

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 This study looks at some of the main challenges, such as out-of-date curricula, inadequate hands-on training, restricted technology use, and inadequate infrastructure in teacher preparation programs.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

I. INTRODUCTION

With "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower," the National Education Policy, 2020 (NEP) hopes to change education for the better. NEP 2020 is based on five pillars reliability, cost effectiveness, quality, equity, and access. It will prepare our youth for facing the many national and global challenges of now and tomorrow. **The 2020 Indian National Education Policy.** [<https://www.education.gov.in/nep/about-nep>]. General development NEP 2020 places a high priority on



pupils' total development by integrating activities outside of school, focusing on mental and physical health, and incorporating the arts, sports, and vocational training. Adaptability The policy allows students to choose courses and subjects based on their interests and aptitudes by promoting flexibility in curriculum, pedagogy, and evaluation. Experiential Learning Through project-based learning, hands-on activities, and knowledge applications in real-world settings, NEP 2020 fosters experiential learning. Thinking Critically The policy places a strong emphasis on a need for students to shift from rote learning and memorization to the development of analytical, critical thinking, and problem-solving skills. Technology Integration In order to enhance instruction and close the digital divide, NEP 2020 places a high priority on integrating technology into education from [the national education https://www.education.gov.in/sites/upload_files/mhrd/NEP/NEP_2020_Final.pdf]. Knowing many ways to learn Usually, a classroom includes students with a wide variety of learning styles and abilities. It is nearly impossible for teachers to use a single teaching method and have every student benefit from it. Teachers must employ strategic thinking when developing lesson plans in order to address all of the learning styles in their classroom. Teachers need to be flexible while actively teaching because they make changes in real time based on student performance. Although it could take a lot of the teacher's time and effort, the benefits for student success are unmatched. Poor communication Teachers can also face significant challenges when it comes to communicating effectively with students. Not every single one of **the 10 difficulties learners encounter in the classroom** [<https://fotonvr.com/10-common-challenges-teachers-face-in-a-classroom/>]. Acclimating to Novel Teaching Approaches NEP 2020 emphasizes a shift from rote learning to competency-based learning, with a focus on critical thinking, creativity, and problem-solving. It is expected that educators will adopt more student-centered, participative methods in place of traditional, teacher-centered ones. Those who oppose change: Because they are accustomed to traditional teaching methods, many educators especially those in rural areas—may be reluctant to make the changes required by NEP 2020. Lack of Instruction: Many educators are concerned that there aren't enough professional development programs that highlight creativity in instruction, despite the policy's need for a change in pedagogy (Sharma, 2020). (2020) Sharma, R. [International Journal of Education and Development, 22(4), 10–14] Institutional Capacity Building in Teacher Education: A Roadmap for NEP 2020.

II. LITERATURE

2.1. Role of the teacher's education in NEP 2020

Teachers' Contribution to NEP 2020 Implementation According to the 2020 National Education Policy (NEP), teachers are essential to changing education. They must adjust to cutting-edge teaching strategies that emphasize critical thinking, practical learning, for holistic growth. Nep 2020, on the other hand, places a strong emphasis on teachers' ongoing professional development in order to keep them up to date on the latest pedagogical techniques and subject matter. Instructors are urged to provide a supportive learning atmosphere that encourages students' creativity, curiosity, and problem-solving abilities. They are also given the duty of evaluating students' progress using thorough and ongoing evaluation methods, removing the need for rote memory. Additionally, the policy emphasizes the value of inclusive education by mandating that educators accommodate a range of learning styles and foster an inclusive learning environment. In order to develop a pool of educators who will influence the next generation, teacher education is essential. The process of preparing teachers involves developing diverse viewpoints and knowledge, cultivating values and dispositions, and honing skills under the guidance of the best mentors. In addition to being knowledgeable about the most current trends in education and pedagogy, teachers must have a solid foundation in Indian values, languages, knowledge, ethos, and traditions, particularly tribal traditions. The creation of performance criteria for teachers is discussed in NEP 2020, which explicitly outlines the roles of instructors at various stages of expertise and the competencies needed for each. NEP 2020 also mentions performance appraisals or teacher audits, which will be conducted on a regular basis are from Team Vardhan <https://varthana.com/school/how-the-role-of-teachers-is-key-to-the-success-of-national-education-policy/>].



