



# Four-year integrated Teacher Education Programme: A Policy Perspective of India

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**Abstract:** *The Govt. of India has taken an outstanding initiative to mould the teacher education programme more professional through the introduction of a four-year integrated teacher education programme (ITEP). The course has been designed for the future aspirants to be a genuine member of the teaching community. It assured that the student teachers would be more accountable, dedicated and responsible towards the profession. The integrated teacher education programme aims to make a total balance between theory and practical aspects of the subjects. ITEP put optimum importance on the pedagogical aspects of the teaching-learning along with the content knowledge. The integrated teacher education programme gets familiarised due to its multidisciplinary exit. In the long run, the integrated teacher education programme will strengthen the Indian school education system, and it is a landmark decision by the Govt. of India to promote integrated teacher education programme. Introduction of integrated teacher education programme in India proves the dynamic improvement of the teacher education programme globally. The present article directs the rationale of integrated teacher education programme along with its strength, weakness, opportunity, threat and recommendations for implication.*

**Key Words:** *ITEP, Content knowledge, Knowledge of Pedagogy, Internship Programme*

## 1. INTRODUCTION:

Development of society depends upon the dynamic nature of its educational system. The development of education system depends on the Nations planners, administrators, educationists, teacher educators and the teachers (Mukherji, 1964). The overall education system depends upon the central factor child or the student or the learner or the student teacher. It is the teacher who moulds the overall development of the learner (Bashiruddin, 2018). That is why it is said that good teacher can change the fate of the nation. The personality of the teacher is a very significant factor in the life of a student and it is said that teacher's affects eternity. Nobody can tell where their influences stop. Teacher education system in India has a strong historical perspective (Basu, 1982). Teacher education programme starts modifying since independence (Mangal, 2020) and the present teacher education system is going through a stage of renovation according to the global and local needs of the Indian society.

The significant footsteps of teacher education programme in India have been discussed in the twenty first century. The national curriculum framework 2005 (NCF 2005) has brought a paradigm shift in teaching learning process as well as the role of the teacher. Accordingly teaching learning is the construction of knowledge in the vicinity of learners' physical, social and cultural context (Bruner, 1960). The function of the teacher is the knowledge constructor or facilitator. Constructivist epistemology has dominated the behaviourist approach of teaching learning according to NCF 2005. The national curriculum framework for teacher education (NCFTE 2009) emphasized the symbiotic relationship among the school education and teacher education programme. Developments in both the school education and teacher education programme mutually reinforce the qualitative improvement of entire Indian education system as well as teacher education programme. It has tried to introduce the courses like inclusive education, sustainable development, utilizing community knowledge in education and introduction of ICT and e-learning in the teacher education curriculum. NCFTE 2009 has imbibed the three broad aspects like foundations of education, curriculum and pedagogy and school internship within the teacher education curriculum framework. In the year 2012, Verma commission was constituted under the chairmanship of justice J.S.Verma to analyse the qualitative aspects of secondary teacher education programme and to locate the loop holes within the existing secondary teacher education programme. Accordingly, the supreme court of India has given verdict in the form of Gazette notification teacher on 24<sup>th</sup> November 2014 to implement the recommendations of justice Verma and two-year secondary teacher education programme started



implementation from the academic session July 2015. For ensuring and continuing the quality of teacher education programme the Govt. of India has continued experimentation and proposed some useful teacher education programmes through a Gazette notification on April 2019. Integrated teacher education programme (ITEP) was proposed by NCTE on March 2019 to be in operation throughout India from the July 2019 academic session.

According to University Education Commission (1948-49) 'peoples of the country slowly recognize that education is a profession for which intensive preparation is necessary' because it is also a profession like any other profession (Darling-Hammond, 2000). The same concern was expressed by the Education commission (1964-66) and National policy on Education (1986). It has been echoed that 'the destiny of India is now being shaped in her classroom'. All the previously recommendations are in the way of implementation through the introduction of four-year integrated teacher education programme in India. To compete with the global needs, the context of teacher education preparation has been changed as a result both the two-year secondary teacher education programme and integrated teacher education programme (ITEP) are implemented. To accumulate more professionalism (Pandey, 2004) within the teacher education programme the NCTE has proposed for implementing four-year integrated teacher education programme (ITEP) throughout India although it was in operation in the Regional Institutes of Education since long back.

To be professionally competent enough there should be a balance between the content knowledge and pedagogy. In the twenty first century, the explosion of knowledge is fast and the quantum of knowledge is wide and vast. So, first step is to provide the knowledge of the subject to the learners and it should be put as content in the integrated teacher education curriculum. The next step for an equipped teacher is to have the knowledge of the science and art of teaching i.e., pedagogical knowledge. In this context Rabindranath Tagore rightly said that what is to be taught is important but to whom it is to be taught is more important and how a teacher can win over the heart of the child is utmost important, this is known as pedagogical knowledge and skill. Neither content knowledge nor the pedagogical knowledge is sufficient enough to make a competent teacher professional but pedagogy is to be intertwined with the knowledge base or content knowledge to make professionally enriched competent teacher. It is assumed that integrated teacher education programme will fulfil the qualitative aspects of teacher education programme globally (Raina, 1999) and enable to supply competent, accountable and dedicated teacher professionals. Now the researcher raised some questions: The integrated teacher education programme run by the NCERT is successful or failure? Is the same model may be implemented throughout the India? What are the problems may arise to run the integrated teacher education programme?

