

Implementation of NEP 2020: Challenges and Opportunities in Teacher Education

Ms. Glena Dsilva, Mrs. Vaishali Amit Kapse, Mr. Gaurav Sharma, Mrs. Neeta Saroj

Nirmala College of Commerce, Malad-East

Reckon Women's Degree College of Commerce, Nallasopara East

Researcher, Ayodhya, Uttar Pradesh

Student, Reckon Women's Degree College of Commerce, Nallasopara East

Abstract: *The Government of India unveiled the New Education Policy (NEP) 2020 with the goal of completely revamping the Indian educational system by implementing revolutionary changes at every educational level. Teacher education, which is seen as the cornerstone for raising educational standards and overall academic results, is one of the main areas of emphasis in the NEP 2020. This policy places a strong emphasis on moving away from conventional teaching strategies and toward more progressive, student-centered, and outcome-based ones. There are several opportunities and obstacles associated with implementing NEP 2020 in teacher education, and these must be properly handled. Restructuring teacher education programs, tackling the digital divide, and the requirement for significant investments in teacher professional development are some of the difficulties.*

In order to incorporate technology into the classroom and adjust to new curriculum and pedagogical advances, teachers need a lot of help and training. Furthermore, the policy's objective requires the modernization of the current teacher education infrastructure, which could provide difficulties with regard to institutional preparedness, resource allocation, and regional inequities. Additionally, NEP 2020 promotes teachers' ongoing professional development, which calls for a strong framework for performance reviews and teacher training. Additionally, teachers will want assistance in incorporating critical thinking, emotional intelligence, and interdisciplinary learning into their lesson plans.

In order to satisfy the demands of a fast changing educational landscape, teacher training institutes (TTIs) must undergo a fundamental transformation. Nonetheless, NEP 2020 offers substantial potential for teacher education. The policy's focus on multidisciplinary learning promotes the incorporation of a greater range of subjects and instructional strategies, increasing instructors' adaptability and proficiency. Additionally, research, innovation, and technology use are receiving increasing attention, which gives educators new opportunities to interact and engage with students in more dynamic ways. Teachers can access top-notch digital resources and online professional development programs through the creation of a National Digital Educational Architecture (NDEAR), which can get beyond logistical and geographic obstacles. Furthermore, the policy's emphasis on inclusive education—which includes provisions for the education of underserved populations and children with disabilities—requires that instructors be prepared with particular skills to meet the requirements of a variety of learners. Programs for teacher education will be greatly enhanced by this, becoming more comprehensive and inclusive. Moreover, the integration of social, emotional, and ethical learning (SEEL) into teacher education provides an opportunity for teachers to nurture well-rounded, empathetic, and socially responsible individuals

Keywords: NEP 2020, Teacher Education, Challenges, Opportunities, Infrastructure Development, Teacher Training, Professional Development, Resistance to Change, Student-Centered Approach, Multidisciplinary Learning

