

# INTEGRATED TEACHER EDUCATION AND EDUCATIONAL TRANSFORMATION: A VISION OF NEP 2020

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## Abstract

*The National Education Policy (NEP) 2020 is a comprehensive and forward-thinking blueprint that envisions a paradigm shift in teacher education in India. It aims to equip educators with the necessary skills, knowledge, and pedagogical tools to foster holistic development in students and transform the education system. The aim of this study is to analyze the evolution of teacher education in India after Independence and study the key features of specific programs for Teacher Education as envisioned in (NEP) 2020 for the sustainable development of Teacher Education in India. Study will also suggest the recommendations and best practices for the successful implementation of specific programs of Teacher Education (ITEP). Moreover, study will provide insights about the (NEP) 2020 and its the potential to revolutionize teacher education and educational transformation in India, if it is executed effectively and efficiently with the involvement and support of all stakeholders.*

**Keywords:** NEP 2020, Teacher Education and Integrated Teacher Education Program (ITEP).

## INTRODUCTION

The New Education Policy 2020 is revolutionizing education by emphasizing integrated teacher training. This approach aims to unleash the creative potential of educators and transform the learning experience for students.

The union cabinet approved the national education policy (NEP) 2020 on July 29, 2020, after it was prepared by the Indian government. Since the previous 1986 policy (revised in 1992) was in effect for 34 years, this one is unavoidably needed. Different perspectives—philosophical, sociological, and pragmatic—are used to interpret education. Fundamental changes to the educational system must put the teacher at the centre. In order to guarantee meaningful access to education, the society required highly qualified, highly motivated teachers to instill this in all of its aspirants.

Under part II, which is divided into eleven subpoints, the National Education Policy (NEP) 2020 recommends significant changes to the Teacher Education scenario in chapters 15–16. With a 4-year integrated B.Ed. offered by colleges and universities, the NEP aims to "ensure that teachers are given the high quality training in content, pedagogy, and practice" (NEP2020 -Page 42: 15.4, 15.5). This will be accomplished by converting the teacher education system into multidisciplinary HEIs of colleges and universities. There are interesting concerns about opportunities and challenges for the teacher education phase when examining the current Teacher Education Programs through the lens of NEP 2020.

### Objectives of the study

1. To explore the historical evolution of Teacher Education in independent India.

2. To study the specific programs (ITEP) of NEP 2020 for the sustainable development of Teacher Education in India.
3. To suggest recommendations and best practices for the successful implementation of specific programs of Teacher Education (ITEP).

### Historical Perspective

The new political and socioeconomic landscape that emerged after the nation gained independence in 1947 had an impact on teacher education. In order to address a variety of issues pertaining to education in general and teacher education in particular, the Government of India established a number of committees and commissions. The principal Policies and Commissions that were set up prior to NEP 2020 in order to formulate suggestions for developing India's educational system are listed below.

The major commissions and their recommendations about Teacher Education are:

#### RadhaKrishnan Commission (1948-1949)

- Quality of university education depends on the quality and status of teachers.
- Teachers should be given decent and dignified pay scales and service conditions.
- Teachers should be given leaves for higher studies both in India and abroad.
- Teachers should be selected through a rigorous process based on merit and aptitude

#### Mudaliar commission (1952-1953)

- A two-year programme designed to prepare individuals who have completed the school leaving certificate or higher secondary school leaving certificate to become teachers.
- Graduates would participate in a one-year training programme.

#### Kothari commission (1964)

- The university's regular academic programmes need to include teacher education. In graduation and post-graduation courses, education will be acknowledged as a separate discipline. Additionally, schools of education will be founded in a few chosen universities to create teacher preparation programmes and carry out educational research.
- Integrated general and professional education courses are introduced in universities.

Previous National Policies on Education and their recommendations about Teacher Education:

#### National Policy on Education (1968)

- Academic freedom of teachers to pursue and publish independent studies.
- Adequate emolument and other service conditions with due regard to their qualification and responsibility.
- In-service training should receive due emphasis.

