

Creation of Globally Competent Teachers in the Light of National Education Policy (NEP) 2020: An Indian Perspective

Dr. Mukesh Kumar¹

Dr. Neeta Singh²

1. Lecturer College of Teacher Education(CTE) Gaya, Bihar

2. Assistant Professor, Department of Education A.N. College, Patna

Abstract

Educators are anticipated to prepare students to address complex global, cultural, technological, and ethical challenges in an increasingly interconnected world. India's National Education Policy (NEP) 2020 emphasises internationalisation, interdisciplinary learning, and the development of global competence within teacher education. Nonetheless, it remains unclear how these concepts are comprehended, implemented, and integrated into existing teacher education frameworks. Furthermore, there is a lack of comprehensive study about the contradictions between global educational frameworks and India's socio-cultural, institutional, and resource contexts. This study critically examines the concept of internationally competent teachers within the framework of NEP 2020 by analysing the policy's vision, foundational assumptions, and proposed revisions. It outlines conceptual shortcomings, practical challenges, and structural constraints that may hinder the achievement of internationally competent teacher preparation. The research utilises a conceptual and analytical approach rooted in policy analysis and a review of secondary literature. It asserts that while NEP 2020 provides a progressive framework, its effectiveness depends on local adaptability, institutional capability, and the availability of professional support networks. The report finishes by proposing solutions to address the divergence between policy objectives and classroom practise in cultivating teachers who are internationally competent while being culturally aware. **Keywords: NEP 2020, Teacher Education, Global Competence, Internationalization, Indian Knowledge System**

Introduction

interconnected environments. The Global Teaching Model and the Asia Society–OECD framework exemplify approaches that emphasise the significance of varied viewpoints, communicate information, skills, and attitudes such as effectively across cultures, and conduct critical thinking, intercultural empathy, responsible behaviours within and ethical global engagement for

educators aspiring to attain global competence. India's socio-cultural and institutional pluralism further complicates standardized approaches to global competence. Regional disparities in language, economic development, and institutional capacity mean that a uniform model of globally competent teaching may be neither feasible nor contextually appropriate (Kumar et al., 2025).

In teacher education, global competence is regarded as developmental, advancing along continua of knowledge, skills, and dispositions rather than being a static characteristic. Research underscores methodologies including the incorporation of cross-cultural content, experiential and collaborative initiatives, and deliberate contemplation of power dynamics, equity, and global interdependence to foster these competencies. NEP 2020 puts teachers at the heart of changes to education and suggests a complete overhaul of how teachers are trained. Some of the most important changes are that by 2030, the 4-year integrated B.Ed. will be the minimum qualification, there will be multidisciplinary universities and teacher education institutions, stronger practicum components, and National Professional Standards for Teachers. NEP 2020 puts teachers at the centre of changes in education and suggests a

complete overhaul of how teachers are trained. Some of the most important changes are that by 2030, the minimum qualification for teachers will be a four-year integrated B.Ed., universities and teacher education institutions will be more multidisciplinary, practicum components will be stronger, and there will be National Professional Standards for Teachers. The policy also stipulates that educators should receive continuous professional development, mentorship, and support from their schools to enhance the attractiveness and professionalism of the teaching career.

At the same time, it stresses the importance of Indian Knowledge Systems, multilingualism, constitutional values, and respecting India's cultural diversity in education. Several parts of NEP 2020 indirectly encourage the training of teachers who can work with people from all over the world. These include a focus on critical and creative thinking, inquiry-based and experiential teaching methods, digital and online learning, and learning about best practices and working with other academics from around the world. The policy's emphasis on multicultural and inclusive education—via mother-tongue instruction, awareness of marginalised groups, and appreciation of cultural pluralism—corresponds with global and

intercultural competence standards. Nonetheless, NEP 2020 fails to provide a clear definition of "global competence" for educators or to align this concept with specific standards, curriculum components, or assessment instruments in teacher education programs. In India, teacher education still has problems with uneven quality, lack of infrastructure, not enough teachers, and teaching methods that are focused on tests and lectures, especially in rural and private colleges. It is especially hard to put in place training that is globally focused, inquiry-based, and supported by technology in schools where there is little internet access, a lot of students per teacher, and a lot of old-fashioned ways of doing things. Parmigiani et al. (2022), states Multiple conceptual gaps become apparent while examining NEP 2020 in relation to the global competence literature. The policy integrates concepts of global citizenship, 21st-century skills, Indian civilizational values, and digital literacy, although it does not explicitly clarify how these elements collectively define a "globally competent" Indian educator.

