

**RESEARCH PAPER****Challenges in Teacher Education in the Context of Implementation of National Education Policy- 2020****Vaishali Gawarle**

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Received: 20th Feb. 2023, Revised: 10th March 2023, Accepted: 20th March 2023**ABSTRACT**

The new national education policy (NEP) 2020 is aimed at transforming India's education system into a modern and progressive one. National education policy (NEP 2020) successfully implementing changes include modifying the curriculum. Education is the key to the development of any society which depends on the quality of teachers. Education is a dynamic policy. The next generation's instructors will be developed through teacher education, which is essential. Education helps people to learn the right actions at the right time. The teacher education program needs a comprehensive reform and reconstruction curriculum of teacher education program needs to be revised according to changing needs of society. Necessary improvement in education is a challenge for every nation to provide effective and competent teachers. The new education plan is a good representation of India's current educational system. The national education strategy will turn India into a 'vibrant knowledge hub' by focusing on access, equity, quality, affordability, and accountability.

Key words: NEP 2020, New Learning, Teacher Education

INTRODUCTION

The National Education policy of India 2020 (NEP 2020), which was started by the Union cabinet of India on 29 July 2020. The new policy replaces the previous National policy on Education 1986. Education is fundamental for achieving full human potential, development. The purpose of the education system is to develop good human being. It is a comprehensive document that outlines a range of reforms and initiatives to transform the education system in India. The NEP 2020 has significant implications for teacher education, as it proposes to overhaul the existing system of teacher training and development.

The National Education Policy (NEP) 2020 is a policy document that aims to transform the Indian education system at all levels, from early childhood education to higher education. The NEP 2020 was approved by the Union Cabinet of India on July 29, 2020, and marks the first education policy in India of the 21st century.

Some of the key highlights of the NEP 2020 include:

- 1. Early Childhood Education:** The policy emphasizes the importance of early childhood education and aims to provide every child with access to quality early childhood education.
- 2. K-12 Education:** The NEP 2020 aims to make education more holistic, multidisciplinary, and flexible. It also aims to reduce the emphasis on rote learning and promote critical thinking and problem-solving skills.
- 3. Higher Education:** The policy envisions a higher education system that is more interdisciplinary, flexible, and aligned with the needs of the 21st-century workforce. It also aims to increase access to higher education and promote internationalization.
- 4. Teacher Education:** The NEP 2020 focuses on improving the quality of teacher education and aims to develop teachers who are equipped with the knowledge and skills required to teach 21st-century skills.
- 5. Technology in Education:** The policy recognizes the importance of technology in education and aims to leverage technology to enhance the learning experience of students and teachers.
- 6. Multilingualism:** The NEP 2020 emphasizes the importance of multilingualism and aims to promote the learning of multiple languages from a young age.

Overall, the National Education Policy 2020 is a comprehensive policy document that aims to transform the Indian education system and make it more relevant to the needs of the 21st century. The successful implementation of the policy requires the coordination and collaboration of various stakeholders, including the central and state governments, educational institutions, teachers, and parents.

The union cabinet has approved the new National Education policy 2020 with an aim to introduce several changes in Indian education system. It aims at making 'India a global knowledge superpower.' The cabinet has also approved the renaming of the minister of Human Resources development to the ministry of education. The development of the creative potential of each student is emphasized in the National education policy-2020. The NEP-2020 mentioned the ancient scholars like Charaka, Susruta, Aryabhatta, Chanakya, Madheva, Patanjali, Panini, etc. The policy provides for reforms at all levels of education from school to higher education.

PRINCIPLES NEP-2020

The National Education Policy (NEP) 2020 lays down several principles that guide the transformation of the Indian education system. These principles are as follows-

1. **Research and innovation in educational institutions. Holistic and Multidisciplinary Education:** The NEP 2020 emphasizes the need for a holistic and multidisciplinary approach to education that promotes the physical, cognitive, emotional, and social development of learners.
2. **Universal Access and Equity:** The policy aims to ensure universal access to quality education for all learners, regardless of their socio-economic background, gender, or location. It also aims to promote equity in education by providing additional support to disadvantaged learners.
3. **Flexible and Multilingual Education:** The NEP 2020 aims to make education more flexible and learner-centric by promoting a range of learning pathways, including vocational education, online and distance education, and experiential learning. The policy also emphasizes the importance of multilingualism and aims to promote the learning of multiple languages from a young age.
4. **Quality Education:** The policy emphasizes the need for quality education that is relevant to the needs of the 21st-century workforce. It aims to promote critical thinking, problem-solving, and creativity among learners.
5. **Use of Technology:** The NEP 2020 recognizes the importance of technology in education and aims to leverage technology to enhance the learning experience of students and teachers.
6. **Teachers and Teacher Education:** The policy recognizes the crucial role of teachers in shaping the future of the nation and aims to develop teachers who are equipped with the knowledge and skills required to teach 21st-century skills.
7. **Research and Innovation:** The NEP 2020 emphasizes the need for research and innovation in education and aims to promote a culture Overall, the principles of the National Education Policy 2020 aim to transform the Indian education system and make it more relevant to the needs of the 21st century. The successful implementation of these principles requires the cooperation and collaboration of various stakeholders, including the central and state governments, educational institutions, teachers and parents.

MAJOR PROBLEMS OF TEACHER EDUCATION FOLLOWING

1. **Faculty curriculum:** The curriculum continues to be rigid and traditional. It is highly theoretical and less importance is given to the practical subject. It lacks realism and is not related to life and community.
2. **Problem of selection:** There are a lot of defects in the selection procedure of teacher education. No attitude aptitude or any achievement test is conducted and the interview of students is not considered while admission.
3. **Lack of use of science and Technology:** With the advancement in science & technology the world has become interdependent and is turning gradually into a global village. But educational programmes for teacher or teacher education have not made full use of latest technologies for developing teaching skills among students.

