

EFFECTIVENESS OF INTEGRATED TEACHER EDUCATION PROGRAMME IN ALIGNMENT WITH NEP 2020: AN OVERVIEW

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Abstract: Teachers are revered as highly creative and unique individuals due to their capacity to impact and inspire students through their intellect, values, experience, wisdom, and charismatic personality. They are often hailed as the true architects of a nation. India is fortunate to have remarkable educators like Charaka, Susruta, Aryabhata, Varahamihira, Chanakya, Panini, Patanjali, Nagarjuna, Gautama, Sankardev, Maitreyi, Gargi, Thiruvalluvar, among that not only enlightened India but also influenced the global community. As rightly stated by the Education Commission (1964-65), "The destiny of India is being shaped in her classroom. "Post-independence, the Indian government prioritized the education sector by establishing various committees and commissions. Despite this, India remains trails behind other nations in terms of teacher education. To address this gap, the National Board for Instructor Instruction (NCTE), beneath the Service of Instruction, has recently introduced the National Instruction Approach 2020. This policy includes new regulations aimed at the fruitful usage of the Integrated Teacher Education Programmed (ITEP). ITEP is a specially designed four-year integrated program offering a comprehensive bachelor's degree such as B.A. B.Ed. / B. Sc. B. Ed. and B.Com. It is tailored for students aspiring to pursue a career in teaching. ITEP will be provided by multidisciplinary institutions and will be the minimum qualification required to become a school teacher. Be that as it may, the viable execution of ITEP presents noteworthy challengefor institutions, necessitating strategic preparation for its successful implementation. This article delves into the strategies, obstacles, and future prospects of the Integrated Educator Instruction Programming alignment with NEP 2020.

Key Words: Teacher Education Programme, Procedures for Instructor Instruction in ITEP, NEP 2020.

1. INTRODUCTION :

The teaching profession is highly regarded as noble, given thatinstructors play a coordinate part in a country's advancement, which hinges on its education system. Educated nations have shown rapid advancements acrossdifferent areas like horticulture, medicine, technology, engineering, astronomy, and communication. Investing in education yields significant returns and is crucial for a nation's social and economic progress. India has a rich history of educational institutions dating back to ancient times, with revered texts such as the Rig-Veda, the Aranyakas, the Upanishads, and epics like the Ramayana and Mahabharata. Notable ancient universities like Nalanda and Taxila further underscore India's educational heritage. Post-independence, the Indian Government has prioritized education, establishing key commissions such as the University Education Commission in 1948, the Mudaliar Commission in 1952, Indian Education Commission 1964-1966, and implementing significant policies like, National **Education** Policy in 1968, and 1992. Initiatives like the SarvaShikshaAbhiyan(SSA) in 2000-2001, the RightEducation Act in 2009, and the recently released National Education Policy 2020reflect ongoing.Efforts to improve the education system. Teacher education programs have a longstanding history, evolving alongside educational practices. The Integrated Teacher Education Programme (ITEP) is a newly introduced initiative by the National Council for Teacher Education (NCTE) for aspiring teachers. This four-year integrated degree program combines general coursework like B.A or B.Sc. in the initial two years with specialized teacher education training in the latter two years. Students enrolled in ITEP can earn a dual degree, receiving both a B.A/B.Sc. and B.Ed. upon completion. The NCTE, as set out in the National Education Policy 2020, aims to launch the four-year ITEP program starting from the academic session of 2022-23.

2. OBJECTIVE:

The primary goals of this study include Understanding the concept of Integrated Teacher Education Programme (ITEP) and its functioning, developing strategies for Institutions to effectively implement ITEP.

