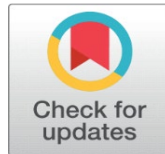
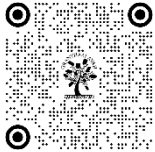


NEP 2020: INTEGRATED TEACHER EDUCATION PROGRAM AND ITS OPPORTUNITIES AND CHALLENGES

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ABSTRACT

In the present article, the role of teacher in the national education policy has been discussed in accordance with the new education policy. In accordance with this policy, a lot of expectations have been expressed from the teacher. A position has been taken that teachers should focus on student-centered strategy. Because every student has some inherent talents, they should be discovered, nurtured, encouraged and developed. These talents may manifest as various interests, inclinations or abilities. Students who show special interest and ability in a field should be encouraged to study that field beyond the normal school curriculum. Teacher education will include methods of identifying and stimulating the talents and interests of such students. Such is explained in this policy. This research essay is presented with the intention of highlighting the role of these teachers.

Keywords: Teacher, Education, Opportunities, Challenges

1. INTRODUCTION

In the present article, the role of teacher in the national education policy has been discussed in accordance with the new education policy. In accordance with this policy, a lot of expectations have been expressed from the teacher. A position has been taken that teachers should focus on student-centered strategy. Because every student has some inherent talents, they should be discovered, nurtured, encouraged and developed. These talents may manifest as various interests, inclinations or abilities. Students who show special interest and ability in a field should be encouraged to study that field beyond the normal school curriculum. Teacher education will include methods of identifying and stimulating

the talents and interests of such students. Such is explained in this policy. This research essay is presented with the intention of highlighting the role of these teachers.

2. OBJECTIVES OF RESEARCH

- 1) To overview on The National Education Policy of India 2020
- 2) To study of integrated teacher education program
- 3) To explain the importance of The National Education Policy
- 4) To overview on the integrated teacher education program and its opportunities and challenges

3. RESEARCH METHODOLOGY

For the purpose of this study used social science research methodology to study the research topic. Especially I used historical analysis. In this method used secondary data tools. In this secondary data tool used reference books. Research articles, newspapers, journals, published and unpublished materials and also taken help of internet facilities.

4. ROLE OF TEACHER IN NATIONAL EDUCATION POLICY

Regarding the role of the teacher in the National Education Policy in line with the New Education Policy, it has been mentioned that there is an urgent need for additional teachers with specialized skills in some areas of school education. Examples of such special needs include teaching subjects to children with disabilities at the pre-secondary and secondary school levels, as well as teaching those with specific learning disabilities. Such teachers not only need to have knowledge of subject teaching and understanding of subject-related objectives in education, but also need to have appropriate skills to understand the special needs of children. Therefore, such areas can be developed as a second specialty for subject teachers or general teachers, either during or after pre-service teacher preparation. Such courses will be offered as certificate courses, which can be taken pre-service or in-service, full-time or part-time/mixed and available in multidisciplinary colleges and universities. Emphasis will be placed on greater collaboration between NCTE and RCI course curricula so that there is adequate availability of qualified teachers with specific skills who can handle teaching well. Such a provision has also been made through this policy.

5. INTEGRATED TEACHER EDUCATION PROGRAM AND ITS OPPORTUNITIES AND CHALLENGES

In line with the new education policy, it has been made clear that teacher education will gradually shift to multidisciplinary colleges and universities by 2030, taking into account the need to train teachers in high-quality content as well as pedagogy. As all colleges and universities move toward becoming multidisciplinary, B.Ed., M.Ed., and Ph.D. They will also aim to start quality education departments that offer degrees. By 2030, the minimum qualification required for teaching will be a 4-year integrated B.Ed. degree, which will include extensive instruction in content and pedagogy, and concrete practical training in the form of student-teaching in a local school. 4 Year Integrated B.Ed. 2 years B.Ed only by multidisciplinary institutes offering the degree of program will be offered, and will only be for individuals who have already earned a bachelor's degree in a specialized discipline. This B.Ed. With suitable changes in programs their 4 year B.Ed. The programs are adaptable and available only to individuals who have obtained a 4-year multidisciplinary bachelor's degree equivalent or a master's degree in a particular field and wish to become a subject teacher in that particular field. 4 Year Integrated B.Ed. Such B.Ed only by recognized multidisciplinary higher education institutions offering the program degrees will be made available.

