

NEP 2020 Challenges to Teachers' Education

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Abstract: *By improving preparation for teachers and education, Nepal's National Education Policy (NEP) 2020 seeks to transform the educational system. However, there are a number of problems to its execution. This study looks at some of the main challenges, such as out-of-date curricula, inadequate hands-on training, restricted technology use, and inadequate infrastructure in teacher preparation programs. Further impeding the advancement of teacher education are issues of recruiting, a lack of ongoing teacher development (CPD), and gaps in the implementation of policies. To address these issues and guarantee a top-notch teaching workforce in Nepal, more funding for teacher education programs, improved training facilities, and regulatory changes are needed from [Ministry of Education, Science and Technology, Nepal, 2020]. Our old curriculum, which is out of step with contemporary pedagogical methods and advances in technology, is one of the main problems. Furthermore, there are still few options for practical training, which keeps prospective instructors from getting any experience. The issue is made worse by the poor integration of information and communication technology (ICT) in teacher education, which results in a digital divide between educators in urban and rural areas. The lack of resources and resource shortages in teacher preparation programs are another serious problem. The lack of libraries, labs, and contemporary teaching resources at many universities has a detrimental impact on the educational atmosphere. In addition, low pay, political meddling, and bureaucratic inefficiencies continue to be problems in teacher recruitment and retention. These elements influence instructors' lack of motivation, which lowers the standard of education as a whole. An even issue requires quick attention is continuous professional development, or CPD. Teachers' capacity to stay current with changing teaching approaches is limited by the lack of frequent revision classes, workshops, and peer-learning opportunities. Furthermore, development is further hampered by the inconsistent and poor execution of NEP 2020 policies, since inadequate interaction between stakeholders postpones essential reforms. A diversified strategy is needed to address these issues. The government must make investments in ICT infrastructure, update the curriculum to reflect modern teaching methods, and guarantee that educators receive sufficient hands-on training. Retaining qualified instructors will be facilitated by improving CPD programs, offering competitive pay, and fortifying recruitment procedures. Lastly, the success of teacher training within NEP 2020 will depend on strengthening the processes to carry out policies and promoting interaction between the government, schools and colleges, and users. [Source: Nepal's Ministry of Science, Technology, and Education, 2020].*

Keywords: Policy focus, Challenges, Opportunities', Teacher's education