2.2. Challenges of teacher's education in NEP 2020.

Learning Styles: Embracing Change in Teaching and Learning Styles: The new NEP offers many creative methods to working with kids of all ages, from pre-primary through college. Since they were accustomed to outdated lecture delivery techniques, making such arrangements at every school and college to embrace such a comprehensive development for teachers may prove to be a challenge. Therefore, this moves from old methods to newer settings could present challenges for both educators and learners. The shortage of resources would burden our nation's children and their parents, as they cannot afford such profound information. Trained teacher educators: Depending on the needs, these integrative institutions will have to employ teacher educators and subject-matter experts. Teacher instructors must impart particular. Students must find the material relevant. When Millennials comprehend the useful applications of the knowledge they acquire, learning becomes more meaningful. Content needs to be quick, precise, and succinct. If educators fail to provide what they believe to be pertinent, millennials, who are information-hungry, will look for it on their own. Since there is so much knowledge available all the time, Millennials don't feel the need to learn everything at once. Rather, they would prefer to learn where to look and how to find what they need when they need it. Distractions from technology can occur. Despite the fact that Millennials are the most tech-savvy generation, these students—and frequently their teachers—may become highly distracted by it. Teachers and students must be instructed on when and how to use ICT in the classroom given by **Dr. Md Amzad, Article Received: 2nd August 2023 Publication Date: 30th August 2023**[[https://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume12/volume12-issue8\(1\)/10.pdf](https://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume12/volume12-issue8(1)/10.pdf)]

2.3. NEP 2020 new skills.

In order to prepare students for the modern workforce and real-world challenges, the National Education Policy (NEP) 2020 places a strong emphasis on "skill development," which is done through integrating vocational education into the mainstream curriculum, encouraging experiential learning, and fostering partnerships with industries for internships and apprenticeships. These partnerships aim to equip students with critical thinking, problem-solving, creativity, interaction, digital literacy, and adaptability—all of which go beyond traditional academic knowledge. Emphasis on 21st-century skills: The policy places a high value on abilities that are essential for success in today's society, such as critical thinking, problem-solving, innovation, interaction, teamwork, digital literacy, and flexibility. By giving students actual experience in a range of professions and fostering the development of both theoretical and practical skills, NEP 2020 seeks to smoothly incorporate vocational education into the regular curriculum. To give students the opportunity to apply their knowledge in practical settings and obtain important industry exposure, the policy promotes project-based learning, internships, and apprenticeships. In order to improve skill development and get pupils ready for a digital environment, NEP 2020 highlights the significance of integrating technology into the classroom. In order to assess students' application of abilities like critical thinking and problem-solving, the strategy anticipates assessment techniques that go beyond traditional tests. NEP 2020 promotes a multidisciplinary approach to education, allowing students to develop a wider range of skills across different subjects. Potential benefits of focusing on skill development in NEP 2020: Students who possess the necessary abilities have a better chance of landing a good job in the present labor market. New concepts and solutions can result from encouraging creative thinking and problem-solving skills. People can successfully traverse changing work settings by cultivating abilities like flexibility and adaptability. Throughout one's career, an emphasis on skills promotes ongoing education and personal growth. The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. One of the key highlights of the NEP 2020 is its focus on skill-based education, which is particularly relevant for high school students. The NEP 2020 recognizes that the world is changing rapidly and that students need to be prepared with the right skills and knowledge to navigate this changing landscape. The policy emphasizes the importance of imparting skills such as critical thinking, problem-solving, creativity, communication, and collaboration to students. It also recognizes that traditional subjects such as science, mathematics, social sciences, and languages need to be taught in a manner that promotes the development of these skills. The NEP 2020 proposes a number of measures to promote skill-based education in high schools. Here are some of the key highlights Vocational Education The policy suggests incorporating vocational education into the regular curriculum and highlights its significance. Students will be able to gain useful skills that will prepare them for the workforce thanks to this. Apprenticeships and internships in order to



