



Integrated Programs For Teacher Preparation

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Abstract

Teacher is an important part of the society which helps to educate and take the society on the right path. Becoming a teacher does not mean getting education but it is more about making yourself aware of methods and challenges with time. That's why TEI was promoted under J.S.Verma Commission, Integrated programme were made for teachers and programs like SWAYAM/DIKSHA were made so that teachers can upgrade themselves more. NEP -2020 also introduced Mentoring programs like NMM so that they can take knowledge from the experience professionals/ retired professors. This new Policy Prepares the students to take new challenges and also gives the teacher more experience to deal with these new challenges through new strategies.

Keywords: NEP, TEI, Challenges, NMM, SWAYAM, DIKSHA

Introduction:

Teacher preparation program works to qualify an individual for professional certification as an educator provided by teaching organisation or other Institution approved by the Department of Education for improvement of teaching skills. Teaching qualities works with the collaboration of Teaching skills, good pedagogical theory and professional skills.

Teaching qualities = Teaching Skills + Pedagogical knowledge + executive skills. (1)

Teaching skills would include providing training and practice in the different situations, approaches and strategies that would help the teachers to handle and transmit instruction, provide reinforcement according to instruction and conduct constructive assessment. It includes the ability to effectively manage a classroom, prepare and utilize instructional materials, and communicate effectively.



1. **Pedagogical Knowledge:** Philosophical, sociological, and psychological considerations are included in Pedagogical Knowledge to provide teachers with a solid foundation upon which to practice their teaching abilities in the classroom. The theory is based on the stage-specific requirements and is result-specific.
2. **Executive skills** are the methods, strategies, and techniques that teachers can use to improve their execution skills and advance their profession. The right knowledge, attitude, and skills would be developed in teachers by combining teaching skills, pedagogical theory, and professional skills, thereby promoting holistic development. It includes interpersonal and computer skills, soft skills for counseling, information retrieval and management, and most importantly, lifelong learning skills.
3. Teacher education is based on the theory that —Teachers are not born, it made by continuous process (2)
4. Teacher education has to keep abreast of recent developments and trends.
5. Enhanced student learning and performance.
6. Increased Confidence.

To face the new challenges and changes in the educational world, the Teacher Training Program is helping Teachers around the globe. Here are some points about the importance of Teacher Training Program –

1. **Project-based learning:** In the old era a teacher walked into a classroom and read from a textbook while students listened and made notes. Now a days incorporate innovative ways of engaging students, and project-based learning (PBL) is one important technique. It can help to create knowledge in fun and interesting way for students to develop a deeper understanding. Teacher training programs can help teacher to learn how to take cognitive benefits of project-based learning into their syllabus and classrooms by executing PBL. This can be achieved by implementing PBL based assignment work, help the students to work on and ensuring by teacher's experience for fruitful feedback in classroom.
2. **Inquiry-based learning:** In old era of learning, this approach represents teacher as a guides and facilitators and teacher encourage students to solve their problem by themselves. For instance, as part of logical gates in digital electronics, maximum teachers would traditionally



teach students about How the basic gates works based on truth table and circuit diagram. However, to encourage students to be curious about the actual process, teachers can provide students with basic information about circuitry and the gates and then allow students to take up their own controlled experiments. This will help students to understand the effect of each element on their chosen expression and what happens if an element is missing or manipulated. The larger goal of inquiry-based learning is to tell students *how to think* rather than *what to think*, and this is a different from conventional teaching-learning methods. Teacher training programs are working to help Teachers take this back to the classroom so that students can develop these skills and apply them across subjects.

3. **Design thinking:** This newer ways of teaching and learning, design thinking is being growing propagated as one of the best skills that teachers can impart to their students. . The fundamentals of design thinking can be taught to children even though they are typically thought to be something for professionals in design or higher education. In a nutshell, design thinking teaches students to gain insight and comprehension of a particular circumstance, which they then use to define a problem, determine the next step, create prototype solutions, and put their innovations to the test. Students can eventually learn to think critically and work creatively to solve problems if teachers are taught how to use design thinking. Young people must work to create, invent, and solve complex problems like climate change for the world to survive in the future. As a result, design thinking could serve as a foundation for educators to influence students' thinking.
4. **Flipped learning:** An instructional strategy known as "flipped learning" encourages students to prepare for class by reading ahead of time at home. Students benefit from preparing ahead of time for a class by improving their learning process, whether through interactive videos, presentations, or research papers. The benefits of a flipped classroom model can be emphasized and teachers guided through the process by training programs that simulate flipped classroom environments. The benefits of a flipped classroom for students include the inclusion of group learning, which transforms the classroom into a dynamic and interactive learning environment.



