



## NEP 2020: Evaluation of Faculty Preparedness and Pedagogical Barriers in Higher Education Institutions with reference to Pune city

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### ABSTRACT

National Education Policy (NEP) 2020 aims to reform the higher education landscape by providing comprehensive development facilities with flexible and practical learning structures. However, several challenges exist in terms of faculty preparedness and implementing pedagogical methods. Without a rigorous approach for faculty teaching development, the policy's goals may remain unattainable. The present research paper includes both Primary data and secondary data. The primary data is collected through structured questionnaires from various colleges in Pune city and is evaluated and discussed faculty preparedness and the challenges they face in implementing the policy.

### 1. INTRODUCTION:

The introduction of the National Education Policy (NEP) 2020 was driven by a core vision to transform India into a global knowledge hub. The policy brought a major restructuring of the Indian

educational system from primary to higher levels to make it a more accessible and flexible learning experience for students. Focusing on the higher education landscape, the NEP 2020 aims to promote multidisciplinary learning by blurring the boundaries of Science, Commerce or Arts with

flexible facilities, such as multiple entry and exit options for students. Not only that, the policy also focuses on technology integration in teaching, learning, and assessment. Most importantly, it emphasizes providing training to teaching faculty and delivering support for continuous professional development.

As more states are increasingly implementing the NEP 2020, one significant question that draws immediate attention is the level of readiness of faculty members and their implementation of new teaching approaches. Faculty members are among the major stakeholders to make the policy successful. Besides technological integration in teaching methods, pedagogical innovation and rigorous training for faculty are key areas to focus on.

Against this backdrop of the new educational policy and its innovative approaches to teaching methods, this study aims to assess the level of faculty preparedness and identify key pedagogical barriers, if any, to implementing the NEP 2020 within higher education institutions in India.

## **2. OBJECTIVES OF THE STUDY:**

1. To understand the concept of NEP 2020 and its reforms related to higher education.
2. To assess faculty awareness and preparedness.
3. To identify key pedagogical barriers faced in implementation.

## **3. REVIEW OF LITERATURE:**

The Union Cabinet of India started the NEP, 2020, on 29th July 2020, to outline the vision of India's new education system. Access, Equity, Quality, Affordability and Accountability are the five guiding pillars of NEP 2020. NEP 2020 has features of holistic development, multidisciplinary learning which allow the students to explore knowledge beyond their field. Its policy provides flexibility in curriculum design through implementation of Choice-based credit system, multiple entry-exit option, integration of vocational education and skills development-based learning.

Sawant Veena (2024) explains the importance of capacity building to make the NEP 2020 a successful implementation. By highlighting a core objective to focus on improving the employability level or vocational skills of students after completing their graduation, Sawant points out that student employability leads to national development. The author further emphasizes that capacity building should work on individual, institutional and societal levels. These three levels are interconnected in a way that they support one another, contributing to the overall development and positive learning outcomes for students, ultimately benefiting society as a whole.

Aggarwal Anchal's research paper titled <sup>[1]</sup>“Teacher Preparedness in the Era of NEP 2020: Challenges, Understanding, and the Role of Training” examines the overall awareness of teaching faculty about NEP 2020 and the problems they encounter during implementation. The author highlights a major problem for the teaching faculty: the existing gap between their policy knowledge and level of readiness for implementation. This is a key challenge that can restrict the positive outcome of the policy. As a suggested solution, Anchal emphasizes that professional development training sessions and systematic support for teachers in multidisciplinary learning are crucial to enhancing their teaching and learning processes.

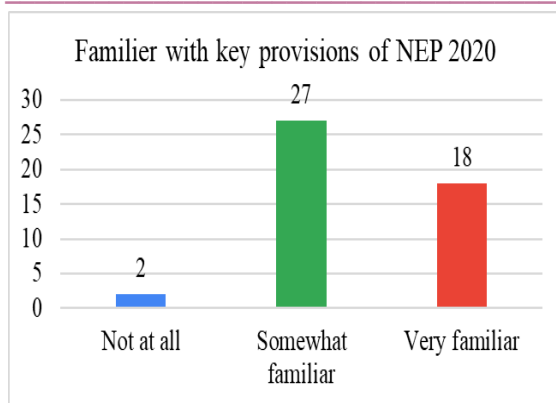
## **4. RESEARCH METHODOLOGY:**

For the purpose of the study, the researcher used both primary data and secondary data. The secondary data was collected from related articles, research papers, websites, etc. and the primary data was collected from 50 faculty members, through structured questionnaires, from various colleges in Pune city. The questionnaires were based on their awareness and understanding of NEP 2020, their confidence level and barriers facing in its implementation.