Scholars of multicultural and pluralistic education argue that policies must go beyond superficial symbolic gestures towards diversity and directly address structural disparities, instructor

biases, and local power relations. The objectives of NEP 2020 for teachers to achieve global competence could remain only aspirational if sufficient funding, context-sensitive curriculum creation, and robust professional development aligned with well-defined global competence rubrics are not ensured. In argument to the alignment the paper contextualizes a globally competent teacher against two frameworks aswell (Global Teaching Model (GTM) and the Asia Society–OECD framework), tries to bring forth the contribution of NCERT in its effort to embed global competency through its multicultural programme that is one component of teacher training.

The paper demonstrates that global competence is not a singular or neutral construct, but rather a multidimensional and context-sensitive concept. It encompasses critical awareness, intercultural sensitivity, ethical responsibility, and action-oriented pedagogy.

Concept of Globally Competent Teachers

The concept of Globally Competent Teachers has acquired more significance as globalisation progresses, technological advancements develop, and nations become more interconnected. India's educational initiatives, particularly the National Education Policy (NEP) 2020,

regard teachers as more than mere conveyors of knowledge. They consider them as experts who assist students in their preparedness to succeed in a society that is global, multicultural, and knowledge-based.

Globally competent instructors are critical to achieving this goal.

A globally competent teacher possesses a thorough understanding of their subject matter, as well as awareness of global concerns, cultural diversity, and a wide range of perspectives from around the world. NEP 2020 underscores the need of equipping students with 21st-century abilities, including critical thinking, creativity, cooperation, communication, and ethical reasoning. Educators should include these abilities into the classroom to facilitate students' development into informed, responsible, and engaged global citizens. This aligns with India's commitment to fulfilling Sustainable Development Goal 4 (SDG-4), which seeks to ensure equal access to high-quality education and lifelong learning for all. From a policy perspective, globally competent educators possess awareness of and sensitivity to a diverse range of languages and cultures. NEP 2020 aggressively encourages multilingualism, instruction in students' native languages, and the preservation of cultural diversity. This approach allows

educators to comprehend the varied backgrounds of their students and to relate local knowledge frameworks to global ones. In this approach, students can acquire knowledge about the world while keeping faithful to Indian beliefs.

Global competence is characterised by an equilibrium between possessing a global outlook and maintaining strong ties to the local society. Another crucial aspect is professional competence and continual professional development (CPD). NEP 2020 states that teachers must be lifelong learners who are constantly learning new things about their subjects and how to teach them. Teachers can learn about best practises and innovative ideas in education from across the world by being digitally literate, utilising educational technology, and participating in national platforms such as DIKSHA and NISHTHA. This kind of experience enables them to develop learning environments that are learner-centered, inquiry-based, and experiential, as well as meeting global standards. Being globally competent as an educator also entails a sense of moral, social, and emotional responsibility. Laws stipulate that educators should instil in their students principles such as compassion for others, respect for human rights, responsible citizenship within a democracy, and the cultivation of

empathy. Engage pupils with pressing global concerns such as climate change, sustainability, public health, and social justice. This instils in them a sense of responsibility toward the world and its inhabitants. Teachers are also central to NEP 2020 since it recognises them as the most vital element in enhancing the quality of learning. Educators with global competence serve as leaders, role models, and collaborators, fostering classroom environments that are inviting and conducive to open dialogue, critical thinking, and the generation of innovative ideas. They do not solely provide education within schools; they also engage with communities and collaborate with international knowledge networks as part of their responsibilities.

Policies like NEP 2020 want to make sure that students can not only do well in school but also make a difference in a world that is becoming more globalised and connected. People who are teachers are said to be globally competent if they know how to work well in classrooms with students from different cultures, use technology, and are linked to the rest of the world. The teachers in this group teach their students about other cultures, make them think critically about global issues, and prepare them to be responsible citizens of the world.

These competencies include specialised knowledge in one's discipline, innovative teaching methodologies, proficiency in the application of technology, an awareness of ethical considerations and effective communication with individuals from diverse cultural backgrounds, adaptability, and the capacity for critical self-reflection on one's practises. It is crucial to acknowledge that global competence does not entail standardising all cultures. Instead, it involves the ability to connect local conditions to global realities in a substantive and accountable manner.

NEP 2020 anticipates the process of internationalisation taking place through academic partnerships, exchange programmes, and compliance with global standards. At the same time, it highlights Indian knowledge systems, cultural heritage, and value-oriented education. This dual emphasis creates both opportunities and challenges. Integration possesses the capacity to improve teacher education; nevertheless, it necessitates careful planning to guarantee that both global and indigenous elements are really integrated rather than just included for superficial look. Teacher educators must be prepared to navigate this balance with deliberate thinking and scholarly precision.

