CHALLENGES IN REFORMING TEACHER EDUCATION PROGRAMS TO ALIGN WITH NEP 2020 OBJECTIVES CONCERNING TEACHER EDUCATORS

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INTRODUCTION

The goal of the National Education Policy (NEP) 2020 is to change India's educational system by prioritizing a more experienced, student-centred, holistic approach. Since teachers are the primary facilitators of these new educational principles in the classroom, teacher education is at the core of this change. But teacher educators—those in charge of preparing the next wave of educators—are crucial to the success of these reforms.

In addition to comprehending and supporting the goals of NEP 2020, teacher educators also need to have the knowledge and tools required to incorporate these goals into their curriculum. This study looks at the difficulties teacher educators have while trying to match their curricula and methods of instruction to NEP 2020. In this study try to analyse that there is significant differences between in challenges ,factors and resources align with NEP2020 objectives facing by urban and rural area teacher educators.

REVIEW OF LITERATURES

Bansal and Mehta (2021) teacher educators are not given enough training in both teaching students with disabilities and coping with pupils from a variety of cultural and linguistic backgrounds. The objective of giving every student access to a fair, superior education is compromised by this lack of expertise.

Kumar (2021) draws attention to the fact that teacher educators do not have formal training in experiential learning approaches. The practices that teacher educators are supposed to impart to aspiring educators are frequently not well-modelled by them.

Das and Mukherjee (2022) teacher educators frequently don't understand the unique requirements and difficulties faced by students from marginalised groups. Teacher educators cannot effectively equip future educators to develop inclusive learning environments that are responsive to the different needs of their students without this understanding.

Pandey & Bhardwaj (2022) has identified a number of obstacles to continuing professional development (CPD), one of which is the absence of institutional support for teacher educators to pursue CPD . There is little time for professional development events because teacher educators are frequently overburdened with administrative duties and a hefty teaching load.

OBJECTIVES

1. To study the primary Challenges, perceive in aligning current teacher education programs with NEP 2020 objectives in urban and rural area teacher educators.
2. To study the factors that are challenges in implementing NEP 2020 in teacher education in urban area and rural area teacher educators.
3. To study the resources and support that are most needed to successfully implement NEP2020 reforms in teacher education in urban and rural areas teacher educators.

HYPOTHESIS

1. There are significant differences exist between challenges perceived in rural and urban area teacher educators aligning with NEP 2020 objectives.
2. There are significant differences between factors that are challenges in implementing NEP2020 for teacher educators in urban and rural areas.
3. There are significant differences between the resources and support that are most needed to successfully implement NEP2020 reforms in teacher education in urban and rural areas teacher educators.

DELIMITATIONS

➢ The study is confined to 25 urban area teacher educators and 25 rural area teacher educators.
➢ The present study is limited to only in Durg and Bhilai Rural area and Urban area.
➢ The study limited to those colleges and institutions where running B.Ed. programme.

METHODOLOGY

In present study used survey method to collect data from the population to study the Challenges in Reforming Teacher Education Programs to Align with NEP 2020 Objectives Concerning Teacher Educators.

POPULATION AND SAMPLE

Total 602 Teacher Educators of 39 B.Ed. colleges in Durg District considered as a population for present study. Simple random sampling technique used to collect data in study. total 50 (25- Rural area Teacher Educators and 25- Urban area Teacher Trainees) data were collected from various B.Ed. colleges in Durg District.

TOOLS DESCRIPTION

• Self Made questionnaire is use as a tool for collecting data. It includes 16 items related to Challenges in Reforming Teacher Education Programs to Align with NEP 2020 Objectives Concerning Teacher Educators.

DATA ANALYSIS

Table 1

Analysis of the challenges perceived in rural and urban area teacher educators aligning with

S.No.	Challenges Perceived	No. of Responses Of Rular Area Teacher Educators	No. of Responses Of Urban Area Teacher Educators
1	Lack of resources and funding	9	4
2	Inadequate infrastructure	11	4
3	Resistance to change among educators	3	3
4	Insufficient training for teacher educators	5	7
5	Overcrowded curriculum	8	3
6	Lack of clarity in NEP guidelines	8	5
7	Bureaucratic hurdles	0	2
8	Other	0	0

NEP 2020 objectives:

Calculation for table 1:

S,No.	Mean	SD	t-value	Significance level
1	3.42	1.82	0.072	0.05
2	5.42	3.47		

The results of the t-tests show that there is no statistically significant difference between urban and rural teacher educators in terms of their perceived challenges (t = 0.07, p > 0.05),therefore hypothesis 1 is rejected.