give students, the chance to obtain practical experience through internships and apprenticeships, the policy encourages high schools to form alliances with nearby companies and industries. Students will be able to use the abilities they have acquired in the classroom in practical settings thanks to this. Project-Based Learning Encouraged by the NEP 2020, project-based learning entails students working on real-world projects that call for the use of a variety of abilities, including cooperation, communication, problem-solving, and research. Students will gain skills that are applicable to the workplace and gain a deeper comprehension of the subject matter as a result. Technology Integration In order to promote skill development, the policy suggests incorporating technology into the curriculum, acknowledging its significance in the contemporary society. High schools are urged to use technology to provide dynamic and captivating lessons that foster the growth of critical thinking and problem-solving abilities. Entrepreneurship Education In order to inspire pupils to think creatively and cultivate an entrepreneurial mindset, the NEP 2020 suggests implementing entrepreneurship education in high schools. Students will be able to start their own companies and support the economy as a result. NEP 2020 places a lot of emphasis on skill-based education, and high schools are supposed to be crucial in helping pupils learn these abilities. The policy's suggested actions are intended to provide an educational system that is in line with contemporary demands and gives students the abilities and information needed to be successful in the workforce. High schools may equip students for the opportunities and challenges of the future by implementing these strategies. BASANTI MAHANTA, May 2023, [JETIR2305013.pdf].

2.4. Some suggestion on teacher education aspect

To maintain the caliber of teacher education, workshops and in-service training should be periodically scheduled for the teacher educators. To maintain the decorum of teacher education in India, stricter affiliation rules and an effective NCTE monitoring mechanism are required. The curriculum must be modified on a regular basis to accommodate students' and society's demands. Students in different teacher education programs should be admitted using a standard admissions process. Prior to admission, tests can be taken to evaluate teaching aptitude, general awareness, reasoning skills, and content knowledge. Strict adherence to NCTE standards should be maintained while determining the qualifications of Teacher Educators or Assistant Professors to instruct student teachers. Funds and other resources should be made available to revive India's teacher education institutions. **Dr. M. Ravi Babu, The International Journal of Indian Psychology ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print) Volume 11, Issue 3, July-September, 2023[18.01.424.20231103.pdf]** Appointing Assistant Professors or Teacher Educators on time is necessary to maintain the quality of teacher education in India. Continuous and thorough evaluations of the student teachers are required. so that they can identify their strengths and weaknesses and make the necessary improvements. Feedback ought to be constructive in nature. To help the student teachers become more accustomed to the classroom and school, the internship term could be extended slightly. To help the pupils, teacher educators should incorporate several ways and methodologies. As far as possible, traditional teaching methods should be avoided. To help the student teachers become more accustomed to the classroom and school, the internship term could be extended slightly. It is necessary to reorganize the theoretical and practical study programs. To achieve the objectives of teacher education, this research should be carried out thoroughly. When creating the teacher education curriculum, the findings of these studies should be given the weight they deserve. The teaching methodology in teacher education ought to be rearranged in accordance with the evolving needs of the educational system. To enhance the teaching and learning process in a variety of subjects, special innovative programs such as seminars, workshops, conferences, projects, and discussions should be frequently offered. The B.Ed. admissions process should be entirely reorganized to ensure that only individuals with teaching ability can enroll in this degree, as the growing number of B.Ed. colleges has made it available to everyone. The number of self-financing institutions is declining like shops these days, and they have turned it into a money-making machine that will harm education in the future. Therefore, to guarantee the quality of teacher education, routine inspections should be carried out. In order to improve the teacher education program from a qualitative rather than a quantitative standpoint, the affiliating bodies for teacher education should set such requirements. By setting up different kinds of facilities like school assemblies, social work, field work, surveys, laboratories, and other extracurricular activities, the professional attitude should be developed in order to dispel the myth or misconception that the training in the teacher education department is superficial and not integrated in real situations. The State Education Department



may establish a planning unit to assist in controlling the supply and demand for teachers at different school levels. As has been noted, there is a significant discrepancy between supply and demand in different states. Since the passage of the Right to Education Act in 2009, the entire landscape of education has changed, and there is a far greater need for instructors at all levels. Additionally, inclusive education is needed now, which raises the requirement for They demand exceptional teachers and educators, and we are all aware that there is a shortage of these professionals. For better outcomes, a balance must be maintained. **NEP 2020 and Skill Development: Encouraging 21st-century Skills in Students | LearnQoch [June 25, 2024].**