## **5. FINDING AND DISCUSSION:**

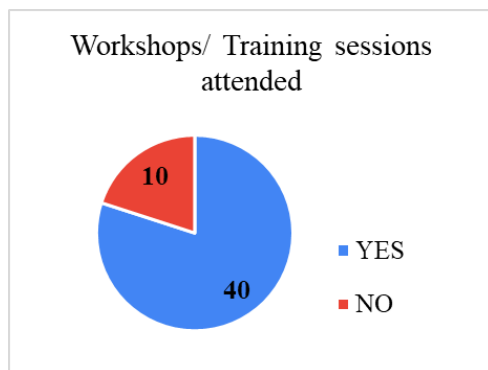
### **5.1: Awareness and Understanding:**

This section examines the awareness level of NEP 2020 among faculty members after the training.



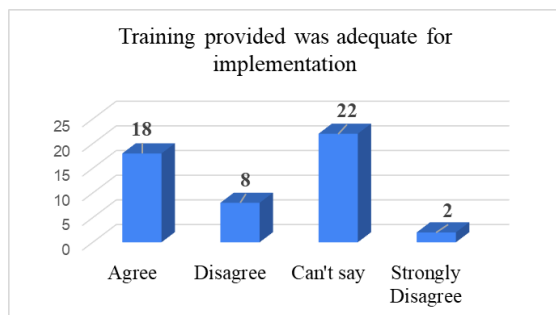
**Fig. 1: Familiar with the key provisions of NEP 2020**

Most faculty members are familiar and have a strong understanding of the key concepts of the NEP 2020. This means the majority of teaching faculty are aware of the primary vision and goals of the policy, aiming for the higher education landscape in India.



**Fig. 2: NEP-related Workshop/ Training session**

Asking about whether they have attended any training sessions related to the new policy, 80% of the faculty members attended a training session or workshop.

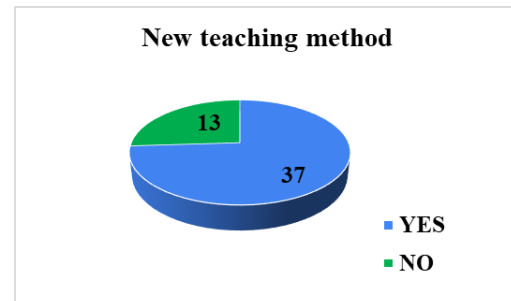


**Fig. 3: Adequate for implementation with existing training**

Responding to a question of whether the training was sufficient for successful implementation in the classroom, 44% of the respondents disagree. This indicates that, although they have a good conceptual understanding of the policy and attended the training, nearly half of the faculty members really can't say positively about the actual implementation.

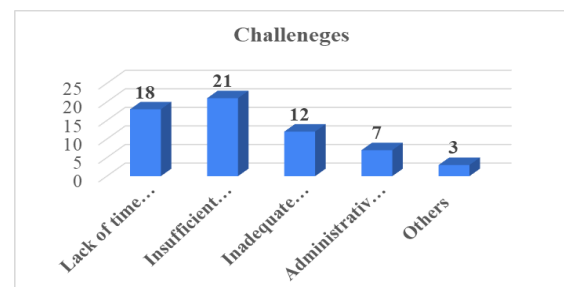
## 5.2: Pedagogical Barriers in Implementation

This section examines the existing barriers that faculty staff face when implementing teaching methods that align with the new policy.



**Fig. 4: Implementation of new teaching methods**

More than 70% of the faculty members have started experimenting with new teaching methods using an experiential, project-based and interdisciplinary approach in line with the NEP 2020 guidelines. It shows positive responses from the faculty in adapting to new teaching approaches and technological use.



**Fig. 5: Challenges/ barriers in implementation**

Despite their major efforts to implement the new policy effectively, faculty members still face challenges. Over 40% of the teachers find the training provided to them to be insufficient. More than 35% of them point out that the limited time for

preparation is a major challenge, along with insufficient training.

### 5.3: Evaluating Faculty Preparedness

**Table 1: Confidence level of NEP-aligned teaching practices**

| Scale (1 being not confident and 5 being highly confident) | No. of respondents |
|------------------------------------------------------------|--------------------|
| 1                                                          | 2                  |
| 2                                                          | 7                  |
| 3                                                          | 22                 |
| 4                                                          | 17                 |
| 5                                                          | 2                  |
| Total                                                      | 50                 |

Table 1 above shows the ratings of 1 to 5 given by the participants about their confidence level in the successful implementation of the policy. A majority, 31 out of 50 teachers, remain doubtful, despite 38% of them having a strong confidence in effectively implementing the policy.



**Fig. 6: Need for more NEP-related training sessions**

In answering the question of whether they are willing to attend more NEP-related workshops if offered, more than 60% of the faculty say that they will definitely join the training workshops. This highlights the desire of faculty members to learn more from training so that they are able to develop the right teaching approach that syncs with the new education policy.

### 6. Conclusion

Faculty members are one of the primary stakeholders for the successful implementation of the NEP 2020 since their teaching approaches and methods directly impact students' learning processes. Although several initiatives have been implemented, teaching faculty require more rigorous training and programs to boost their capacity and confidence. The availability of the right technology and comprehensive training programs can help faculty staff prepare for the massive undertaking and goals that the policy aims to achieve.

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