5. To ensure that students benefit from best-in-class educational practices that can assist them in flourishing in a world that is becoming increasingly complex, teacher training programs are essential. Additionally, educational establishments must work toward the implementation of such professional development and training programs in order to assist educators in realizing their full potential.
6. **Professional development:** Teachers can learn new techniques, strategies, skills, and tools through participation in training programs, which provides them with opportunities for ongoing professional development. Up skilling teachers automatically boosts their self-assurance, happiness, and drive to help students achieve greater things. Students who are happy and confident are also happy teachers!
7. **Better Student Management** As a teacher, it is essential to effectively know, comprehend, and analyze one's students. They won't be able to teach their students until that point. Isn't it true that teaching 5-year-olds and 12-year-olds cannot and should not be the same thing? Programs for teacher training assist educators in better understanding and, as a result, managing their students.
8. **Equips them with modern pedagogy strategies :** Teachers, especially those who have been teaching for a long time and are not likely to be aware of the most recent practices and methodologies, can learn new methods and techniques that they can use in the classroom to better educate their students through a holistic teacher training program. Traditional teaching methods aren't all bad. However, not all of them are still relevant.
9. **Builds better relationships with parents :** Teachers' relationships with parents are one of the most important predictors of happiness and success in every school. Teachers must establish and maintain positive relationships with their students' parents. During parent-teacher meetings, drop-off and pick-up, and other activities, a teacher is the one who talks to parents the most. The school's satisfaction is higher when it has a better relationship with parents.
10. **Impacts thousands of students indirectly:** Students as well as teachers are impacted by a teacher education program. Up skilled teachers can have an impact on thousands of students. Because students will be tomorrow's citizens, educators have a significant role to play in nation building. Imagine, then, the impact that teachers with more experience can have.



NEP 2020 Includes Teacher training Program on the recommendation of J.S.Verma

Commission (3)

The report of the Justice J. S. Verma Commission on enhancing the nation's teacher education system was released in August 2012. After conducting an investigation into a large number of TEIs (Teacher Education Institutions), the commission highlighted the deplorable state of the nation's teacher preparation system and offered a number of recommendations for enhancing the power and functions of the NCTE, building the capacity of TEIs, altering the curriculums of various teacher education programs, and establishing a more realistic connection between TEIs and schools, among other things.

NCTE has suggested altering popular teacher education programs like the B.Ed.'s duration and curricular structure in order to implement the Justice Verma Committee Report's recommendations. the M.Ed. Additionally, it has suggested increasing the number of TEI teachers.

NCTE has defined the proposed change in the nature of TEI as a composite institution because it believes that the majority of existing TEIs may not be able to transform into composite institutions with a variety of courses typically offered by arts or science colleges.

In accordance with the Justice Verma Committee's recommendation, NCTE proposed a new curricular framework to provide students in teacher education programs with solid theoretical support. However, the framework was developed by a centralized panel of experts without being the result of a decentralized discussion among various levels of teacher professionals, experts, and activists who are involved in issues related to teacher education in the nation. The creation of necessary connections between teacher education institutions, schools, universities, and the NCTE received no consideration.

Teachers should receive the best theoretical training in perspective (foundation) and pedagogical areas, as stated in the 2014 NCTE standards. On the other hand, it would appear that the qualifications that a teacher education institution needs to hire do not match this vision. To avoid the growing difficulties posed by experts from the social and behavioral sciences, on whose knowledge edifice teacher education is built, conventional teacher educators exerted pressure to determine qualifications.



In a global context where a knowledge society is the cherished objective, the proposed curricular framework and selection criteria for teachers in Teacher Education Institutions appear to be hardly in line with the recommendations of the Justice Verma Committee.

The Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) (4) that do not meet basic educational criteria, after providing one year for remedy, in order to reach the levels of integrity and credibility necessary to restore the teaching profession's prestige. By 2030, there will only be educationally sound, multidisciplinary, and integrated teacher education programs.

All teacher education programs must be held in composite multidisciplinary institutions because they require instruction in both pedagogy and high-quality content. It will be the goal of every multidisciplinary college and university to establish education departments that offer more than just a B.Ed. to achieve this objective.

Programs, but they also carry out cutting-edge research on a wide range of subjects related to education. programs, working together with departments like psychology, philosophy, sociology, neuroscience, Indian languages, the arts, music, history, literature, physical education, science, and math, and others. Because they will be required to offer the four-year integrated teacher preparation program, all stand-alone TEIs will be required to transform into multidisciplinary institutions by 2030.

The Ministry of Education made the announcement regarding a four-year Integrated Teacher Education Program (ITEP) that will offer a BA-BEd, BSc-BEd, and BCom-BEd with dual majors. The course's pilot program, which will begin in the 2022–2023 academic year and initially be offered at approximately fifty distinct multidisciplinary educational establishments nationwide, will begin.

Starting in the year 2030, only ITEP will be used to engage teachers, according to the new National Education Policy (NEP).

"The course will significantly contribute to the revitalization of the entire sector of teacher education." The official continued, "The prospective teachers who graduate from this course will be instilled with the needs of the 21st century on global standards through a multi-disciplinary environment that is grounded in Indian values and traditions. As a result, they



will be largely helpful in shaping the future of New India." By 2030, the minimum degree for school teachers will come from these multidisciplinary higher education institutions. The four-year integrated B.Ed. will be a full bachelor's degree that can be earned with a double major in education and a specialized subject like language, history, music, math, computer science, chemistry, economics, art, physical education, and so on. The teacher education will include instruction in cutting-edge pedagogy in addition to sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, and knowledge of India's values, ethos, art, and traditions. The HEI that supplies the integrated, four-year B.Ed. may additionally offer a two-year B.Ed., for students with a Bachelor's degree in a particular field. A year-long B.Ed. may also be awarded to applicants who have completed four years of an specialized undergraduate degree. The 4-year, 2-year, and 1-year B.Ed. programs are designed to attract outstanding candidates. programs and scholarships for students who deserve them will be established. applications (5)Higher education institutions that offer teacher education programs will guarantee the availability of specialists in a variety of education-related and related fields. Each higher education institution will collaborate closely with a network of public and private schools, where prospective teachers will teach students and take part in other activities like adult and vocational education, community service, and similar endeavors.

Pre-service teacher preparation programs will be admitted on the basis of standardized subject and aptitude tests administered by the National Testing Agency in order to maintain uniform standards for teacher education. This will take into account the country's linguistic and cultural diversity.

While teaching, research, and field experience will be highly valued, the diversity of the faculty profile in Departments of Education will undoubtedly be a goal. Teacher education institutions will recruit and retain faculty from science education, mathematics education, social science education, and language education programs with training in areas of the social sciences that are directly relevant to school education, such as psychology, child development, linguistics, sociology, philosophy, economics, and political science. This will strengthen the multidisciplinary education of teachers and provide rigor in conceptual development.



Courses in teaching, education, pedagogy, and writing related to their chosen Ph.D. will be required of all new Ph.D. applicants, regardless of their field. D subject matter throughout their doctoral training. Since many research scholars will go on to become faculty or public representatives or communicators of their chosen fields, exposure to pedagogical practices, curriculum design, credible evaluation systems, and communication, among other topics, will be guaranteed. Ph. Additionally, D students will have at least a certain number of actual teaching hours gained through teaching assistantships and other sources. For this purpose, Ph.D. programs at universities all over the country will be reoriented.

Through the existing institutional arrangements and ongoing initiatives, college and university teachers will continue to receive continuous in-service professional development; In order to satisfy the requirements of enhanced teaching-learning processes for high-quality education, these will be significantly strengthened and expanded. Teachers will be encouraged to use technology platforms like SWAYAM and DIKSHA for online training so that standardized training programs can be given to a large number of teachers quickly. (6)

"To provide teachers with a structured, user-friendly, and rich set of assistive tools for monitoring the progress of learners, appropriate existing e-learning platforms such as SWAYAM and DIKSHA will be extended," states NEP-2020 .As the current pandemic has demonstrated, tools like two-way video and two-way audio interfaces are absolutely necessary for holding online classes.