## **2. OBJECTIVES OF THE STUDY:**

To find out the answer of the above said questions the present study entitled 'Four-year integrated Teacher Education Programme: A Policy Perspective of India' has been designed with the following objectives:

1. Nature of Integrated teacher education programme associated with Regional Institutes of Education.
2. Strength of Integrated teacher education programme.
3. Weakness of Integrated teacher education programme.
4. Opportunity of Integrated teacher education programme.
5. Threat of Integrated teacher education programme.
6. Recommendations to overcome the problems for implementation

## **3. RESEARCH METHODOLOGY:**

The study has carried out on the basis of the primary and secondary sources following content analysis process. With the help of analytical method of research, the researcher has gone through the present documents related to teacher education programme and interprets the observations.

## **4. RESULT AND DISCUSSION:**

### **Integrated teacher education programme associated with regional institutes of Education:**

During sixties the Govt. of India experimented the concurrent method of teacher preparation programme in some selected centres of India following the American models of teacher education programme (Glazier et al., 2017). The selected centres continued four-year integrated teacher education programme in different disciplines at College of Education-Kurukshetra, Rural institute-Vallabh Vidyanagar and four regional institutes of Education (RIEs). At that time the four-year integrated teacher education programme was monitored and supervised by the expertise of NCERT. All the centres of four-year integrated teacher education programme continued the course under the affiliation of the respective state Universities, and were bound to abide by the norms and guidelines of the respective state Universities. These institutes lacking behind from the autonomy of integrating content knowledge along with pedagogical input. In



the light of the above course of study the NCTE proposed for four-year integrated teacher education programme in 2014 throughout India. The Government of India has proposed to introduce four years integrated teacher education in India through a gazette notification along with NCTE on March 2019. Before the March 2019, some university departments and regional institutes of Education continued the ITEP. For making the teacher education institutes/departments composite in nature, some self-financed institutes opted four-year ITEP. It is to be assumed that the RIEs are the pioneer to implement the ITEP throughout India under the constant regulated supervision and monitoring of NCERT.

#### **Strength of ITEP:**

1. To get mastery over the content knowledge along with pedagogical knowledge ITEP is best as there is the provision of assembling HEAD, HEART and HAND (3H) within the same environment i.e., within the teacher education institute.
2. Exhaustive internship programme is assured by the four-year integrated B.A.B.Ed. and B.Sc.B.Ed. programme to make the student teachers confident and competent enough in the field of teacher education programme.
3. Science education and arts education are strengthened by the application of constructivist approach of B.A.B.Ed. and B.Sc.B.Ed. programmes.
4. ITEP is one of the popular teacher education programmes to encourage interdisciplinary approach of science education and arts education.
5. A majority of students may opt for ITEP in near future to assure the personal job prospect of school education within a short span of time. To qualify a Teacher eligibility test (TET or C-TET) the mandatory requirement is graduation with D.El.Ed or B.Ed. Integrated teacher education programme provides dual degree graduation along with B.Ed. Due to this uniqueness the B.A.B.Ed. and B.Sc.B.Ed. programmes are going to be popular among the young aspirants.
6. Operating B.A.B.Ed. programme is comparatively smooth than B.Sc.B.Ed. programme because there is less requirement of laboratory for smooth functioning of the practical programme of B.A. general or major course exception is Geography.

#### **Weakness of ITEP:**

1. Teacher education institutes/departments are offering B.A.B.Ed. or B.Sc.B.Ed. programme ignoring the practical aspects of Physics, Chemistry, Botany, Zoology or Geography. All the teacher education institutes/departments are conducting the practical with poor infrastructural laboratory facilities except the RIEs. The theory and practical balance are compromised due to improper laboratory facilities.
2. Pedagogical knowledge of the student teachers is sharpened by the vigorous internship programme but the practical aspects of science subjects are diluted because the student teachers are appearing for the external practical examinations within the home venue i.e., within the department or college.
3. Sometimes disintegration is noticed in the name of integrated teacher education programme. Because the student teachers learn the pedagogical knowledge from the Department of Education and content knowledge from the respective Department of Science. So bridging is important among the content and pedagogical knowledge and it is the success of ITEP programme to make them intertwined.
4. Although interdisciplinary approach is encouraged for science and arts education but sometimes the student teachers failed to grasp the teacher education part of B.Sc.B.Ed. or B.A.B.Ed. because the student teachers are immature and joined the ITEP after qualifying the (10+2) examination.
5. The nature of integrated teacher education programme offered by RIEs and Teacher education departments/school of Education are different. The B.Sc.B.Ed. course offered by RIEs are Physics-Chemistry-Mathematics (PCM) or Chemistry-Botany-Zoology (CBZ) combinations without major/Honours like Physics, Chemistry, Mathematics, Botany or Zoology. But the school of Education or teacher education departments provide B.Sc.B.Ed. course offering major subjects like Physics, Chemistry, Mathematics, Botany or Zoology. Because there is lack of autonomy among the RIEs and they are under the affiliation of the local state universities. They follow the curriculum of the respective state universities. But the teacher education departments have the autonomy to offer the major subjects.

