



# PERCEPTION OF STUDENT-TEACHERS ON 4-YEARS INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

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## ABSTRACT :

The present study assesses the perceptions of Student-teachers towards the proposed 4-years Integrated Teacher Education Programme (ITEP) as mentioned in the document of National Education Policy (NEP)-2020. An opinionnaire on Integrated Teacher Education Programme (ITEP), developed by Mrs Raseena.M.K (M Ed student) & Mr.Rishad Kolothumthodi (Assistant Professor, Supervising Teacher) of University of Calicut, consisted of 34 items was used. A sample of 100 Student teachers (M Ed students) of Department of Education, Bangalore University, Bengaluru were selected and used for the study. The data was collected and analyzed by using Percentage Analysis. The study revealed significant differences among Student-teachers in terms of their perception towards the implementation of ITEP. There were differences in the perceptions of Student-teachers in developing fruitful, effective, innovative methodologies which can be made possible by implementing the 4-years ITEP in a more creative & attractive way. The study concentrates about minimizing the problems & maximizing the output in the field of teacher education, which in-turn enhances the quality of Education. So, there is a need for implementing the proposed 4-years ITEP to bring out desirable changes in the development of perceptions of Student-teachers.

## KEY WORDS :

4-Years Integrated Teacher Education Programme (ITEP), NEP-2020, Student-teachers.

## INTRODUCTION :

Teacher Education is the integral part of Education system of a country which determines the success of whole process of Education. There is a mutual relationship between Teacher Education and School Education. The enhancement of the total improvement of the entire spectrum of Education will be possible with the development in both of these sectors. There is a need for educating, orienting & equipping the teachers properly to play their roles most effectively, for which, well organized Teacher Education programmes are inevitable.

For dynamic Student-teachers training in the 21<sup>st</sup> century globalized world; the teacher training institutions should hold the responsibility to design the programme which would help prospective teachers to know & understand deeply, a wide array of things about teaching and learning & in their social & cultural contexts. Furthermore, they must also be able to enact these understandings in complex classroom situations where diverse students are served. To achieve these goals, Teacher Education institutions must further design programmes that transform the kinds of settings in which both freshers and experienced teachers can teach and become competent teachers. This signifies that, Teacher Education must evolve out further & engage more with schools in a mutual transformation agenda with all struggle involved. Besides that, the training institutions must take up the charge of educating policy makers & the general public about which, it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school context that must be created to allow teachers to develop & use it, for the welfare of future learners.

Changes in the Teacher Education programme have brought some discrepancies in the teacher educational system. The 4-years ITEP has raised heated discussion in the Teacher Education scenario across the nation. ITEP is expected to prepare quality teachers.

NCTE envisages ITEP as a combination of general studies comprising of Science, Social sciences or humanities & professional studies comprising Foundation of Education, Pedagogy of school subjects & practicum related to the tasks and functions of a school teacher. Duration of the programme will be 4 academic years/8 semesters. The intake will be a basic unit of 50 and a maximum of 2 units will be permitted initially. The affiliating University can prescribe number of seats under different streams. Candidates with at least 50% marks are eligible for admission and relaxation of marks for reserved categories shall be as per State Government norms. Admission shall be based on an Entrance test or on the basis of the marks in the qualifying examination. There shall be 20 weeks of School-internship programme distributed as 4 weeks in 3<sup>rd</sup> year & 16 weeks in the 4<sup>th</sup> year. There shall be 16 Faculty members for 2 units (100 students) of intake including Principal, 4 faculty for prospective courses, 8 faculty for Pedagogy & subject courses & 1 each for Physical Education, Fine arts and Performing arts. There shall be 3000 m<sup>2</sup> land area & 2500 m<sup>2</sup> built-up area for one basic unit of Integrated B.Ed., including classrooms, library, office, multi-purpose hall, laboratories, faculty rooms, ICT Resource Centre etc.,

