

Perception of Teacher Educators' Towards the Implementation of Four-Year Integrated Teacher Education Programme

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Abstract:

Global education systems are always evolving as a result of the world's rapid changes brought about by the explosion of knowledge. Teachers are seen as the most creative and special person because they have the power to inspire and influence students by their knowledge, values, experience, wisdom, and vibrant personalities. For this reason, teachers are regarded as the real architects of a country. Change in life is unexceptionally constant, which applicable to education too. NEP2020 is a much-awaited milestone step to bring desired reforms and development in the field of education. The four-year Integrated Teacher Education Programme has raised heated discussion in the teacher education scenario across the nation. Integrated Teacher Education Programme is expected to prepare quality teachers. The present study was of the descriptive-survey type because it deals with the present status of teacher educators' perception towards the implementation of four-year integrated teacher education programme (ITEP). The sample of the study selected via convenience sampling method. The data collected via Checklist from the teacher educators. According to the findings of this study, teacher educators' have perception that is usually favourable towards four-year integrated teacher education programme. Majority of Teacher Educators believe that 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 student teachers properly. Integration of subject and pedagogy makes the course more comprehensive. However, they identified some challenges to the implementation of four-year integrated teacher education programme.

Keywords: Teacher Educators, Perception, ITEP, implementation, NEP2020.

Introduction:

Teachers are seen as the most creative and special person because they have the ability to inspire and influence students by their knowledge, values, experience, wisdom, and vibrant personalities. The integrated approach to teacher education was borrowed from U.S.A. and a few experiments were conducted in our country during sixties. The first experiment was conducted in the college of Education at Kurukshetra University, Haryana and later at the Regional Colleges of Education at Ajmer. Bhopal. Bhubaneswar and Mysore centre conducted by NCERT. A dual-major holistic bachelor's degree in education, the four-year integrated B.Ed. program will be offered. According to the new NEP 2020 school

structure, the curriculum attempts to prepare instructors for the Foundational, Preparatory, Middle, and Secondary phases. It will guarantee that exceptional pupils pursue careers as teachers. The course will provide students with a solid foundation in Indian values, languages, knowledge, ethos, and tribal traditions, while also keeping them up to date with the most recent developments in pedagogy and education. The goal of this program is to transform teacher preparation from the ground up. The needs of the twenty-first century are met by this course. The National Testing Agency's National Common Entrance Test (NCET) will be used for admissions. Four sections will make up the test: Teaching Aptitude, Domain-specific courses, Languages, and a General Test, 42 central and state universities around the nation have been running the program in experimental form since the end of the previous academic year. A paradigm shift in the teaching-learning process and the teacher's role has been brought about by the National Curriculum Framework, 2005 (NCF 2005). Thus, the production of knowledge in the immediate physical, social, and cultural context of learners is what is meant to be taught and learned (Bruner, 1960).

The role of the instructor is to construct or facilitate knowledge. NCF (2005) states that the behaviourist approach to teaching and learning has been dominated by constructivist epistemology. School education and teacher education programs have a symbiotic relationship, according to the National Curriculum Framework for Teacher Education (NCFTE 2009). The advancements in the teacher education program and school education both contribute to the overall increase in the quality of the Indian education system. It has made an effort to include courses on inclusive education, sustainable development, using community knowledge in the classroom, and integrating ICT and e-learning into the teacher preparation program. Within the context of the teacher education curriculum, NCFTE 2009 has incorporated three broad elements: school internships, curriculum and pedagogy, and foundations of education. In order to identify any gaps in the current secondary teacher education program and to analyze its qualitative components, the Verma Commission was established in 2012 and was chaired by Justice J.S. Verma.

In light of this, the Indian Supreme Court rendered a decision on November 24, 2014, which was published in the Gazette, directing the implementation of Justice Verma's recommendations. A two-year program for secondary teacher education was to be implemented beginning in July 2015. By means of a Gazette notification in April 2019, the Indian government continued experimenting and recommended several beneficial teacher education programs in an effort to ensure and maintain the quality of the program. The NCTE suggested the integrated teacher education program (ITEP) in March 2019, with plans to launch it in July 2019 for use across the country.