A 4-year classroom-based integrated B.Ed. Multidisciplinary higher education institutions offering programs and accredited for ODL, higher quality B.Ed. Programs can also be made available in hybrid or ODL format. These programs will be available to students living in remote or remote locations as well as in-service teachers who wish to upgrade their qualifications. These programs will have strong arrangements for mentoring and practical training and student teaching components of the program.

As per the new education policy, it has been clarified that short-term special indigenous teacher education programs will be available in BITE, DIET or the same school complexes for the purpose of disseminating local occupations, knowledge and skills such as local art, music, agriculture, business, sports, carpentry and other professional crafts, who may be appointed to teach as 'master trainers' in schools or school complexes. Finally, in order to restore the integrity of the teacher-education system, the substandard Teacher-Education Institutes (TEIs) operating in the country will be cracked down on and, if necessary, closed down. This has also been explained through this educational policy.

B.Ed. All of its programs will include training in time-tested techniques as well as new techniques in pedagogy, including pedagogy related to basic literacy and numeracy, multilevel teaching and assessment, teaching children with disabilities, teaching children with special interests and talents, use of educational technology, and student-centered and collaborative-learning. B.Ed. All of its programs will include effective practical training, which will be provided in the form of classroom teaching in local schools. While teaching any subject or performing any performance, B.Ed on compliance with Fundamental Duties (Article 51A) of Indian Constitution as well as other constitutional provisions. Emphasis will be placed on all programs of Environmental awareness and sensitivity to environmental protection and sustainable development will be properly integrated into all these programs so that environmental education becomes an integral part of the school curriculum.

In consultation with teachers at various levels and regions, expert organizations involved in teacher preparation and development, expert organizations in professional education, and institutions of higher education, the National Council for Teacher Education (National Council for Teacher Education), in its newly reconstituted form as the Professional Standard Setting Body (PSSB) under the General Education Council (GEC), will develop the National Professional Standards for Teachers by 2022. (National Professional Standard for Teachers - NPST) A common set of guidelines will be prepared. The standard will include expectations about the teacher's role at different stages of proficiency/level and the competencies required at that level. This will include standards set for performance appraisal, for each level, and this appraisal will be done periodically. The design of pre-service teacher-education programs will also be informed by the NPST. It will then be adopted by states and will determine all aspects of teacher career management, including tenure, professional development efforts, pay increases, promotions, and other recognition. No promotion or increment shall be made on the basis of tenure or seniority, but only on the basis of such evaluation. Based on a rigorous empirical analysis of the system's effectiveness, the professional standards will be reviewed and revised in 2030, and every ten years thereafter.

In line with the new education policy, it has been clarified that the role of principals and teachers will clearly include developing a caring and inclusive culture in their schools to ensure that schools have a positive learning environment, for effective learning and for the benefit of all stakeholders. Merit-based promotion of teachers (vertical mobility) is very important; Excellent teachers who demonstrate leadership and management skills will be trained over time, so that they can lead schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as in the respective government departments. This has also been explained through this educational policy.

6. CONCLUSION

The role of the teacher in this National Education Policy is considered important. Because of teachers truly shape the future of their children and hence the future of our nation. It is because of their noble contribution that teachers deserve the highest respect in Indian society. Only the best and most learned became teachers. The society provided the teachers or gurus with whatever they needed to impart their knowledge, skills and values to the students well. The quality of teacher training, recruitment, appointment, conditions of service and empowerment of teachers are not as they should be and as a result the quality and motivation of teachers is not up to the expected standards. High respect for teachers and high standard of teaching profession should be restored so that the best individuals are motivated to become teachers. Teachers need to be motivated and empowered to ensure the best future for our children and our country. In this regard, the role of teachers has been focused under this policy.

CONFLICT OF INTERESTS

None.

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None.

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