches, research methodologies, and more.

Service Environment And Culture: To enhance the quality of the modern education system, alongside improvements in curriculum and infrastructure, there is a need for a supportive and positive work environment for teachers. Recognizing this imperative, the National Education Policy 2020 places special emphasis on fostering an improved service environment and culture for teachers. The policy stipulates that a positive and collaborative work environment must be created for teachers, enabling them to teach creatively and allowing all stakeholders including teachers, students, parents, and headmasters to collectively form a collaborative learning community. The primary objectives of this approach are - To create a safe and supportive work environment for teachers, to foster a collaborative culture within the school, ensure teachers' professional autonomy, minimize unnecessary administrative tasks, and provide opportunities for enhancing professional skills.

Merit-based Recruitment and Promotion: This policy prioritizes transparency in teacher recruitment, merit-based promotions, and performance-based evaluations.

Social Status of Teachers: The National Education Policy NEP 2020 places strong emphasis on enhancing the social status of teachers. It advocates for establishing teaching as a highly respected profession within society, minimizing unnecessary administrative burdens, and ensuring adequate remuneration and a conducive work environment for teachers.

National Professional Standards For Teachers (NPST): The *National Professional Standards for Teachers* serves as a framework or guideline for educators, defining the specific knowledge, skills, behaviors, and professional ethics that a teacher is expected to uphold. In essence, the National Education Policy (NEP) 2020 emphasizes the introduction of a rigorous, standardized framework the NPST to establish teachers as true '*professionals*' and to enhance the overall quality of education.

The NPST represents a modern approach to assessing and developing teachers' professional competence. Through this framework, specific standards are established for various aspects of the profession, including teacher recruitment, training, performance evaluation, student-centric pedagogy, the integration of technology, and career advancement. The NEP- 2020 stipulates that these standards will be formulated by the National Council for Teacher Education (NCTE), developed in collaboration with other educational institutions and subject-matter experts. These standards are scheduled to undergo a comprehensive review in 2030, followed by subsequent reviews every ten years thereafter. In the current educational landscape, the NPST is of paramount importance for several key reasons:

1. Enhancing Educational Quality: Currently, the quality of education varies significantly. The establishment of a specific professional standard will boost teachers' proficiency and elevate the overall qualitative standard of education. **2 Elevating the Status of the Teaching Profession:** A coherent and well-defined set of professional standards lends greater dignity and prestige to the teaching profession. **3. Evaluating Teacher Performance:** Based on these standards, teachers' professional performance will be subject to regular evaluation. Consequently, this will lead to an improvement in the quality of their work and encourage them to approach their teaching duties with greater responsibility. **4. Promotions and Salary Increments:** The NEP 2020 states that, in the future, teachers' promotions will no longer be determined solely by their length of service; instead, they will be based on their demonstrated skills, teaching quality, and overall professional performance. **5.The Need for Modern Pedagogical Methods:** In the contemporary era, the integration of technology and modern teaching methodologies within the education system has become increasingly prevalent. It is therefore imperative that teachers acquire proficiency in these areas. **6.Holistic Student Development:** Highly skilled and well-trained teachers play a pivotal role in fostering the holistic development of students nurturing their knowledge, skills, and values. Consequently, enhancing the professional standards of teachers is of critical importance. **7.An Education System of International Caliber:** Many developed nations across the globe have already established professional standards for their teaching workforce. The implementation of the NPST will ensure that India's education system aligns with and meets international benchmarks of excellence. **8. Enhanced Sense of Responsibility among Teachers:** NPST fosters a greater sense of responsibility and accountability among teachers.

Challenges in Implementations

The NEP 2020 represents a visionary strategy for the field of teacher education; however, its implementation has given rise to various procedural and institutional challenges that are neither consistent nor effective across India. These issues highlight a profound disconnect between policy expectations and actual operational realities within teacher education institutions. Based on a review of various research papers and an objective-oriented analysis, the key challenges are outlined below -

Problems regarding infrastructural and institutional preparedness: Most teacher-training institutions suffer from a lack of adequate physical and pedagogical infrastructure. Currently, the majority of these institutions lack state of the art facilities such as ICT-enabled classrooms, laboratories for practical learning, interdisciplinary learning amenities, and well-equipped libraries. These limitations may hinder the seamless adoption and implementation of the four-year integrated B.Ed. program and the process of training practice-oriented teachers.

Lack of Qualified and Multidisciplinary Teachers: The successful implementation of the NEP 2020 necessitates teacher educators who possess profound knowledge in pedagogy, psychology, digital education, effective teaching strategies, and research. However, many teacher-education institutions are currently facing a severe shortage of faculty members. Factors such as limited recruitment budgets, a lack of professional development opportunities, and the absence of teachers proficient in diverse subject areas are undermining the quality and depth of curricula aligned with the National Education Policy.

The Digital Divide and a Lack of ICT Proficiency: A significant disparity exists between urban and rural areas regarding digital education. The emphasis placed by this policy on digital learning methodologies is facing criticism due to the widespread disparities specifically concerning internet connectivity, the availability of digital devices, and digital infrastructure that prevail, particularly within teacher education institutions in rural and tribal regions. Furthermore, many teacher educators lack confidence in utilizing ICT or information technology tools, or have not received adequate training in this regard, thereby limiting the potential for blended and technology-driven teacher education.