III. RESEARCH - METHOD

3.1. Case study analyzing specific teacher education programs that have implemented NEP 2020

The Government of India unveiled the National Education Policy (NEP) 2020 with the goal of modernizing the Indian educational system with an emphasis on critical thinking, flexibility, inclusion, and holistic development. One of its most important areas of change is teacher education, recognizing that teachers are vital to fulfilling the aims of the NEP. This plan calls for better teacher preparation, an increased priority on ongoing professional development, and a move toward based on skills and learner-centric approaches. The purpose of this case study is to examine particular teacher education programs that followed the NEP 2020 reforms, evaluating the effects, difficulties, and results of these endeavors. **Anshuman Jena, Assistant Professor of Education, Department of Teacher Education, Rama Devi Women's University, Vidya Vihar, Bhubaneswar, Odisha, India, April 2024(PDF) Teacher Education in India: Challenges and Suggestions** Background to the NEP 2020 Reforms A number of significant changes to teacher education are outlined in NEP 2020: The implementation of integrated teacher education programs (ITEPs) for new teachers, which last four years. simplification of postgraduate and undergraduate teacher education programs. Integrating hands-on, practical training to meet the demands of the classroom. To stay current on instructional approaches and subject matter, teachers must participate in continuous professional development, or CPD. Technology integration, experiential learning, and socioemotional learning should all be incorporated into the curriculum. Teachers are urged to help children develop their critical thinking, creativity, and problem-solving abilities promoting the use of technology in the classroom, developing digital learning environments, and cultivating abilities like computational thinking and coding. Programs for Teacher Education Putting NEP 2020 into Practice . Some Indian teacher education institutions have started including the NEP 2020 reforms into their curricula. Here, we focus on a few case studies that demonstrate the implementation of these reforms and their effects on career growth and teaching quality.

3.2. Research

Case 1: Mumbai's Tata Institute of Social Sciences (TISS) One of the top groups taking the NEP 2020 teacher education changes into practice is TISS. A four-year integrated educator program (ITEP) that blends theory and real-world classroom teaching experiences has been introduced by the institution. **Highlights of the Program** heavy emphasis on hands-on learning, with frequent internships and school-based assignments. Transdisciplinary learning, which helps students learn about social work, psychology, and policy, among other areas of education. Critical thinking, digital literacy, and classroom creativity are among the topics covered in the program. Modern tools and classroom technology, including interactive whiteboards, e-learning platforms, and rating platforms, are given to teachers. A more reflective teaching practice has been the result of the program's approach to continuous evaluation and feedback. **Outcomes:** Graduates of this program have reported a better understanding of the diverse needs of students and have been able to incorporate innovative teaching strategies in their classrooms. **Challenges:** The program's emphasis on technology-based methods, particularly in rural areas, has presented initial challenges in terms of teacher readiness. **Manjula Tiwari Asst. Prof. of Education Dept. Preston College, Gwalior, Madhya Pradesh, India, March 2016, [Microsoft Word - 1-3-16.1.doc]**

3.3. Research

Case 2: In line with the goals of NEP 2020, Banaras Hindu University (BHU) in Varanasi has implemented an updated teacher education program. In order to guarantee that teacher candidates are prepared to address the various needs of



students, including those with disabilities, they have incorporated inclusive education ideas into their curriculum. Highlights of the program include: The launch of the "Inclusive Education" course, which focuses on strategies for meeting the needs of kids with special needs and those from varied backgrounds. A focus on developing life skills and socioemotional learning. Teachers receive training in project-based learning, where they create exercises that encourage creativity and critical thinking. **Outcomes:** More inclusive classrooms have resulted from teacher candidates' increased empathy and comprehension of students' varied learning needs. Student involvement has increased and classroom management problems have decreased as a result of the incorporation of socioemotional learning. Challenges: include inadequate facilities and resources for special education teacher training in remote locations. In some areas, there is still opposition to using project-based learning approaches. **The National Education Policy 2020 document is accessible on the website of the Indian government's Ministry of Education.**

<https://www.education.gov.in/> is the link.