DIKSHA (Digital Infrastructure For Knowledge Sharing)

Digital technology is being used to give teachers more power by the Indian government. It launched the DIKSHA portal in 2017 to provide teachers with a dedicated national digital infrastructure. The platform will make it easier for teachers to connect with other teachers and create training content, in-class resources, profiles, and assessment aids. The DIKSHA portal can be utilized by both public and private educational establishments in accordance with their distinct objectives, requirements, and capabilities for teacher education. (7)



In KVS, various NEP-2020 propaganda pilot projects are underway. This kind of pilot project involves organizing various training programs through the Diksha app, such as the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA, NISHTHA 2.0). Teachers frequently use the Diksha app to teach learning processes due to its abundance of learning resources. When used correctly, the Diksha app can make teaching and learning more fun, effective, and continuous. The purpose of this paper is to demonstrate the Diksha app's effectiveness in English language teaching and learning by illustrating its various features.

As mentioned in the official website of Diksha this “platform gives

- a. Teacher training courses (i.e - training on learning outcomes, CCE, etc.)
- b. lesson plans, videos regarding syllabus, worksheets, curriculum design are the resource of Teaching
- c. Assessments for teachers, attitude test for teachers provides knowledge of teacher’s strengths and areas of improvement

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds)

SWAYAM, or Study Webs of Active Learning for Young Aspiring Minds, was launched in 2014 with the goal of providing the highest-quality education to over 3 crore Indian students. The Ministry of Human Resource Development worked with IIT Madras, NPTEL, and Google to develop the platform. It includes courses from IIM-Bombay, AICTE, UGC, NCERT, NPTEL, CEC, IGNOU, NIOS, and NITTTR. SWAYAM provides all training courses at no cost. 32 SWAYAM Prabha DTH channels further expand SWAYAM's reach, particularly in less digitized areas.

According to Arthur-Nyarko et al., MOOCs like SWAYAM courses aid teachers and students in lifelong learning and the acquisition of knowledge at any location and time. as well as reduced prices and, in some cases, free shipping. Platforms like SWAYAM transcend social and physical



barriers to provide flexible, high-quality education at their own pace and location. Because SWAYAM is convenient and simple to access, many educational institutions have begun offering the program.

There will be a **National Mission for Mentoring** with a large pool of outstanding senior and retired faculty members willing to mentor and support university and college teachers on a short- and long-term basis, including those who can teach in Indian languages.

A National Mission on Mentoring (NMM) offers individuals the opportunity to engage in the processes of learning under an experienced professional. Although faculty and students have acknowledged and praised the SWAYAM platform for its ease of use as well as its flexibility, there are also certain Senior retired people who are interested can be invited to Tosucceed. The selected mentors would be specifically tasked with mentoring students, educators, and school administrators. Networking with experts and participating in forums to exchange income, best practices, and a variety of findings in a variety of domains will be made possible as a result. There are three major players: "mentees," "mentors," and "administration."

A crucial component of any mentoring program ought to be the utilization of technology and shared digital infrastructure to maximize access, effectiveness, and efficiency. The need for ongoing education and skill development is reaffirmed by past challenges. Individuals can participate in the learning processes under the guidance of an experienced professional through mentoring. Additionally, it will make learning more continuous and individualized. It can be used in the education sector at any level.

Conclusion:

Teaching qualities works with the collaboration of Teaching skills, good pedagogical theory and professional skills. Teachers can learn new techniques, strategies, skills, and tools through participation in training programs, which provides them with opportunities for ongoing professional development. Up skilling teachers automatically boosts their self-assurance, happiness, and drive to help students achieve greater things.



The goal of the NEP 2020 is to create a community of competent teachers who are dedicated to providing high-quality education, high performance, and ethical and professional standards of conduct through the establishment of a large number of TEI, the provision of online training through the SWAYAM/DIKSHA Online Portal, and the NMM Policy.

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