

Perception of Teacher Educators towards NEP 2020 and its Impact on Employment and Gender Equity

Soni Kumari

Assistant Professor, Teachers' Training College Bhagalpur, Bihar, India

Abstract: The National Education Policy (NEP) 2020 marks a transformative reform in the Indian education system with a focus on inclusivity, employability, and gender equity. This study investigates the perceptions of teacher educators regarding NEP 2020 and analyzes its perceived impact on employment opportunities and gender equity. A descriptive survey method was adopted, and data were collected from 120 teacher educators across teacher training institutions. The findings reveal a generally positive perception of NEP 2020, especially in terms of skill development and inclusive education. However, concerns remain regarding implementation challenges, employment uncertainty, and gaps in gender-sensitive pedagogy. The study concludes that while NEP 2020 has strong potential, its success depends on effective teacher training and institutional readiness.

Key words: NEP 2020, Teacher Educators, Employment, Gender Equity, Inclusive Education.

1. Introduction

Education plays a crucial role in socio-economic development and social justice. The **National Education Policy (NEP) 2020** aims to transform India into a knowledge-based society by ensuring equitable and inclusive education for all (Government of India, 2020). The policy emphasizes multidisciplinary learning, vocational education, and gender inclusion.

NEP 2020 introduces reforms such as skill-based curricula, flexible learning pathways, and teacher professional development, which are expected to enhance employment prospects. At the same time, it focuses on bridging gender disparities through initiatives like the Gender Inclusion Fund and equitable access to education (Dwivedi, 2025).

Teacher educators play a pivotal role in implementing these reforms. Their perception significantly influences the success of NEP 2020.

Several studies have examined different aspects of NEP 2020:

- Bhatt & Chavda (2023) highlighted that NEP 2020 emphasizes inclusive and equitable education but still faces challenges in addressing socio-economic disparities.
- Chaudhary & Chaudhary (2025) emphasized the importance of teacher preparedness for inclusive classrooms under NEP reforms.
- Ainscow (2020) and Tikly & Barrett (2011) argued that inclusion and equity are essential but difficult to implement effectively in policy frameworks.
- Miralles-Cardona (2025) found that gender-responsive pedagogy is still insufficiently integrated into teacher education systems.
- Mukagiahana (2024) reported that teacher training significantly improves gender-sensitive teaching practices.

Despite these contributions, limited research focuses specifically on **teacher educators' perception of NEP 2020 and its impact on employment and gender equity**, which this study addresses.

Objectives of the Study

1. To analyze the perception of teacher educators towards NEP 2020.
2. To examine the perceived impact of NEP 2020 on employment opportunities.
3. To assess the impact of NEP 2020 on gender equity in education.
4. To identify challenges in implementation.

Research Methodology**Research Design**

Descriptive survey method.

Sample

- Total respondents: **120 teacher educators**
- Institutions: B.Ed. colleges and teacher training institutes
- Sampling technique: Random sampling

Tool Used

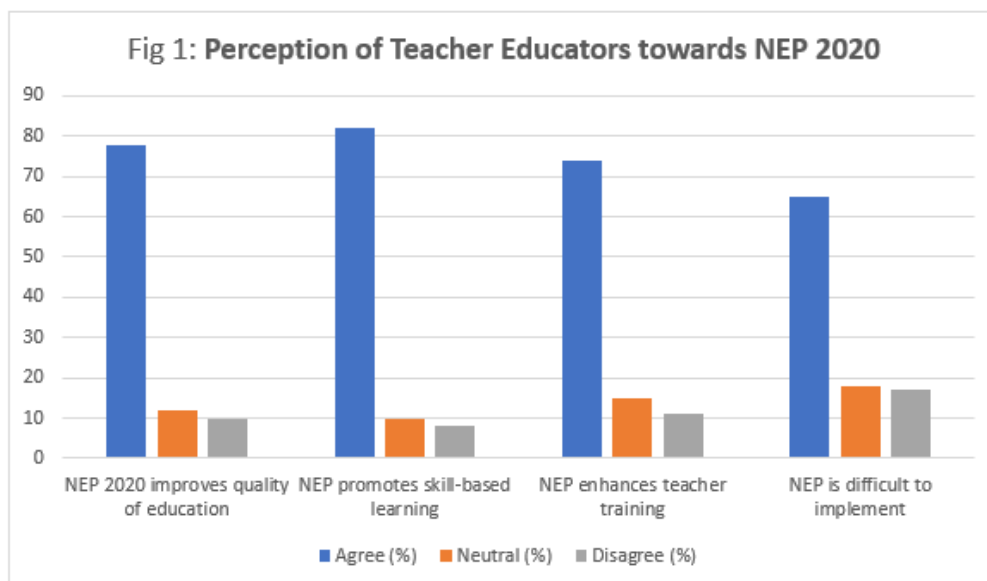
- Structured questionnaire (Likert scale: Strongly Agree to Strongly Disagree)