### **NEED AND SIGNIFICANCE OF THE STUDY :**

Teacher and his/her Education are very significant aspects of any nation. Education provides a new shape to the individual as well as to the nation. There is a well-known proverb that 'Teacher is the Nation-builder'. So, the quality of Teacher Education programme needs to be upgraded. We can observe that a lot of resources have been spent for improving the quality of Teacher Education. New technologies have been introduced in the field of Education; but still our Teacher Education could not rise up to the expected level. It is lacking behind somewhere in realizing its purpose because of lack of clarity in issues & effective means to meet the challenges. It is in this context, the need for 4-years Integrated B Ed programme is felt to prepare professionally sound & competent teachers on par with other professions like medical, legal & engineering etc.,

Equipping efficient teachers and improving their quality with continuous educational endeavors is the need of the hour. A perfect feedback system from institutions, staff, faculty & stakeholders regarding programmes and implementation is required at every stage of change and planning. Recently, NCTE has restructured B Ed programme with 2-years duration country wide, which was recommended by Justice Verma Commission. Surprisingly, even before completion of a few batches & outcome of results, NCTE has taken decision to enhance duration of the course to 4 years. A good planning coupled with proper feedback is a must for such a shift in the Teacher Education programmes. Unfortunately, it was not there in this case & it leads to lot of worries & anxieties.

Throughout the world, reform and innovation initiatives have triggered much discussion about the structure of Teacher Education programme. Building stronger models of teacher preparation in new era would require adequate & progressive knowledge content for teaching as well as knowledge for the subject that the teacher would be required to teach. In this respect, the “what” of Teacher Education training should be the focus of the curriculum. In the United States, the National Academy of Education Committee on Teacher Education adopted a framework that is organized on different areas of knowledge found in many ways, which will be good for considering new Teacher Education curriculum. Thus, the curriculum should pinpoint the ever-changing need of society, the globalization scenario, the advancement & proliferation of technology & the traditional classroom environment .

## **STATEMENT OF THE PROBLEM :**

### **Perception of Student-teachers on 4-years Integrated Teacher Education Programme (ITEP)**

## **OBJECTIVES OF THE STUDY :**

The present study has the following objectives-

1. To study the impact of ITEP on quality of Teacher Education.
2. To study the opinion of Student-teachers on implementation of ITEP.

## **SCOPE OF THE STUDY :**

This study highlights the problems of implementing 4-years ITEP. It explains how far the circumstances are ready to accept the new challenges in an effective way. Also, it gives ways to accomplish, to re-shape the area in a fruitful way. As the quality assurance in Teacher Education in India is burning educational issue of the era. Change is necessary for improvement & progress. Thus, the result of the study will help in minimizing, exploring, what are the real experienced problems, & how to rectify its causes. It also helps in bringing fruitful, effective, innovative methodologies, to implement the programme in more creative and attractive ways.

## **STATEMENT OF HYPOTHESES :**

1. There is no significant impact of ITEP on quality of Teacher Education.
2. There is no significant difference between the impact of 2-years B Ed course & ITEP on quality of Teacher Education.

## METHODOLOGY :

Participants in this study were 100 Student-teachers ( M Ed students) of Department of Education, Bangalore University, Bengaluru-56. The researcher had made use of an opinionnaire on ITEP developed by Mrs Raseena M K (M Ed Student) & Mr Rishad Kolothumthodi (Assistant Professor, Supervising Teacher) (2019) of University of Calicut, to collect the data about the Perception of Student-teachers on 4-years Integrated Teacher Education Programme (ITEP). The data obtained was analyzed descriptively & inferentially by calculating Mean and Percentages (Percentage Analysis).

## ANALYSIS AND INTERPRETATION OF DATA :

The main purpose of the study was to analyze the opinion of Student-teachers (M Ed students) on 4-years ITEP.

The data collected have been analyzed statistically based on the objectives of the study. The statistical technique used was Percentage Analysis.

The analysis is presented as below-

### 1. Perception of Student-teachers (M Ed students) on 4-years ITEP :

- a. This section of analysis was done to find out the perception of Student-teachers on ITEP. For this purpose, Percentage of agreement, disagreement and undecided were found for each statement in the total sample.