Comparison of the Global Models

The Global Teaching Model (GTM) and the Asia Society–OECD framework both advance global competence in education but differ in structure, emphasis, and application to teacher practices. GTM organizes globally competent teaching into four interconnected factors: situated (culturally relevant to local contexts), integrated (woven into existing curricula), critical (addressing power, equity, and biases), and transactional (fostering intercultural collaboration).

The Asia Society–OECD model, by contrast, defines four student capacities: investigate the world, recognize perspectives, communicate across cultures, and take action for sustainable development. These approaches overlap in promoting inquiry, empathy, and action, yet GTM targets teacher pedagogy directly while Asia Society–OECD focuses on student outcomes that teachers enable.

Table 1.1: The Aspects against the Framework

Aspect	Global Teaching Model (GTM)	Asia Society–OECD Framework
Primary Focus	Teacher practises and classroom application	Student capacities and assessment.
Key Dimensions	Located, interconnected, analytical, transactional	Investigate world, recognize perspectives, communicate ideas, take action
Theoretical Lens	Postcolonial Theory and Critical Equity	Global citizenship, SDGs, broad international applicability
Strengths	Practical guidelines for the local integration and decolonization of curricula	Policy-aligned, scalable for systems-wide adoption
Challenges Addressed	Stereotypes, power imbalances, non-travel internationalization	Active learning amid rapid global changes

Explore the different components of multicultural exposure in existing

B.Ed. Program of RIE, Bhubaneswar in the Creation of Globally Competent Teachers in the Light of National Education Policy (NEP) 2020

The Regional Institute of Education (RIE) program aligns variably with the Global Teaching Model (GTM) and Asia Society–OECD framework by embedding diversity exposure, equitable practices, and reflective pedagogies, though gaps exist in explicit global issue integration and assessment rigor.

The components of the multi-exposure program have been analyzed and the variables of global competency are plotted against each of the components to realize whether the program itself fulfills the NEP 2020, values of a globally competent teacher.

Table 1.2: Multicultural Exposure Program Elements and Contribution to Global Elements

Program Element	Contribution to Global Competence
Diverse staff efforts	Builds intercultural empathy in local-global contexts
Exposure to three school types	Fosters adaptability to pluralistic settings
Observing regular teachers/peers	Enhances critical reflection on practices
Tips from regular	Practical

Program Element	Contribution to Global Competence
teachers	intercultural teaching strategies
Support for non-English proficient students	Promotes inclusive global citizenship
Teaching stereotyping effects	Shapes anti-bias global awareness
Pedagogy/diversity practice opportunities	Core developmental pathway for competence
Diverse instructional materials	Enables perspective recognition
Varied assessment devices	Ensures evidence-based improvement
Equitable IT/learning resources	Bridges digital divides globally
Equal status in activities	Reinforces inclusive global engagement
Gender-neutral teaching	Advances equity in global competence
Sharing anti-stereotype stories	Inspires responsible global citizenship
School environment observation	Contextualizes global issues locally
Case study support	Deepens intercultural inquiry skills
Lesson notes/plan training/samples	Structures globally competent delivery

Adopting an entirely new syllabus presents considerable hurdles for educators, requiring intensive pre-class preparation that places a substantial

demand on time and resources. Exacerbating this issue are inadequate teacher training programmes and a scarcity of qualified trainers, often necessitating additional hours beyond standard responsibilities. The lack of well-defined curricula and appropriate teaching tools further diminishes the quality of training, while limited technological expertise results in dependence on questionable internet content. Educators also face challenges

in maintaining work-life balance due to the demands of developing course materials, engaging students, and adjusting to emerging technologies, which are often time-consuming and stressful. Integrating skill development through social and co-curricular activities introduces additional complexity, as does obtaining school infrastructure, management support, parental approval, and implementing new evaluation methodologies.

Table 1.3 Total effectiveness of Multi-Cultural Programme in Global Competency Development in Teachers

Criterion	Rating (High/Med/Low)	Rationale
Situated/Critical Pedagogy	High	Robust anti-bias and diversity embedding counters stereotypes effectively.
Transactional Practice	High	Multi-school exposure builds adaptability.
Assessment Rigor	Medium	Varied devices exist but lack global competenc
Global Issue Integration	Low	Implicit local focus over explicit transnational inquiry.
Scalability in India	Medium	Strong on equity, challenged by infrastructure variances.