4. **Traditional methods of teaching:** Students are not exposed to new innovations and experiments because traditional teaching methods are so frequently used to train aspiring instructors. There are hardly any modern classroom communication tools in schools.
5. **Lack of Supervision:** Students teacher requires proper supervision at each step in order to bring desirable improvement in skill, and behaviour. They need supervisions while practicing skills.
6. **Lack of proper Evaluation:** Evaluation of teacher education is faculty examinations are conducted at the last of session external and internal assessment. Sometimes to get good result the college of education marked good internal assessment to the underserved candidates also.
7. **Lack of infrastructure:** Many teacher training institutions in India lack the infrastructure required to implement the NEP 2020. For example, they may not have the necessary technology, equipment, or resources to support blended or online learning.
8. **Limited access to quality education:** Despite the policy's focus on quality education, many aspiring teachers do not have access to quality teacher training programs. This limits their ability to develop the necessary knowledge and skills required to implement the NEP 2020.
9. **Resistance to change:** Some stakeholders, including teacher training institutions, may resist the changes required to implement the NEP 2020. This resistance can hinder the adoption of new teaching methods and technologies, leading to slow implementation of the policy.
10. **Quality of faculty:** The quality of faculty in teacher training institutions is a significant challenge. Many institutions lack qualified and experienced faculty who can effectively teach 21st-century skills and keep up with the changing demands of the education system.
11. **Lack of coordination:** The implementation of the NEP 2020 requires coordination among various stakeholders, including the central and state governments, teacher training institutions, and schools. The lack of coordination can lead to confusion and delays in the implementation of the policy.
12. **Lack of control over teacher education institutions:** NCTE is regulatory body which controls the functioning of teacher education institutions and holds controls over the equality education there. It sets and maintains the standards of education in these institutions. But in the past few years teacher education institutions are so drastically increase in number.
13. **Lack of creativity:** No doubt bloom in his lite time revised the objectives of higher mental order by placing creativity at the top because development of creativity is very essential for all round development of humans. Creativity is at the while performing any task. But this to student teacher interface much.
14. **Lack of proper facilities:** Numerous educational institutions are in poor financial shape. They lack essential amenities like experimental classrooms, labs, libraries, hostels, and buildings; some of them even operate out of rented space.
15. **Upgrading Teacher Education Institutions:** One of the key proposals of the NEP 2020 is to transform the existing teacher education institutions (TEIs) into multidisciplinary institutions, which would require significant investment in terms of infrastructure, faculty, and curriculum development. This would be a massive challenge for the government, as it would need to ensure that all TEIs in the country are upgraded to meet the new standards.
16. **Revising Curriculum and Pedagogy:** The NEP 2020 proposes to shift the focus of teacher education from rote learning to experiential and reflective learning. This would require a revision of the existing curriculum and pedagogical methods used in teacher education, which would require significant effort and investment.
17. **Improving Quality of Teacher Education:** The NEP 2020 proposes to establish a single regulatory body for teacher education, which would be responsible for ensuring the quality of teacher education across the country. This would be a significant challenge, as the quality of teacher education in India varies widely across different states and regions.
18. **Addressing the Digital Divide:** The NEP 2020 proposes to leverage technology to improve the quality of teacher education, which could be a challenge in a country where there is a significant digital divide. Ensuring that all TEIs have access to the necessary infrastructure and resources to implement technology-enabled teacher education would be a major challenge for the government.

19. Less competent teacher educators: Less capable teacher educators can be found. They are not effective enough to help student teachers reach the desired degree of skill. They are not experts in the topic. They lack the skills necessary to handle school issues, student teacher behavior issues, etc.

In order to assist students in managing stress and surviving in this era of social isolation, parental pressure, and fierce competition, teachers should receive training on stress management techniques. Teacher education programs should enable the teacher to develop the relief skills among students. Teachers should be able to think critically, make right decisions with others. Techniques used in teaching should develop habit of self-learning and reduce dependence on teachers. It will help them to reflect on their own and do something new. To address these challenges, it is essential to invest in improving the infrastructure of teacher training institutions and expanding access to quality teacher education programs. Additionally, there is a need to focus on improving the quality of faculty, promoting the adoption of new teaching methods and technologies, and enhancing coordination among stakeholders. With a coordinated effort and a sustained focus on teacher education, it is possible to successfully implement the NEP 2020 and transform the Indian education system.

BENEFITS OF NEW EDUCATION POLICY - 2020

The new education policy will give prominence to students' pragmatic knowledge instead of just impelling them towards rote learning.

It will support students to develop scientific character from a young age. The NEP aims to make it easier to set up brand new quality of higher educational institutes which will be on par with the global standards. Since NEP will make it easier for foreign colleges to set up their campuses here, many students who are unable to go abroad due to multiple reasons will be able to experience it and get global exposure.

CONCLUSION

The new education policy has a laudable vision but it is able to effectively merge with the government's other policy initiatives. Digital India, Skill India and the New industrial policy to name a few in order to effect a coherent reconstruction for instance, policy linkages can ensure that education policy speaks to and learns from skill India's experience in engaging more dynamically with the private sector in shape vocational education curriculum.

In summary, the implementation of the NEP 2020 poses several challenges for teacher education in India, ranging from upgrading TEIs and revising the curriculum to improving the quality of teacher education and addressing the digital divide. Addressing these challenges would require significant effort, investment, and coordination among different stakeholders, including the government, TEIs, and teacher educators.

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