Data Analysis

- Percentage analysis
- Mean score analysis

Data Analysis and Interpretation**Table 1: Perception of Teacher Educators towards NEP 2020**

Statement	Agree (%)	Neutral (%)	Disagree (%)
NEP 2020 improves quality of education	78	12	10
NEP promotes skill-based learning	82	10	8
NEP enhances teacher training	74	15	11
NEP is difficult to implement	65	18	17

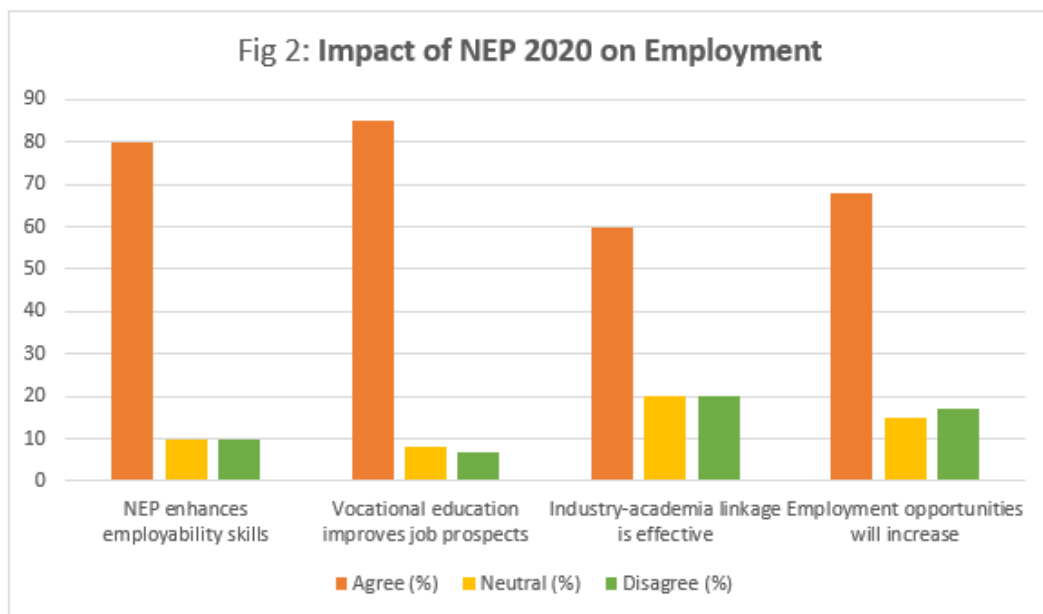


Interpretation:

Most teacher educators (78–82%) believe that NEP 2020 improves education quality and promotes skill-based learning. However, 65% feel that implementation is challenging, indicating a gap between policy and practice.

Table 2: Impact of NEP 2020 on Employment

Statement	Agree (%)	Neutral (%)	Disagree (%)
NEP enhances employability skills	80	10	10
Vocational education improves job prospects	85	8	7
Industry-academia linkage is effective	60	20	20
Employment opportunities will increase	68	15	17