The case-based examination of the B.Ed. program at the Regional Institute of Education (RIE), Bhubaneswar, exemplifies this dynamic distinctly. The program shows a strong connection to the situated, critical, and transactional parts of

global competence, especially through multicultural exposure, anti-bias teaching, and diverse classroom practices. However, it doesn't do as well with explicit global issue engagement, transnational perspectives, and assessments that are specific to global competence. This suggests that Indian teacher education institutions may be implicitly promoting significant aspects of global competence; however, in the absence of a unified conceptual framework, curricular transparency, or stringent evaluation standards, these initiatives are inconsistent and challenging to expand.

This analysis indicates that the efficacy of NEP 2020 in cultivating globally competent educators relies not solely on the ambition of its vision, but also on the establishment of contextually relevant operational frameworks, clear competency standards, cohesive curricular integration, and strong professional support systems. Global competence should not be perceived as an external model or a mere policy aspiration; rather, it must be regarded as a locally implemented, critically informed, and ethically founded professional capability. Internationalizing teacher preparation can help teachers personally develop global competence and gain the knowledge and resources necessary for teaching global competence to their K-12 students

(Longview Foundation, 2008; Zhao, 2010). To be globally competent, students need global citizenship dispositions and the multiple literacies necessary for participation in a digital, global world (Kerkhoff, 2017). In order for change to occur in education, however, the extant literature shows that teachers must be trained in teaching global competence (Kerkhoff, Dimitrieska, Woerner, & Alsup, 2019; West, 2012; Yemini, Tibbitts, & Goren, 2019). The results also show that the problems with making teachers who are globally competent are not just about teaching methods, but also about the way the system is set up UNESCO. (2015). Infrastructural disparities, digital divides, uneven faculty capacity, and entrenched instructional traditions hinder the implementation of policy vision into practice, especially in under-resourced and rural settings. If there isn't ongoing funding, professional development, and institutional support, the goals of NEP 2020 may not become a reality.

Conclusion

The concept of global competency of teacher, in the Indian context as implied by NEP 2020 has been critically debated in the concerned study which make an argument that global competence is neither neutral in context nor a globally applicable construct. Instead it is ethically grounded professional competency that needs to be

carefully studied in the socio-cultural framework of India. NEP 2020 presents a visionary it does not detail conceptual framework, curriculum pathway and assessment structure for supporting and accessing the Indian teacher in the global competence structure.

This comparative study analyses global competency of teacher from the perspective of National Education Policy 2020 against the Global Teaching Model, and the Asia Society–OECD framework, demonstrating that policy discussions implicitly incorporate key aspects of global competence. These aspects include intercultural sensitivity, moral-ethical structure, inquiry-based learning, and plurilingualism at its base. This indicates that Indian teacher education institutions may already be cultivating key aspects of global competency; yet, without a cohesive conceptual and curricular framework, these initiatives remain challenging to expand, assess, or maintain. The case-based examination of the B.Ed. programme at the Regional Institute of Education (RIE), Bhubaneswar, exemplifies this dynamic distinctly. The programme exhibits a robust alignment with the contextual, critical, and transactional aspects of global competency through intercultural exposure, anti-bias pedagogies, and interaction with varied educational environments. Nevertheless, the restricted

inclusion of explicit global concerns, international viewpoints, and specialised evaluation methods indicates a partial and implicit strategy rather than a comprehensive and systematic approach.

In context to the above, global competence should not be treated as a supplementary component that is an addition to the main framework of teacher education. Rather, it should be considered as a locally embedded, critically engaged and ethically situated professionally: one which combines global awareness with social commitment; and situates international perspectives in local contexts. Internationalization of teacher education in India thus requires policy reformist changes, epistemological formulation, curricular integration, institutional capacity building and continuance engagement between international educational dialogue and the complex social-cultural contexts dominant in India.

There is also some indication that the problems associated with preparing globally capable teachers are as much, if not more, structural than they are pedagogical in nature. Inequities in infrastructure, digital divides, the consistency of staff preparedness, as well as entrenched instructional practices prevent policy vision from being translated effectively into classroom practice – particularly in rural and disadvantaged

environments. As a result, the effectiveness of NEP 2020 hinges on not just the thoroughness and salience of its normative formulations but also the evolution of suitable operational frameworks that are responsive to context, consistent investment in institutional capacity, and creation of robust cultures of professional support.

In conclusion, NEP 2020 offers a significant normative and structural basis for rethinking teacher education in India; however, its potential can only be fulfilled through meticulous conceptual elucidation, institutional capacity enhancement, and ongoing empirical engagement with classroom realities. To make teachers in India more globally competent, we need to change not only the rules but also the way they teach, give them more power, and keep the conversation going between global educational discourses and local socio-cultural contexts.

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