Table 2

Analysis of Factors that are challenges in implementing NEP 2020 in Teacher Educators in Urban and Rular area:

S.No.	Factors that are challenges in implementing NEP 2020	No. of responses of Urban area Teacher Educators	No. of responses of Rular area Teacher Educators
1	Curriculum restructuring	10	10
2	Faculty professional development	9	8
3	Assessment and evaluation methods	7	8
4	Inclusivity and diversity training	9	10
5	Collaboration with schools for practical training	6	4

Calculation for table 2:

S. No.	Mean	SD	t-value	Significance level
1	8.2	1.46	0.38	0.05
2	8	2.91		

The results of the t-tests show that there is no statistically significant difference between urban and rural teacher educators in terms of their implementation factors (t = 0.38, p > 0.05). Therefore, hypothesis is accepted indicating that both urban and rural educators share similar views on the key areas of NEP 2020 implementation.

Table 3

Analysis of the resources and support that are most needed to successfully implement NEP2020 reforms in teacher education in urban and rural areas teacher educators:

S.No.	resources and support that are most needed to successfully implement NEP2020 reforms	No. of responses of Urban area Teacher Educators	No. of responses of Rular area Teacher Educators
1	Financial support	10	12
2	Policy guidelines and clarity	12	15
3	Professional development workshops	9	10
4	Technological infrastructure	8	10

| 5 | Research and innovation grants | 12 | 15 |
| 6 | Collaboration with international institutions | 8 | 10 |

Calculation:

S,No.	Mean	SD	t-value	Significance level
1	9.8	1.67	0.002	0.05
2	12	2.23		

The results of the t-tests show that there is no statistically significant difference between urban and rural teacher educators in terms of their resource needs (t = 0.002, p > 0.05). Therefore, hypothesis is accepted indicating that both urban and rural educators share similar views on the key areas of NEP 2020 .

RESULTS AND DISCUSSION:

➢ challenges like poor infrastructure, overcrowding in the curriculum, and a lack of financing and resources, rural educators regularly cited more obstacles than their urban counterparts. Data indicates that educators in rural areas have greater systemic obstacles when trying to match their practices with NEP 2020 goals. This could impede the successful execution of the policy in these regions. However, bureaucratic roadblocks and inadequate training were identified by urban educators as the main problems. Urban and rural educators perceive obstacles similarly generally, despite some variances in the individual challenges. This is supported by the estimated t-value of 0.07, which shows no statistically significant difference between the two groups.

➢ Responses received from educators in urban and rural areas were reasonably balanced when it came to analysing variables that directly challenge the implementation of NEP 2020. There were not many variations in areas such as curriculum reform, faculty professional development, and inclusion and diversity training. Urban educators may have greater access to schools for in-person training due to the modest differences in some elements, such as working with them to provide practical training. The t-value of 0.38 indicates that there is no statistically significant difference between the perspectives of educators in urban

and rural areas, suggesting that these groups have comparable difficulties when putting the NEP into practice.

➤ Resources and assistance, educators in urban and rural areas have similar demands. The needs for financial support, clear policies, technology infrastructure, and research funds were slightly higher among educators in rural areas. This illustrates how rural areas differ more financially and in terms of infrastructure from urban places. The t-value of 0.002 indicates that there is no statistically significant difference between the two groups, suggesting that the resources and assistance required overall to successfully implement NEP 2020 are recognised consistently in both urban and rural contexts.

CONCLUSION

The study shows that although some unique demands and obstacles differ between urban and rural teacher educators, there is a consensus on the problems. Rural educators typically have greater logistical and infrastructure-related challenges, whereas urban educators draw attention to issues like bureaucratic roadblocks and inadequate training. Nonetheless, all parties agree that the effective execution of NEP 2020 reforms would depend on several essential elements, including funding, professional growth opportunities, clear policy, and advanced technology..

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