CONCEPT OF ITEP

The global education system is evolving rapidly, as reflected in the National Education Policy 2020, which introduces various suggestions and policies aimed at enhancing education quality. Emphasis is placed on fostering qualitative learning, problem-solving skills and creativity, integrating new technologies, moral development, ethics, compassion, and character building through effective education. The Teacher Training Programme, developed by the NCTE, is tailored for both in- service and pre-service teachers to excel in the education sector. Under the previous NPE 1986, teachers underwent a minimum three-year degree program followed by a compulsory two-year B. Ed program to become educators. In the NEP 2020, it is proposed that students aspiring to become teachers can directly enroll in four years of integrated teaching training after completing high school. Upon completion, graduates will receive a Bachelor's degree alongside a professional teaching qualification like B. Education. The new system offers flexibility wherein students can receive certificates after one year, a diploma after two years, and an honors degree with B. Ed after four years, with a maximum of six years to complete the course. The ITEP curriculum, formulated by the NCTE, under the auspices of the Ministry of Education allows students to pursue education degrees with specialized disciplines such as history, mathematics, science, arts, economics, or commerce, while instilling Indian values, traditions, and morality. Admission to ITEP will be based on qualifying the National Common Entrance Test (NCET) conducted by the National Testing Agency (NTA). The multidisciplinary ITEP curriculum integrates Indian culture and values with specialized subjects in science and arts to meet global standards.

3. RELATED LITERATURE REVIEW :

The related literature review aims to support the study by providing information on relevant studies conducted regarding ITEP since the introduction of NEP 2020, presented in chronological order.

In his research paper, **Tiwari, A. (2022)** discussed how implementing integrated teacher education programme, 4 years for Bachelor's Degree in various streams May enhance quality of teachers in the education system. The National Training Strategy 2020 also emphasizes enhancing research quality in Teacher Education through financial support.

Mohanty's (2022) article highlights several barriers to the implementation of the four-year Integrated Teacher Education Programme (ITEP) in a multidisciplinary setting. Firstly, the cost factor is a major challenge, as four-year integrated courses are considerably more expensive than traditional one-year B.Ed. programmes. This financial burden is illustrated by the significant difference in annual expenditure between NCERT regional colleges and state government training colleges. Moreover, the historical perspective of the Kothari Commission suggests reservations about the nationalization of such courses due to concerns about raising the standards of teacher education. There's also a concern that a significant number of ITEP graduates may not pursue a career in teaching, as they may not have made a definitive career choice at the age of 18, leading to potential dropout rates and alternative career paths. Finally, there are cultural considerations, such as the absence of morning assemblies in some regional colleges of education, which contrasts with the spiritual orientation of traditional one-year B.Ed. programmes. These barriers highlight the complexities and challenges associated with implementing ITEP in a multidisciplinary educational landscape.

Manani and Kumar (2023) studied the challenges in implementing NCTE's ITEP to assess how The National Council for Teacher Training is quickly executing these suggestions through its newly introduced integrated teacher education programme. They pointed out that ITEP faces inherent systematic issues related to pedagogical planning and implementation.

In a research article titled "Integrated Teacher Education Programme," **Warsi (2023)** emphasized the importance of meeting NCTE requirements prior to introducing ITEP in teacher education institutions. This includes ensuring suitable infrastructure, increasing involvement in extracurricular activities, and having adequately trained faculty.

4. TEACHER EDUCATION PROGRAMS :

Currently, teacher education programmes are phase specific, such as preprimary, primary, secondary, higher education, and vocational education. Each stage requires distinct strategies and methods for classroom instruction, leading to a lack of consistency in teacher education programs across the country. Variations exist in the processes and content of

these programs from state to state.

There are primarily four types of teacher education programs: preprimary, primary, secondary, higher education, and vocational teacher training.

5. LEVELS OF TEACHER EDUCATION UNDER NEP 2020 :

NEP 2020 covers all levels. Foundational, preparatory, middle, and secondary. This education will be integrated into the university/higher education system. A four-year pre-service teacher preparation program will be available at the university level as a dual degree undergraduate program, combining education with specialized subjects. This program will cover disciplinary studies as well as teacher training courses. The B.Ed. program will prepare teachers for various tracks, including foundational and preparatory school generalist teachers, subject teachers for middle and secondary schools, special education teachers, art teachers (including visual and performing arts), teachers for vocational education, and physical education teachers.