#### National Policy on Education (1986)

- Teacher education should include orientation as a continuous process.
- The District Institute of Education and Training (DIET) similar to SCERT Should be established.
- To meet the needs of the modern classroom, educators should acquire new skills.

### Various organizations and Institutions that were setup to control and regulate the Teacher education in India:

#### National Council of Teacher Education (NCTE)

On August 17, 1995, the National Council of Teacher Education was established as a statutory body in accordance with the National Council of Teacher Education Act 1993 (No. 73 of 1993).

Objectives of NCTE are:

- To achieve the planned and coordinated development of Teacher Education in India.
- Regulation and proper maintenance of norms and standards and quality in the Teacher Education.

#### Regional Institute of Education (RIE)

Government of India established the RIE in 1963 and placed them in various locations to cover the different regions. RIE was formally known as Regional College of Education, it is a component of National Council of Education Research and Training, NCERT New Delhi.

Objectives of RIE are:

- Enhancing the quality of education in schools through innovative pre-service and in-service Teacher Education programs and pertinent research, development, and extension initiatives.

#### INTEGRATED TEACHER EDUCATION PROGRAM (ITEP) as envisioned in NEP 2020

It is dual-major holistic bachelor's degree that combines disciplinary knowledge and professional pedagogy for aspiring teachers in the new school structure of NEP 2020(Para 15.5 , NEP 2020).By combining the pedagogy and subject matter of several disciplines, will give educators a comprehensive and interdisciplinary education.

It provides four specializations:

1. Foundational stage,
2. Preparatory stage,
3. Middle stage, and
4. Secondary stage

These stages correspond to the four phases of schooling. Students can select the specialization that best fits their interests and career objectives. The student teachers are expected to demonstrate the attributes according to the area of their specializations after the completion of ITEP.

It uses an outcomes-based approach that concentrates on helping graduates of ITEP develop qualities like

- Courage, & resilience,
- Compassion & empathy,
- Scientific temper and
- Creative imagination, and
- Strong ethical moorings and values.
- Active pedagogy
- Critical and high order thinking
- Experimental learning

The primary goal of the ITEP curriculum is ensuring that each student-teacher is capable of carrying out the responsibilities expected of them as teachers and performing in a variety of social, economic, linguistic, cultural, and technological contexts.

For the academic year 2023–2024, 42 central and state institutions—including IITs, NITs, and RIEs—were granted recognition as ITEP pilot institutions (ITEP, NCTE)

#### **ESTABLISHING NATIONAL PROFESSIONAL STANDARDS (NPST) FOR TEACHERS**

The National Education Policy 2020 (NEP 2020) has launched the National Professional Standards for Teachers (NPST) as a new initiative to raise the standard of education in India. The purpose of the NPST is to establish expectations and competencies for educators at various career stages and to connect these expectations with professional development, career advancement, and rewards. Additionally, the NPST aims to synchronise teachers with the goals and tenets of NEP 2020 by regulating their entry and training.

The National Council for Teacher Education (NCTE) draft document from November 2021 states that the following domains of teacher practice will be covered by the NPST:

- Pedagogy centered on the learner and learning
- Curriculum and evaluation
- Inclusive education and the learning environment
- Participation and advancement of professionals
- Collaboration, ethics, and values

#### **CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

The NEP 2020 places a strong emphasis on teachers' Continuous Professional Development (CPD) and requires all teachers to participate in at least 50 hours of CPD opportunities annually. The National Professional Standards for Teachers (NPST), which outline the expectations and competencies for educators at various career stages, will serve as the foundation for the CPD

#### **NATIONAL EDUCATIONAL TECHNOLOGY FORUM (NETF)**

Additionally, the NEP 2020 encourages the use of innovation and technology in teacher education, including digital repositories, artificial intelligence, simulation and gaming, and online and blended learning. The National Educational Technology Forum (NETF) will be established in accordance with NEP 2020 to enable stakeholders to share ideas and best practices.