Review of Related Literature:

The main challenge of the teacher education programme was insufficient duration of the course itself, duration of the course only 1 years. One-year B.Ed. course was not sufficient for quality of teaching practice. Attitude of authorities towards change in the curriculum, inappropriate time management of the programme and attitude of the teachers acted as a hindrance for preparing competent quality teacher (Rajput 2012). General Teacher Educators belief that it is necessary to revise the B.Ed. curriculum; subject council should be formed and in-service course should be provided to the Teacher Educators. All the papers of B.Ed. curriculum are relevant and should be activity oriented and teaching practices. Being a time bounded programme of one year there exist a shortage of time for the fulfilling the activities in the class room. Examination pattern of B.Ed. should be more application oriented (Ashraf 2013). The article discusses the different strategies for two-years that can develop for improving the quality of the teachers. The researcher said that policies must be implemented at grass root level for effective implementation of

the programme (Mohandi 2015). A critical analysis of the Justice Verma committee report reveals that the Indian government, which is dealing with conflicts between academics, private institutions, and bureaucrats, will ultimately decide whether to extend the teacher education curriculum from one year to two years. Academician and government found that one-year teacher education programme is not sufficient. According to the study, a sudden and significant change in the sphere of education, including teacher education, requires government initiative. The authority must systematically oversee the program's planning, implementation, implications, assessment, and evaluation (Pritam 2014). She discussed the rationale for 4 year integrated BA, B.Ed., BSc, B.Ed. teacher education programme and its issues and challenges based on Bangalore university 4 year integrated course content of 8 semester BA, B.Ed, BSc, B.Ed (Taj 2019).

Research Questions:

What is the perception of teacher educators on implementation of four-year integrated teacher education programme.

Objectives:

To study the perception of Teacher Educators on implementation of four-year integrated teacher education programme.

RESEARCH METHOD:

Research Design: Research design is the plan, structure and strategy of investigation conceived so as to obtain answer to research question and to control variance (Kerlinger). The present study was of the descriptive-survey type because it deals with the present status of teacher educators' perception towards the implementation of four-year integrated teacher education programme (ITEP).

SAMPLE: The sample of the study was selected via convenience sampling method.

Tools used for the study: Questionnaire had developed by researcher (Self-made) to measure perception of teacher educators towards implementation of four-year integrated teacher education programme (ITEP). The questionnaire comprised 25 items, including 10 positive and 15 negative items toward implementation of four-year integrated teacher education programme. Participants rated each item on a three-point Likert scale (1 point for "disagree" to 3 points for "agree").

Data Collection & Administration: The questionnaire was distributed in the form of Google Forms through email and WhatsApp. As the questionnaire was self-paced without time restrictions, a total of 30 responses were received.

Statistical Technique: The following statistical technique was used for the analysis of data for the present study.

The researcher was used only Percentage analysis.

Result: This section of analysis was done to find out the perception of Teacher Educators towards implementation of Integrated Teacher Education Programme (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 perception of Teacher Educators on Integrated Teacher Education Programme for total sample are presented in Table 1.

S.No	Statement	Percentage		
		Agree	Undecided	Disagree
1.	Teacher Education Programme (ITEP) is an innovative proposal in teacher education field.	76.7	3.3	20.0
2.	ITEP offers individuals to choose the teaching profession of their choice.	76.7	10.0	13.3
3.	Pre-service teachers' preparation is able to save a year of valuable time because to ITEP.	63.3	23.3	13.3
4.	ITEP offers dual liberal bachelor's degree.	70.0	16.7	13.3
5.	Do you believe ITEP produces highly qualified educators?	50.0	40.0	10.0
6.	Long duration of the course will give enough time to guide student teachers in improving teaching methodology.	63.3	6.7	30.0
7.	Under the current circumstances, it is not practical to execute the new programme (ITEP) in training colleges.	40.0	26.7	33.3
8.	Teaching competency will improve while increasing the duration of course.	56.7	13.3	30.0
9.	Do you believe that the lack of infrastructure has an impact on ITEP implementation?	70.0	20.0	10.0
10.	It is difficult to maintain labs and their equipment without supporting staffs.	66.7	13.3	20.0
11.	Do you believe that a lack of resources has an impact on ITEP implementation?	70.0	13.3	16.7
12.	It is not practicable to implement new programme (ITEP) in training colleges in the present condition.	43.3	26.7	30.0
13.	ITEP will get much acceptance from the society just like other professional courses such as Medicine, Engineering etc. have.	46.7	36.7	16.7
14.	Multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects.	66.7	23.3	10.0
15.	ITEP will be carried out to create a healthy relationship between subject of education discipline and basic subject of graduation.	70.0	13.3	16.7
16.	ITEP will reduce the depth of content knowledge while giving significance to pedagogical aspects.	36.7	20.0	43.3
17.	It will be time-consuming to continuously and thoroughly evaluate both content and pedagogical knowledge together.	40.0	33.3	26.7