3.4. Research

Case 3: New Delhi's Jamia Millia Islamia (JMI) Another important example of putting NEP 2020's changes into effect is the teacher education program at Jamia Millia Islamia, which places a strong emphasis on continued professional growth (CPD). Highlights of the program: include frequent workshops and professional development courses for aspiring educators covering topics including digital literacy, evaluation methods, and individualized instruction. Put an emphasis on utilizing technology to improve learning, such as by implementing online tests, virtual classrooms, and instructional software. Teachers enrolled in the program receive leadership training so they can assume leadership positions in their schools. **Outcomes:** Even during the COVID-19 epidemic, educators who participated in these CPD workshops were able to successfully adopt blended learning strategies in their classrooms. The implementation of leadership training has produced a group of educators who are now assuming leadership and administrative responsibilities and influencing changes at the school level. **The National Education Policy 2020 document is accessible on the website of the Indian government's Ministry of Education.**

<https://www.education.gov.in/> is the link.

3.5. Research

Key Observations from These Case Studies

Outcomes Even during the COVID-19 epidemic, educators who participated in these CPD workshops were able to successfully adopt blended learning strategies in their classrooms. The implementation of leadership training has produced a group of educators who are now assuming leadership and administrative responsibilities and influencing changes at the school level. **Technology Integration** Although these teacher education programs have placed a strong emphasis on technology integration, the infrastructure of the schools where instructors are assigned has a significant impact on how well this integration is carried out. In rural or under-resourced communities, access to technology remains a substantial obstacle.

Inclusive Education While most individuals have embraced the emphasis on inclusive education and meeting the needs of diverse students, more specialized training and resources are required to achieve the NEP's requirements. **Experience Learning** Teachers that use experience, project-based, and hands-on learning approaches are more involved and thoughtful. The difficulty, though, is in putting these strategies into practice in actual classroom settings. **Scaling Issues** Although academic institutions such as TISS and JMI have successfully implemented these changes, it is still difficult to scale these models to more varied or bigger geographic areas, particularly in states with less developed educational infrastructure. **Manjula Tiwari Asst. Prof. of Education Dept. Preston College, Gwalior, Madhya Pradesh, India, March 2016, [Microsoft Word - 1-3-16.1.doc]**

IV. CONCLUSION AND DISCUSSION

Professional development, leadership training, and technology adoption have all significantly improved as a result of NEP 2020's inclusion in teacher education programs. Nonetheless, a number of obstacles still exist, such as inadequate infrastructure, opposition to contemporary teaching methods, and deficiencies in the implementation of policies