The details of the Percentage Analysis done to find out Perception of Student-teachers on 4-years ITEP for total sample are presented in the below table-

Table 1 : Perception of Student-teachers on 4-years ITEP :

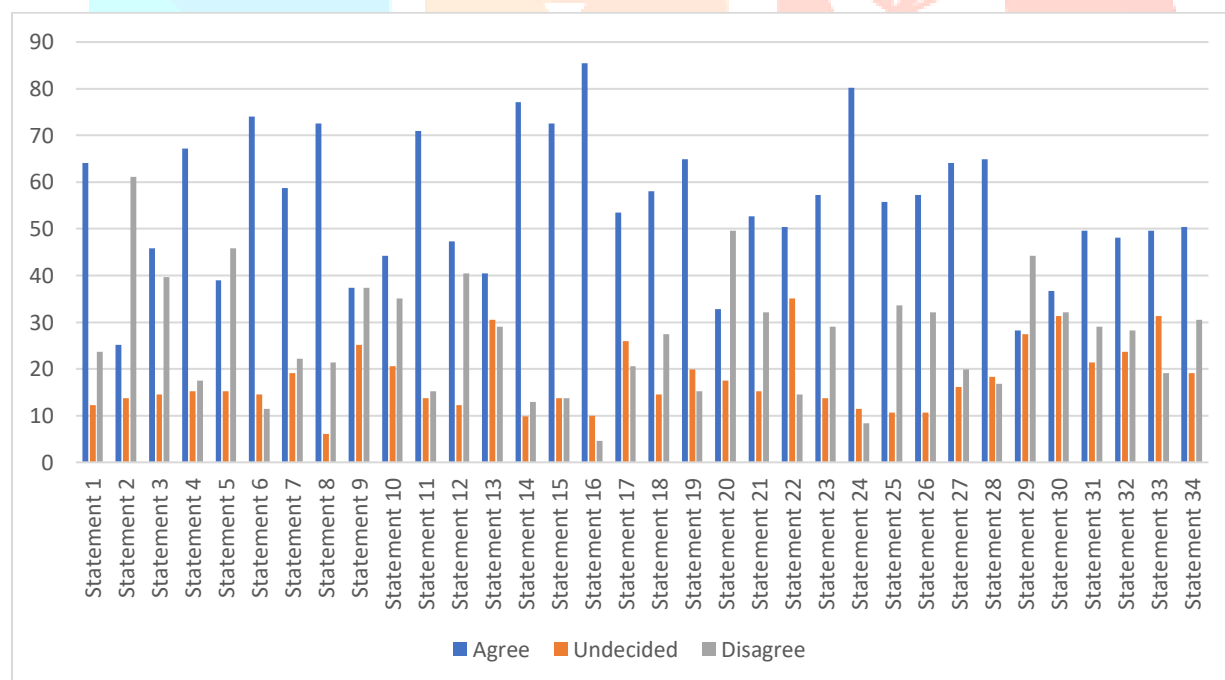
SI No	Particulars	Percentage		
		Agree	Undecided	Disagree
1	Statement 1	64.12	12.21	23.66
2	Statement 2	25.2	13.74	61.1
3	Statement 3	45.8	14.5	39.7
4	Statement 4	67.17	15.26	17.55
5	Statement 5	38.93	15.26	45.8
6	Statement 6	74.04	14.5	11.45
7	Statement 7	58.77	19.08	22.13
8	Statement 8	72.51	6.10	21.37
9	Statement 9	37.40	25.19	37.40
10	Statement 10	44.27	20.61	35.11
11	Statement 11	70.99	13.74	15.26
12	Statement 12	47.32	12.21	40.45

13	Statement 13	40.45	30.53	29
14	Statement 14	77.09	9.9	12.97
15	Statement 15	72.51	13.74	13.74
16	Statement 16	85.49	9.92	4.58
17	Statement 17	53.43	25.95	20.61
18	Statement 18	58.1	14.50	27.48
19	Statement 19	64.88	19.84	15.26
20	Statement 20	32.82	17.55	49.61
21	Statement 21	52.67	15.26	32.06
22	Statement 22	50.38	35.11	14.5
23	Statement 23	57.25	13.74	29
24	Statement 24	80.15	11.45	8.39
25	Statement 25	55.75	10.68	33.58
26	Statement 26	57.25	10.68	32.1
27	Statement 27	64.12	16.1	19.84
28	Statement 28	64.88	18.32	16.79
29	Statement 29	28.24	27.48	44.27
30	Statement 30	36.64	31.29	32.06
31	Statement 31	49.61	21.37	29
32	Statement 32	48.1	23.66	28.24
33	Statement 33	49.61	31.29	19.1
34	Statement 34	50.38	19.1	30.53