#### **STRATEGIES TO ENSURE THE SUSTAINABILITY OF ITEP FOR TEACHER EDUCATION**

The NEP 2020's guiding principles serve as the foundation for the ITEP curriculum and pedagogical strategies. The following are some of the key tenets that steer the implementation of ITEP and its characteristics :

##### **Linking theory and practice**

- Classroom observations and experiential teaching internships act as links between the theoretical knowledge gained and the real-world application. Through these experiences, theoretical ideas are grounded in practical situations, assisting educators in understanding the subtleties of successful instruction.
- Teachers can experiment and modify their approaches in response to the results of their practical experiences by using the platform they offer to test and improve teaching methodologies.

### Developing Digital pedagogical competence among teachers:

NEP 2020 highlights the need for teachers to be conversant with a variety of digital tools and platforms. Teachers need to be aware of the ways in which technology can improve collaboration, communication, and learning.

- **Partnerships between Stakeholders:**

The policy creates opportunities for partnerships among stakeholders, which in turn prepares educators to be connected, flexible, and well-prepared.

- **Collaboration between academic institutions and industry:** It can help close the knowledge gap between theory and practice in teacher education.

- **Collaborations between schools and universities:** These partnerships give aspiring teachers practical classroom experience will enable them to apply theoretical knowledge in real-world settings.

- **Collaboration across Disciplines:** Working together across academic disciplines improves teachers' capacity to use a variety of viewpoints in their instruction.

- **Community Engagement:** Through collaborations with nearby communities, teachers can adapt their instruction to the unique cultural and societal circumstances.

### Comprehensive and adaptable Curriculum

- Creating a comprehensive and adaptable curriculum that integrates experiential learning, multidisciplinary learning, active pedagogy, and 21st century skills into the four-year B.Ed. programme.

### Providing adequate infrastructure

- Providing the adequate infrastructure, facilities and resources for the ITEP programme, such as laboratories, libraries, ICT tools, etc.

### Linkages and collaborations

- Establishing linkages and collaborations with schools, NGOs, and other stakeholders for providing field experiences and internships to the ITEP students.

### Recruitment and training

- Recruiting and training qualified and competent faculty members who can teach both the content and pedagogy courses effectively.

### Teacher orientation programs

- Organizations need to plan teacher orientation programmes, educational seminars, and refresher courses so that educators are always informed about the most recent developments in the field of education.

### Conducive and Supportive learning environment

- Creating a conducive and supportive learning environment that fosters creativity, innovation, and critical thinking among the ITEP

### Learning experiences

- Educational opportunities that give all student-teachers a solid grounding in Indian languages, literature, ethos, values, and traditions should be encouraged.

- These experiences recognize education as a serious intellectual and moral endeavor that involves human interaction rather than merely imparting a set of skills.

### Research-focused programs

- The educational institutions providing ITEP are advised to work in conjunction with the nearby university in order to enable teachers to enroll in research-focused programmes such as Ph. D., which will enable them to advance their expertise.

### Ensuring continuous assessment and evaluation

- ITEP accord the priority to formative assessment. A range of assessment tools and techniques should be employed to evaluate progress towards the specified learning outcomes, competencies, and anticipated Graduate Attributes.

- Every learning domain should be included in the assessment of learning outcomes. The assessment should provide the insightful feedback to faculty and student teachers.

## CONCLUSIONS

Teacher education in India has undergone several changes and challenges since independence, reflecting the socio-cultural, political, and economic realities of the nation. The NEP 2020 vision for teacher education is a comprehensive and ambitious plan to reform and revitalize the teacher education system, in order to meet the diverse and dynamic needs of the learners and the society. The NEP 2020 vision emphasizes the importance of quality, relevance, integration, innovation, inclusion, and excellence in teacher education, and proposes various strategies for its implementation. Integrated Teacher Education Program (ITEP) is visionary step towards transforming the education system and the role of teachers in India. It requires a collective and concerted effort

from all the stakeholders, including the government, the academia, the civil society, and the teachers themselves, to make it a reality. The successful implementation of the ITEP will not only benefit the teachers and the learners, but also the nation and the world at large.

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