#### **Opportunity of ITEP:**

1. It is a job oriented professional course.
2. There is enough scope for completing the internship programme with proper monitoring and supervision with limited numbers of student teachers.



3. There is flexibility for higher education among the student teachers. After the completion of ITEP the student teachers may admit for two-year M.A. or two-year M.Sc. or two-year M.Ed. or three-year M.Sc.M.Ed. programme.
4. The student teachers can save one complete year by opting through the four-year ITEP because the student teacher have to complete graduation in three years and secondary teacher education programme in two years in total five years traditionally.

#### **Threat of ITEP:**

1. It is difficult for a single science teacher to establish the practical laboratory for a single science subject like Physics or Chemistry or Botany or Zoology or Geography.
2. There is threat regarding the qualification of the science teachers of B.Sc.B.Ed. The teacher has to qualify UGC NET or CSIR NET to teach the B.Sc.B.Ed. student is questionable because CSIR NET is mandatory to teach science in Degree colleges.
3. It is difficult to offer ITEP in degree colleges because the degree college will provide the content knowledge but for pedagogical aspect the student teacher has to roam to the nearby teacher education institutes.
4. The entry point qualification of four-year teacher education programme and two-year D.El.Ed. programme is same. Then the future of two-year D.El.Ed. programme is questionable.
5. The future of two-year secondary teacher education programme is questionable because National Education Policy proposed for simultaneous functioning of two-year secondary teacher education programme and integrated teacher education programme.
6. It is urgent to provide a uniform curriculum guideline for year integrated teacher education programme for bringing uniformity throughout India keeping in mind the qualitative aspects of the ITEP.
7. It is important for the regulatory agencies to look into the curriculum aspects of the teacher education department/colleges, there is lacking of integration between the course content of major subjects and teacher education components. It is pertinent to intertwine the two-year secondary teacher education curriculum and three-year degree course content scientifically and meaningfully.

In future there may be scarcity of student teachers for two-year secondary teacher education programme due to introduction of four-year integrated teacher education programme.

#### **5. RECOMMENDATIONS:**

For smooth functioning of the integrated teacher education programme there are some specific recommendations to overcome the problems faced by the teacher education institutes.

1. There should be uniform curriculum for the integrated teacher education programme throughout the India.
2. For recruiting faculties of B.Sc.B.Ed. the teacher educator must have CSIR NET/SLET/SET in Science along with M.Ed.
3. For recruiting faculties of B.A.B.Ed. the teacher educator must have UGC NET/SLET/SET in respective subject along with M.Ed.
4. The internship programme should be conducted with controlled monitoring of the teacher education institute along with the supervision of the school teachers, principal.
5. The affiliating body must ensure the practical laboratories first, before the affiliation of the teacher education institutes to be run for integrated teacher education programme. The inspection team must observe the practical laboratories condition to run specially the B.Sc.B.Ed. programme and accordingly send the inspection report or recommendation for affiliation.
6. There must be close coordination between NCTE, SCERT, affiliating university and the teacher education institutes for smooth functioning of the integrated teacher education programme.
7. The teacher educators help to coordinate the head, heart and hand (Santosh 2019) of the student teacher regarding the pedagogical aspects of teaching learning. There is ample opportunity to practice content knowledge and pedagogy with limited number of students in the teacher education institutes.
8. The integrated teacher education institutes must provide the performance appraisal report (PAR) to NCTE annually.

#### **6. CONCLUSION:**

Four-year integrated teacher education programme has all the potentialities to make the student teacher complete professional in the field of teacher education programme. There is ample opportunity to intertwine content knowledge and pedagogical aspects of teaching learning within the four years. The blended method of learning between





the theory and practical will ensure motivation towards critical thinking and divergent thinking through the application of constructivist approach of teaching learning. ITEP will be popular in due course of time for its multidimensional output. After the completion of ITEP, a student teacher may admit for M.A. or M.Sc. or M.Ed. or higher education or seeking job for school education (Bharati, 2019). There is the scope to assemble head-heart and hand (Santosh 2019) during the internship programme to make the internship programme grand success. For qualitative expansion of teacher education programme, the four-year integrated teacher education programme will be a cherished milestone in the long run and will replace the loophole of two-year secondary teacher education programme. For the successful implementation of ITEP the most urgent is the positive outlook of the teacher educators as well as student teachers (Srinivasacharlu, 2020). There are some limitations with regard to physical infrastructure, human resource and uniform model curriculum but the teacher educators should come forward to implement it properly and providing feed back to the respective regulatory agencies to make the course streamline and grand success. Actually, four-year integrated teacher education programme is to create momentum among the student teacher to make them competent, confident, motivated, accountable and dedicated towards the teaching profession and to cultivate the Indian school education.

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