18	The curriculum's construction will be a challenge when combining two disciplines.	56.7	23.3	20.0
19	Conduction and evaluation of practical's in each semester may be a burden for teacher educators and student teachers in ITEP.	43.3	20.0	36.7
20	Do you think that ITEP is challenging for administrative viewpoint?	36.7	23.3	40.0
21	Do you think that quality of Internship practice is affected by ITEP?	40.0	20.0	40.0
22	ITEP requires more schools for Internship practices.	60.0	20.0	20.0
23	To prepare high-quality pre-service teachers, the four-year ITEP programme is insufficient.	23.3	23.3	53.3
24	ITEP is more-costly than a two-year B.Ed. programme.	33.3	40.0	26.7
25	Awareness and importance of ITEP programme at secondary school students is necessary.	80.0	10.0	10.0

From Table 1, the majority of teacher educators' 76.7 percent believed that ITEP was an innovative proposal in the field of education. On the other hand, only 20.0 percent of teacher educators disagreed with this statement. 76.7% of teacher educators agreed that ITEP offers individuals the opportunity the opportunity to choose the teaching profession of their choice, and only 13.3% of teacher educators disagree. 63.3% of teacher educators agreed that pre-service teachers' preparation is able to save a year of valuable time because of ITEP, and 23.3% of teacher educators are doubtful about this statement. The majority of teacher educators (70%) opined that ITEP offers dual liberal bachelor's degrees. 50% of teacher educators agreed that ITEP produces highly qualified educators, but 40% of teacher educators are doubtful of this statement. 50% of teacher educators agreed that ITEP produces highly qualified educators, but 40% of teacher educators have not decided that ITEP produces highly qualified educators, and only 10% disagree with this statement. Above average, 63.3% of teacher educators opined that the long duration of the course will give enough time to guide student teachers in improving teaching methodology, and 30.0% disagreed with this statement. 40% of teacher educators agreed with the statement that, under the current circumstances, it is not practical to execute the new programme (ITEP) in training colleges, and 33.3% of teacher educators disagree with this statement.

An average of 56.7% of teacher educators opined that teaching competency will improve while increasing the duration of the course, but 30% disagreed with this statement. The majority of teacher educators (70%) agreed with the statement that the lack of infrastructure and 70% lack of resources have an impact on ITEP implementation. Above average (66.7%) teacher educators opined that it is difficult to maintain labs and their equipment without supporting staff. 43.3% were anxious that it was not practicable to implement a new programme (ITEP) in training colleges in the present condition, but 30% disagreed with this statement. 46.7% of teacher educators agreed that ITEP will get much acceptance from society, just like other professional courses such as medicine, engineering, etc. have, 36.7% have doubts about this statement, and only 16.7% disagree with it. On average, 66.7% of teacher educators agreed that a multi- and inter-disciplinary academic environment helps student teachers increase their knowledge in various subjects. The majority (70%) of teacher educators agreed to the statement that ITEP will be carried out to

create a healthy relationship between the subject of education discipline and the basic subject of graduation. 43.3% of teacher educators disagreed that ITEP will reduce the depth of content knowledge while giving significance to pedagogical aspects, but 36.7% agreed with this statement. Respondents have equal agreement (40%) with items 17 and 21. Above average, 56.7% of teacher educators believed that the curriculum's construction would be a challenge when combining two disciplines. 43.3% of teacher educators opined that the conduct and evaluation of practical's in each semester may be a burden for teacher educators and student teachers in ITEP. 40% of teacher educators disagreed that ITEP is challenging from an administrative viewpoint, but 36.7% agreed with this statement. Respondents have equal agreement and disagreement (40%) towards item number 21: the quality of internship practice is affected by ITEP. 60% of teacher educators agreed that ITEP requires more schools for internship practices. 53.3% of teacher educators disagreed that to prepare high-quality pre-service teachers, the four-year ITEP programme is insufficient. 40% of teacher educators are doubtful that ITEP is costlier than a two-year B.Ed. programme, and 33.3% agree with this statement. The majority (80%) of teacher educators agreed that awareness and importance of the ITEP programme for secondary school students are necessary.

Discussion:

Every country places great importance on its teachers and their education. Knowledge gives both the person and the country a new shape. "The Teacher is the Nation-BUILDER" is a widely recognized saying. Thus, It is necessary to raise the standard of the Teacher Education program. We can see that a significant amount of money has been invested to raise the standard of teacher preparation. Although the field of education has seen the introduction of new technology, our teacher education has not kept up with expectations. It is falling short in certain areas of achieving its goals due to unclear problems and ineffective solutions. It is in this context that a four-year Integrated B Ed degree is deemed necessary in order to produce teachers who are as professionally sound and capable as those in the medical, legal, and engineering fields, among other fields. It is imperative that effective educators are equipped and that their quality is continuously improved through educational activities. Every step of planning and development requires an ideal method for gathering input on programs and execution from stakeholders, teachers, staff, and institutions.

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