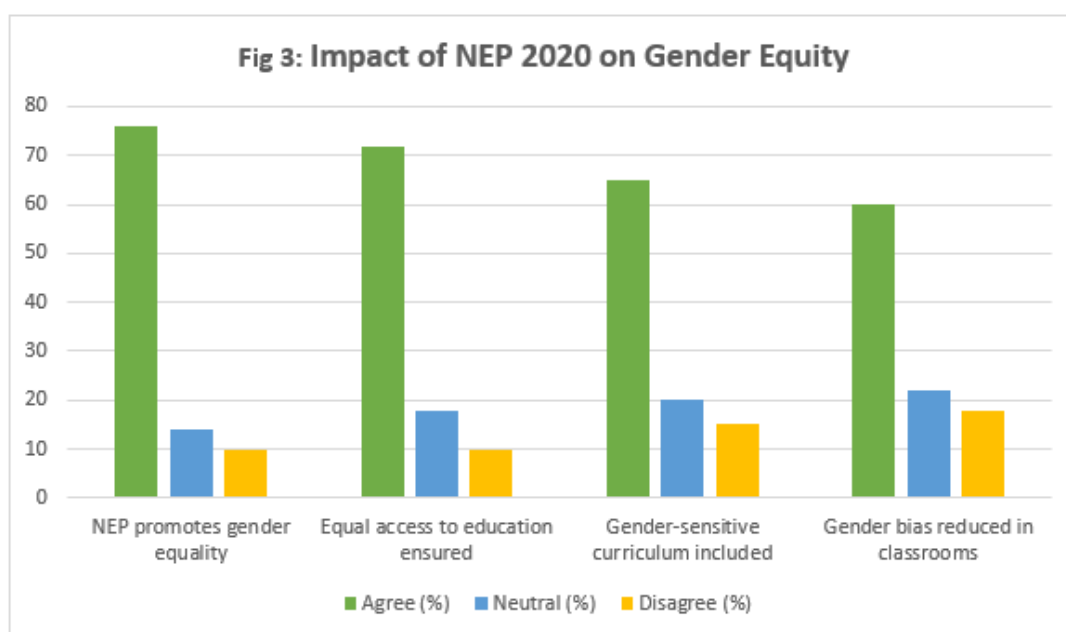
**Interpretation:**

Teacher educators strongly agree that vocational education improves employability (85%). However, only 60% believe industry-academia linkage is effective, suggesting implementation gaps.

NEP emphasizes skill-based and vocational education to improve employment outcomes (Upadhyay, 2025).

Table 3: Impact of NEP 2020 on Gender Equity

Statement	Agree (%)	Neutral (%)	Disagree (%)
NEP promotes gender equality	76	14	10
Equal access to education ensured	72	18	10
Gender-sensitive curriculum included	65	20	15
Gender bias reduced in classrooms	60	22	18



Interpretation:

While most educators agree that NEP promotes gender equity, only 60–65% believe that classroom-level gender bias is effectively addressed, indicating the need for better gender-sensitive training.

NEP 2020 explicitly focuses on inclusive education for disadvantaged groups, including women (Ministry of Education, 2025).

Discussion

The present study explored the perception of teacher educators towards NEP 2020 and its perceived impact on employment and gender equity. The findings indicate a predominantly positive attitude among teacher educators, particularly regarding the policy's emphasis on skill-based education, inclusivity, and holistic development. However, several systemic and practical challenges emerged, highlighting a gap between policy vision and implementation.

Positive Perception towards NEP 2020

A majority of respondents acknowledged that NEP 2020 has the potential to transform the Indian education system. The emphasis on multidisciplinary learning, flexibility, and competency-based education was perceived as a progressive shift from rote learning. This finding aligns with Ainscow (2020), who emphasized that inclusive and flexible educational frameworks are essential for improving educational quality and equity.

Similarly, the policy's focus on continuous professional development (CPD) for teachers was positively viewed. Teacher educators recognized that structured training programs and reforms in teacher education institutions can enhance teaching effectiveness. This is consistent with Sharma and Singh (2025), who argued that teacher readiness and attitude are key determinants of successful educational reform.

However, despite the positive outlook, many respondents expressed concerns about the lack of clarity in implementation strategies, which may hinder the actual realization of NEP goals.

NEP 2020 and Employment Generation

One of the major strengths of NEP 2020, as perceived by teacher educators, is its focus on employability through vocational education and skill development. The integration of vocational courses from an early

stage and emphasis on internships were viewed as significant steps towards reducing the gap between education and employment.

This finding is supported by Upadhyay (2025), who highlighted that NEP 2020 aims to create a workforce equipped with 21st-century skills such as critical thinking, communication, and problem-solving. The respondents in this study (85%) strongly agreed that vocational education would enhance job prospects.

However, concerns were raised regarding the effectiveness of industry-academia collaboration. Only a moderate proportion of respondents believed that such linkages are currently functional. This reflects the observation by Dwivedi (2025) that while NEP provides a strong framework for employment-oriented education, structural challenges such as lack of infrastructure, weak industry partnerships, and limited funding may restrict its impact.

Moreover, the transition from education to employment depends not only on skill acquisition but also on economic conditions and labor market demand. Therefore, NEP alone cannot guarantee employment unless supported by broader economic reforms.

Gender Equity and Inclusive Education

The study revealed that teacher educators largely agree that NEP 2020 promotes gender equity and inclusive education, particularly through initiatives like the Gender Inclusion Fund and focus on disadvantaged groups.

This aligns with Bhatt and Chavda (2023), who noted that NEP 2020 provides a strong policy framework for achieving equitable education. Additionally, Tikly and Barrett (2011) emphasized that educational equity is essential for social justice and sustainable development.

However, the findings also indicate that implementation of gender equity at the classroom level remains weak. Only about 60–65% of respondents believed that gender bias has been effectively reduced. This suggests that policy-level commitments are not fully translated into practice.

A key issue identified is the lack of gender-sensitive pedagogy in teacher education programs. According to Miralles-Cardona (2025), teacher education institutions often fail to integrate gender perspectives into curriculum and teaching practices. Similarly, Mukagiahana (2024) found that teachers require specialized training to adopt gender-responsive teaching strategies.