Budgetary Limitations and Inadequate Financial Support: Implementing the reformative measures of the New NEP requires massive investment in digital tools, infrastructure development, teacher training and the expansion of research facilities. Nevertheless, due to financial constraints, most states across both public and private sectors have seen a slowdown in the processes of curriculum reform, resource mobilization, and the enhancement of educational quality.

Sluggish Administrative Processes: Although the New NEP aims to establish a coherent and streamlined governance structure, institutions are still required to navigate through multiple administrative tiers including the NCTE, SCERT, universities, state councils, and various government departments. Consequently, ambiguities in guidelines or bureaucratic delays breed confusion and slow down the processes of approving educational programs, granting recognition, and restructuring curricula.

The Slow Transformation of Curriculum and Pedagogy: Transitioning away from a purely lecture-based approach toward a skills-based, experiential, and constructivist pedagogy is a formidable task. In several states, the process of curriculum revision is extremely time-consuming, and the essential prerequisites for practical learning are not adequately implemented. In the absence of a well-planned and thoughtfully designed pedagogical framework, this transition toward modern teaching methodologies can never prove fruitful.

Poor Research Environment At TEIs: The research culture within teacher-education institutions (TEIs) specifically regarding necessary funding and the quality of instruction on research methodologies is extremely poor. Prospective teachers typically lack adequate opportunities to familiarize themselves with action research methodologies. Consequently, the core objective set forth by the New NEP to cultivate teachers endowed with an inquisitive mindset is undermined, and the foundation for thoughtful and professional practice among teachers is weakened.

Disparities Within And Across States: Significant inequalities exist among various states regarding the level of preparedness, administrative commitment, and resource availability. While some institutions have already launched integrated education programs, many others remain merely at the planning stage. These disparities in implementation and adoption give rise to regional inequalities. Inconsistencies emerge in the quality of educational programs, and the impact of reformative measures becomes fragmented and disjointed.

Findings

The following points have become evident through the research:

1. NEP 2020 emphasizes the restoration of the dignity of teachers.
2. Teachers have been recognized as the primary driving force of the education system.
3. A new framework has been proposed for teacher training and professional development.
4. The autonomy and creativity of teachers have been enhanced.
5. Teachers have been granted freedom in their teaching practices.

Conclusion

In conclusion, it can be stated that the National Education Policy (NEP) 2020 has redefined the position of teachers within the Indian education system. Under this policy, teachers are regarded as the primary driving force of education, and special emphasis has been placed on their professional development, training, transparent recruitment, and the improvement of their working environment. Consequently, the potential for enhancing the quality of the education system has significantly increased. However, the successful implementation of this policy necessitates proper planning, adequate resources, and effective administrative initiatives. If implemented correctly, the National Education Policy 2020 will elevate the social, economic, and professional status of teachers, thereby rendering the country's overall education system more robust and modern.

Acknowledgment: No

Author's Contribution: *Panchugopal Dhara:* Data Collection, Literature Review, Methodology, Analysis, Drafting, References

Funding: No

Declaration: The author/s has/have given consent for the publication.

Competing Interest: No

References

1. Amin, R. et al. (2025), 'Impact On Nep 2020 On Teacher Education In India: Implementation challenges and Opportunities', <http://dx.doi.org/10.21474/IJAR01/22271>

2. Batra, P. (2020), "NEP2020: Undermining the Constitutional Education Agenda?" in.sagepub.com/journals-permissions-india DOI:10.1177/0049085720958809 journals.sagepub.com/home/sch
3. Dixit.M.et al. (2025), "Teacher Education in India: An analysis in the context of the National Education Policy2020" <https://doi.org/10.5281/zenodo.17310817>
4. Dsilva, G. (2025), " Implementation of NEP 2020: Challenges and Opportunities in Teacher Education" www.ijarset.co.in
5. Ganai, N. A., & Dar, R. A .2021, "Importance of NEP 2020 for Changing Role of Teacher Educators", DOI :10.17051/ilkonline.2021.01.847
6. J.P. Naik Education and Development in India, <https://doi.org/10.1007/BF02199016>
7. Kothari. D.S. (1966), Education Commission Report.
8. Kumar, A. (2022), "Impact of New Education Policy 2020 On Higher Education", www.aiirjournal.com Ministry of education India (2020). National Education Policy (NEP)2020. Government of India.https://www.mhrd.gov.in/sites/default/files/NEP_Final_English_0.pdf
10. National Council for Teacher Education (NCTE). (20210). Teacher Education Guidelines Under NEP 2020. <https://ncte.gov.in>
11. Peng. Z.(2023), "Changing Role of Teachers in Modern Education System", DOI: 10.54097/ijeh.v8i2.7758
12. Sharma, R., & Pandey, A. (2021), "Teacher Professional Development and NEP 2020: An Analysis". Journal of Education and Development, <https://doi.org/10.36676/jrps.v16.i2.264>
13. Sharma, Y. (2022). "Teacher Education Reforms under National Education Policy 2020: Opportunities and Challenges".

Publisher's Note

The Social Science Review A Multidisciplinary Journal remains neutral with regard to jurisdictional claims in published data, map and institutional affiliations.

©The Author(s) 2026. Open Access.

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>