From the table, majority of Student-teachers (64.12%) opined that ITEP is an innovative proposal in Teacher Education field. Only one fourth of teacher educators agree to upgrade the course from 2 years to 4 years. 45.8% of Student-teachers opined that long duration of the course gives enough time to guide Student-teachers in improving teaching methodology. 72.51% of Student-teachers agreed that the integration of subject and pedagogy makes the course more comprehensive. 40.45% of Student-teachers are doubtful about the existence of 'Education' as a discipline. Average (52.67%) opined that ITEP will be helpful in ensuring the qualitative improvement of teacher training programme. 80.15% were anxious about the sudden change in Curriculum without proper study and discussion may affect the quality of the programme. Above average (64.12%) opined that ITEP will make the student-teachers into groups as, those who have done 2-years B Ed and integrated B Ed. 64.88% agreed to the statement – 'Equal weightage should be given to students with 2-years B Ed and integrated B ED for M Ed admission. 48.1% were doubtful about doing post-graduation in the basic subject for ITEP graduates. Average (49.61%) agreed to the statement – 'Beginning Teacher Education at the early stage or Higher Education will help to mould fully dedicated professionals in Teacher Education field' and 50.38% opined that ITEP acts as a filter for creating quality teaching professionals.

Majority of Student-teachers (70.04%) agreed the statement 'Teaching will become profession of choice but not a profession of chance'. Average Student-teachers (58.77%) opined that the structural instability of B Ed course leads to the value deterioration of Teacher Education programme. Respondents have equal agreement and disagreement (37.4%) towards the statement 'ITEP will get much acceptance from the society just like other professional courses such as Medicine, Engineering etc., have'. Almost average Student-teachers (44.27%) agreed to the statement 'ITEP will reduce the subject knowledge deterioration which may happen while taking a 2-years break to pursue B Ed separately'. 70.99% of Student-teachers have an opinion that learning content and pedagogical knowledge together will make the Student-teachers a brighter teaching professional. Majority have opined that multi and inter-disciplinary academic environment help students to increase the knowledge in various subjects. Average Student-teachers (58.1%) agreed that ITEP will be carried out to create a healthy relationship between subject of Education discipline and basic subject of graduation. 64.88% opined that it is not possible to find 125 working days in a semester as per the NCTE regulations for ITEP. 57.25% have an opinion that student's earlier decision of taking teaching profession will encourage them to excel in it. Average (55.75%) agreed that Continuous and Comprehensive Evaluation (CCE) of both pedagogical and content knowledge together will be a tedious task. 57.25% agreed that construction of curriculum will be an issue while integrating two disciplines. Almost average (49.61%) had an opinion that conduction and evaluation of practicals in each semester may be a burden for Student-teachers and students in ITEP.

The graphical representation of the Percentage of Agree, Undecided and Disagree with respect to each of the 34 statements related to the Perception of Student-teachers on 4-years ITEP can be represented as follows :



## FINDINGS OF THE STUDY :

1. Majority of Student-teachers (64.12%) opined that ITEP is an innovative proposal in Teacher Education field.
2. Increasing duration is not necessary to transact B Ed curriculum in a successful manner.