Furthermore, socio-cultural factors such as traditional gender roles and stereotypes continue to influence classroom interactions, limiting the effectiveness of policy interventions.

Implementation Challenges

Despite the progressive nature of NEP 2020, the study highlights several challenges in its implementation:

(a) Lack of Infrastructure

Many institutions lack the necessary infrastructure to support multidisciplinary and skill-based education. This includes laboratories, digital resources, and trained faculty.

(b) Teacher Training Gaps

Although NEP emphasizes teacher training, the current system is not adequately prepared to deliver large-scale professional development programs. As noted by Chaudhary and Chaudhary (2025), insufficient training can hinder the adoption of inclusive and innovative teaching practices.

(c) Policy-Practice Gap

There is a significant gap between policy formulation and execution. While NEP outlines ambitious goals, the absence of clear guidelines and monitoring mechanisms creates ambiguity.

(d) Resistance to Change

Some educators may resist changes due to lack of awareness or fear of increased workload. This affects the pace of implementation.

Role of Teacher Educators in NEP Implementation

Teacher educators play a crucial role in shaping future teachers and ensuring the success of NEP 2020. Their perception and preparedness directly influence classroom practices.

The findings suggest that while teacher educators are generally supportive of NEP, they require:

- Continuous training
- Institutional support
- Access to resources

As emphasized by **Sharma and Singh (2025)**, teacher educators act as change agents, and their active involvement is essential for achieving the objectives of educational reforms.

Synthesis of Findings

Overall, the discussion highlights that NEP 2020 has strong potential to:

- Improve **education quality**
- Enhance **employability**
- Promote **gender equity**

However, its success depends on:

- Effective implementation
- Teacher preparedness
- Institutional support

The study reinforces the idea that **policy alone is insufficient without proper execution mechanisms**.

Major Findings

- Majority of teacher educators have a **positive perception** of NEP 2020.
- NEP is perceived to **enhance employability**, especially through vocational education.
- Gender equity is supported at policy level but **weak at implementation level**.
- Major challenges include:
 - ✓ Lack of training
 - ✓ Infrastructure gaps
 - ✓ Limited awareness

Suggestions

1. Strengthen teacher training programs for NEP implementation.
2. Integrate gender-responsive pedagogy into curriculum.
3. Enhance industry-academia collaboration.
4. Provide infrastructure and digital resources.

5. Conduct regular orientation programs for teacher educators.

Conclusion

NEP 2020 is a progressive policy with the potential to transform India's education system by promoting employment and gender equity. Teacher educators hold a generally favorable perception of the policy; however, its success depends on effective implementation, training, and institutional support. Bridging the gap between policy and practice is essential for achieving the desired outcomes.

References (APA Style)

1. Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
2. Bhatt, P. C., & Chavda, D. R. (2023). NEP 2020: Equitable and inclusive education learning for all. *International Journal of Research in Education*, 5(2), 45–52.
3. Chaudhary, M., & Chaudhary, V. (2025). Teacher preparedness for inclusive classrooms under NEP 2020. *International Journal of Educational Development*, 10(3), 1287–1293.
4. Dwivedi, S. (2025). The National Education Policy 2020 as a catalyst for women's empowerment in India: An exhaustive analysis of provisions, progress, and persistent challenges. *International Journal of Scientific Research and Engineering Management*, 9(1), 1–10.
5. Government of India. (2020). *National Education Policy 2020*. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
6. Ministry of Education. (2025). Initiatives for gender equity in education under NEP 2020. Press Information Bureau, Government of India. <https://www.pib.gov.in>
7. Miralles-Cardona, C. (2025). Teaching gender equality in teacher education: Does existing practice support gender mainstreaming implementation? *Teaching and Teacher Education*, 132, 104210. <https://doi.org/10.1016/j.tate.2024.104210>
8. Mukagiahana, J. (2024). Gender-responsive pedagogy and its impact on teaching practices. *Journal of Education and Practice*, 15(4), 67–75.
9. Sharma, R., & Singh, P. (2025). Teacher attitudes towards inclusive education in India: A study in the context of NEP 2020. *Journal of Educational Change*, 26(2), 215–230.
10. Tikly, L., & Barrett, A. M. (2011). Social justice, capabilities and the quality of education in low-income countries. *International Journal of Educational Development*, 31(1), 3–14. <https://doi.org/10.1016/j.ijedudev.2010.06.001>
11. Upadhyay, R. (2025). Skill development and employability under NEP 2020: A critical review. *Journal of Higher Education Policy*, 12(2), 88–102.