(Sharma, 2022). Institutions such as TISS, BHU, and JMI have shown that, in spite of these obstacles, well-designed programs that integrate technology, blended learning, and leadership development may greatly enhance the quality of instruction (Patel & Joshi, 2022). The achievements of these programs demonstrate how crucial it is to keep funding teacher preparation programs and how a strong monitoring system is required to guarantee that NEP 2020 is implemented successfully (Mishra, 2023) National Council for Teacher Education (NCTE). (2021). Guidelines for Teacher Education under NEP 2020. Retrieved from <https://ncte.gov.in> the government must give top priority to modernizing curricula, developing digital infrastructure, and guaranteeing fair access to training opportunities in both urban and rural areas in order to address these problems. To scale effective models across the country, it will be essential to promote cooperation between educators, legislators, and teacher training institutes (Gupta & Verma, 2023). In the end, improving teacher education under NEP 2020 will be essential to improving India's educational system and creating inclusive, excellent learning environments for coming generations. **Guidelines and policies for reforming teacher education are provided by the National Council for Teacher Education (NCTE).**<https://ncte.gov.in/> is the link. The difficulties in educating teachers under NEP 2020 emphasize the necessity of cooperation between educators, educational institutions, and legislators. The holes can be filled with the aid of a well-organized implementation roadmap, adequate money, and ongoing monitoring. Success will also depend on utilizing technology and guaranteeing fair access to programs for teacher preparation. To adapt solutions to local requirements while upholding national norms, policymakers must collaborate closely with states. Enhancing facilities and resource allocation can also be achieved by promoting public-private partnerships. Furthermore, in order to eradicate poor TEIs and maintain high standards for teacher education, a strong accreditation mechanism is necessary. With the goal of developing a highly qualified and competent teaching workforce, NEP 2020 offers a visionary approach to teacher education reform. Its success, meanwhile, hinges on overcoming major obstacles such a lack of infrastructure, inconsistent quality, and opposition to change. India can guarantee the success of its educational system in the ensuing decades by tackling these problems through stakeholder involvement, policy coherence, and strategic planning. The future of the country's students and the larger society will eventually be shaped by the education that is invested in teachers today. **Gitesh Kalita, Author The implementation of the National Education Policy (NEP) 2020 has led to several key observations in teacher education programs, particularly in institutions like the Tata Institute of Social Sciences (TISS) and Jamia Millia Islamia (JMI).** <https://scientifictemper.com/index.php/tst> [file:///C:/Users/acer/Downloads/12.+GITESH+KALITA+--+Approved+v1%20(2).pdf].

V. FINDING

The Government of India launched the National Education Policy (NEP) 2020 with the goal of implementing revolutionary changes in the field of education, including teacher preparation. The policy presents a number of difficulties for teacher preparation even if it aims to create a comprehensive, interdisciplinary, and quality-driven educational system. The main benefits and drawbacks of implementing NEP 2020 in teacher education are listed below.

PROS:

NEP promotes competency-based learning, which moves the emphasis away from rote memorization and toward creativity, critical thinking, and problem-solving. These abilities will be the emphasis of teacher training, raising the standard of education as a whole. NEP places a high priority on teachers' ongoing professional development (CPD), making sure they stay current on emerging pedagogies, technologies, and teaching strategies. NEP allows teachers greater flexibility to create and modify curricula and assessments to meet the unique needs of their pupils, which will improve the quality of instruction. This independence promotes innovation, creativity, and individualized education. NEP places a strong emphasis on holistic education, which encompasses life skills, physical health, and social-emotional learning. Teachers will receive training on how to support kids' overall growth, which will help them become well-rounded people. Enhanced Quality of Teacher Training The necessity of excellent teacher training programs is emphasized in NEP 2020. It suggests a four-year integrated B.Ed. degree as the minimal prerequisite for teaching, guaranteeing that educators receive thorough instruction in classroom management, pedagogy, and subject matter. Better-qualified instructors will result from this methodical approach, raising the standard of education as a whole. Put Multidisciplinary Learning First A interdisciplinary approach to teacher education is encouraged by the policy. Future



educators will be exposed to a wide range of courses, such as the arts, sciences, and vocational education, which will increase their versatility and enable them to encourage students' creativity and critical thinking.

CONS:

It will need considerable curriculum and pedagogical adjustments to modify teacher education so that it emphasizes competencies rather than conventional approaches. Making the switch from a knowledge-based to a skill-based teaching method can be challenging for teachers. It takes time, infrastructure, and consistent financing to implement CPD effectively. Due to a lack of resources and accessibility, teachers in rural places may find it difficult to enroll in high-quality training programs. The increasing duty may be difficult for many teachers, particularly those who lack proper training or assistance. This independence could result in inconsistent teaching quality if there is no appropriate mentorship or direction. It might be difficult in the short term to alter teacher education courses in order to move toward a more holistic approach. Implementation Difficulties The actual execution of NEP 2020 is one of its main obstacles. Significant reorganization of current teacher training institutes is necessary to make the switch to a four-year B.Ed. program. Due to administrative and financial limitations, many states and universities might find it difficult to adjust to these changes. Lack of Eligible Teacher Teachers Stricter training standards and increased qualification criteria may result in a lack of teacher educators who can provide high-quality instruction. Many institutions may find it challenging to find faculty with pedagogical and transdisciplinary learning competence, as required by the policy.

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