3. 72.51% of Student-teachers agreed that the integration of subject and pedagogy makes the course more comprehensive.
4. Average Student- teachers were doubtful about the future existence of 'Education' as a discipline.
5. 80.15% were anxious about the sudden change in curriculum without proper study and discussion may affect the quality of the programme.
6. Above average (64.12%) opined that ITEP will make a disparity between the student-teachers as, those who have done 2-years B Ed and integrated B Ed.
7. 48.1% were doubtful about doing post-graduation in the basic subject for ITEP graduates.
8. Average (49.61%) agreed to the statement – 'Beginning Teacher Education at the early stage or higher education will help to mould fully dedicated professionals in Teacher Education field.
9. 50.38% opined that ITEP acts as a filter for creating quality teaching professionals.
10. Majority of Student-teachers (67.17%) indicated the impracticability of implementation of the course in training colleges at the present condition.
11. Majority expressed that the infrastructural facilities of existing training colleges are not enough to run the ITEP.
12. Average Student-teachers (50.38%) were doubtful about the existence of Standalone training colleges in future.
13. Majority of Student-teachers (70.04%) agreed the statement 'Teaching will become profession of choice but not a profession of chance'.
14. Average Student-teachers (58.77%) opined that the structural instability of B Ed course leads to the value deterioration of Teacher Education programme.
15. Almost average Student-teachers (44.27%) agreed to the statement 'ITEP will reduce the subject knowledge deterioration which may happen while taking a 2-years break to pursue B Ed separately'.
16. 70.99% of Student-teachers have an opinion that learning content and pedagogical knowledge together will make the Student-teachers a brighter teaching professionals.
17. Majority have opined that multi and inter-disciplinary academic environment help students to increase the knowledge in various subjects.
18. 64.88% opined that it is not possible to find 125 working days in a semester as per the NCTE regulations for ITEP.
19. 57.25% have an opinion that student's earlier decision of taking teaching profession will encourage them to excel in it.
20. Average (55.75%) agreed that Continuous and Comprehensive Evaluation (CCE) of both pedagogical and content knowledge together will be a tedious task.
21. 57.25% agreed that construction of curriculum will be an issue while integrating two disciplines.

## CONCLUSION :

Based on the analysis, the investigator reached at the following conclusions. ITEP is accepted as an innovative proposal in Teacher Education field. Making structural changes in the B Ed course without proper study & evaluation will lead to the value deterioration of the teaching profession. Majority of Student-teachers (M Ed students) were doubtful about the future existence of 'Education' as a discipline. ITEP will be helpful in ensuring the qualitative improvement of teacher training programme. It is opined that long duration of the course gives enough time to guide students properly. Integration of subject & pedagogy makes the course more comprehensive. Multi and inter-disciplinary academic environment helps Student-teachers to increase the knowledge in various subjects. ITEP will make a disparity between students as, those who have done 2-years B Ed and Integrated B Ed programme.

## EDUCATIONAL IMPLICATIONS :

1. As the study attempt to analyze the atrocities regarding the implementation of Integrated Teacher Education Programme (ITEP), it reveals many issues so as to assume about re-structuring the programme.
2. Student-teachers are having different opinion towards the implementation of ITEP.
3. Implementation of ITEP without having much studies and planning may create many problems among teacher educators with regards to both academic and administrative matters.
4. Many of the Student-teachers are not aware of the ITEP. This shows that the authority should necessarily give more awareness on ITEP.
5. Investigator strongly believes that this study will give clear guidance to implement ITEP effectively in training colleges by catering the needs of the Teacher Education.
6. This study helps the policy makers to minimize problems of the teacher educators while implementing the ITEP in their institutions.
7. Findings of this study are an eye-opening to the Government about the problems of implementing ITEP at this present condition.
8. Universities should be taken much care in developing curriculum for ITEP, so as to make the programme competent.
9. Integration of basic subject courses and Education courses are to be taken very seriously, so as to keep the identity of each discipline.
10. The study strongly advocates the Government for the conduct of a need analysis before the frequent structural shift in Teacher Education programmes.
11. Initiatives must be taken to change the attitude of Student-teachers with respect to the implementation of new programmes in Teacher Education field.
12. The Teacher Education institutions shall be given enough time for physical expansion and development of infrastructural facilities before implementing innovations in Teacher Education field.



## SUGGESTIONS FOR FURTHER RESEARCH :

1. A study can be conducted on the problems of other stake holders in Teacher Education field.
2. An exploration can be made to understand the attitude of graduate students towards ITEP.
3. Since ITEP is recommended for all over India, Studies on ITEP may be conducted in all states of the country.
4. It has been found that any SWOT analysis is carried out in the ongoing 2-years B Ed programme. A scientific study to analyze the same is highly demanded.
5. A study on the issues and challenges of implementing ITEP may be carried out in order to address them scientifically.

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## APPENDIX

### Opinionnaire on Integrated Teacher Education Programme (ITEP)

**Mr.Rishad Kolothumthodi**

**Mrs.Raseena M.K**

Assistant Professor

M Ed Student

(Supervising Teacher)

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### INSTRUCTIONS

This opinionnaire is constructed to know your opinion towards Integrated Teacher Education Programme (ITEP) which is proposed to be implemented. It consists of 34 statements. Each item has three responses. They are 'Agree', 'Undecided' and 'Disagree'. Read each statement and mark your opinion 'A' for 'Agree', 'U' for 'Undecided' and 'D' for 'Disagree'. Please do not leave any item unanswered.

**Name:**

**Name of Institution:**

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- 1- Integrated Teacher Education Programme (ITEP) is an innovative proposal in Teacher Education field.  
(.....)
- 2- A shift from 2 years to 4 years integrated system is essential to transact the B Ed curriculum in a successful manner.  
(.....)
- 3- Long duration of the course will give enough time to guide Student-teachers in improving teaching methodology.  
(.....)
- 4- It is not practicable to implement new programme (ITEP) in training colleges in the present condition.  
(.....)
- 5- Teaching competency will increase while increasing the duration of course.  
(.....)
- 6- Teaching will become a profession of choice but not a profession of chance.  
(.....)
- 7- The structural instability of B Ed course leads to the value deterioration of Teacher Education programme.  
(.....)
- 8- Integration of subject and pedagogy will make the course more comprehensive.  
(.....)
- 9- ITEP will get much acceptance from the society just like other professional courses such as Medicine, Engineering etc., have.  
(.....)

- 10- ITEP will reduce the subject knowledge deterioration which may happen while taking a two year break to pursue B.Ed separately. (.....)
- 11-Learning content and pedagogical knowledge together will make the student teacher a brighter teaching professional. (.....)
- 12- The authority has given a clear vision to stakeholders regarding ITEP through seminars, conferences etc., (.....)
- 13- The existence of 'Education' as a discipline will be a questionnaire. (.....)
- 14- Multi and Inter-disciplinary academic environment help Student-teachers to increase the knowledge in various subjects. (.....)
- 15- The physical expansion of training colleges in to a 'composite institution' is not possible in majority of cases. (.....)
- 16- The infrastructural facilities of existing training colleges are not enough to run the ITEP. (.....)
- 17- While integrating two disciplines, academic dominance of the course will be given to either Education discipline or arts and science discipline; it becomes a matter of controversy. (.....)
- 18- ITEP will be carried out to create a healthy relationship between subject of Education discipline and basic subject of graduation. (.....)
- 19- It is not possible to find 125 working days in a semester as per the NCTE regulations for ITEP. (.....)
- 20- ITEP will reduce the depth of content knowledge while giving significance to pedagogic aspects. (.....)
- 21- ITEP will be helpful in ensuring the qualitative improvement of teacher training programme. (.....)
- 22- Stand-alone training colleges may not exist in future. (.....)
- 23- Student's earlier decision of taking teaching profession will encourage them to excel in it. (.....)

- 24- Making sudden changes in Curriculum without proper study and discussion  
may affect the quality of the programme. (.....)
- 25- Continuous and Comprehensive Evaluation (CCE) of both pedagogical and  
content knowledge together will be a tedious task. (.....)
- 26- Construction of curriculum will be an issue while integrating two  
disciplines. (.....)
- 27- ITEP will create a disparity between Student-teachers as, those who have  
done 2-years B Ed and integrated B Ed. (.....)
- 28- Equal weightage should be given to students with 2 year B Ed and  
integrated B Ed for M Ed admission. (.....)
- 29- Student-teachers undergoing ITEP will be less oriented to teaching practice  
than a normal B Ed student. (.....)
- 30- Difference in the basic qualification of the subject teachers and teachers of  
pedagogy who will get equal salary in ITEP is a matter of controversy. (.....)
31. Conduction and evaluation of practicals in each semester may be a burden  
for teacher educators and Student-teachers in ITEP. (.....)
- 32- Doing post-graduation in the basic subject will be an issue for ITEP  
graduates. (.....)
- 33- Beginning Teacher Education at the early stage of Higher Education will  
help to mould fully dedicated professionals in Teacher Education field.  
(.....)
- 34- ITEP acts as a filter for creating quality teaching professionals.  
(.....)