6. IMPORTANCE OF INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP) :

ITEP is expected to play a crucial role in revitalizing the teacher education sector. The significance of ITEP can be underscored through the following points:

- ITEP provides aspiring teachers with the chance to complete a four-year integrated degree program, saving a year in comparison with the traditional five-year duration required for pursuing B.Ed.
- This comprehensive Programme for the training of teachers offers aspiring teachers in-depth pedagogical expertise in key areas such as foundational literacy and numeracy, inclusive education, and early childhood care and education (ECCE).
- ITEP is acknowledged as a multifaceted strategy aimed at nurturing teachers who possess a profound comprehension of Indian values, languages, cultures, traditions, arts, and tribal customs, alongside being in preparation for the demands of 21st-century global benchmarks.
- ITEP encourages students to select major and minor subject papers based on their interests and
- Objectives beyond the teacher education curriculum.
- ITEP focuses on providing a comprehensive teacher education perspective that prepares teachers with a deep understanding of their subject matter and teaching methods. Student-teachers also gain proficiency in various subjects such as humanities, social sciences, mathematics, and science.
- ITEP is a thorough Approach that gives future teachers hands-on experience through intensive school-based experiences. Practice teaching and internships to build a strong foundation in pedagogical and classroom management skills within an authentic school setting.
- ITEP prioritizes the term lifelong learning and advocates for the continuous professional growth of teachers.

7. CHALLENGES RELATED TO THE INTEGRATED TEACHER EDUCATION PROGRAM (ITEP)

The teacher training program in India has a long history, with the pedagogical content construction program being regularly updated to enhance educators' performance and enhance students' skills. ITEP is an innovative training program for tutors that enable students to obtain a B.Ed. degree in four years, enabling them to save a year in their academic career. The National Council for Teacher Education (NCTE) proposed in the National Education Policy (NEP) 2020 that a four- year educator immersion program will begin in the 2022-2023 academic year, initially launching in 50 selected multidisciplinary institutions nationwide. The ITEP curriculum was developed by the NCTE with the support of the Ministry of Education, with a recommendation that by 2030, ITEP become the minimum qualification for hiring on-campus educators. However, implementing ITEP in higher educational institutions poses significant challenges, requiring institutions to adequately prepare for its seamless integration. The following are some of the key challenges of integrated teacher education to consider.

- Implementing the ITEP could place a curriculum burden on students as they is a prerequisite for completion a five-year curriculum in just four years.
- Implementing the ITEP demands educational institutions to have proper infrastructure, well- trained teachers, and a prescribed curriculum. This process may consume considerable time Provide students, teachers and parents with all necessary facilities.

- Not all colleges and universities may be equipped to manage this type of course due to insufficient teaching staff and time management constraints.
- Not all students may be interested in the ITEP because they aim to quickly finish their graduation and start working to support their parents financially.
- This program may lead to a shortage in the teaching profession and other careers. Becoming a teacher requires a 4-year B.Ed. certificate, unlike many other professions. As a result, individuals may choose teaching over other professions.
- Parents may struggle financially to cover all the expenses associated with this course.

8. IMPLEMENTING ITEP STRATEGIES :

A strategy is a plan for effectively carrying out a task within a specific time frame. The NEP 2020 proposes that by 2030, all teacher training institutions should adopt the Integrated Teacher Education Program (ITEP) as the minimum educational requirement for hiring school teachers. Currently, all education colleges within India offer a two-year B.Ed. course, which requires students to have a minimum of 50% marks in their Graduation or Post Graduation degrees. However, under ITEP, this traditional system will be replaced. Students aspiring to become teachers will need to enroll in on completion of upper secondary education. While traditional degree programs will continue as usual, students who decide to pursue teacher education at a later stage will have to enroll in the regular two-year B.Ed. course after completing their Graduation or Post Graduation. Institutions need to prepare and make the necessary arrangements for the upcoming teacher education program by developing the strategies outlined below.

The National Council of Educational Research and Training (NCERT) and the National University on Educational Planning and Administration (NUEPA) are responsible for coordinating the development of the ITEP curriculum at the national level. At the state level, this responsibility falls on the State Council of Educational Research and Training (SCERT). They must consider cultural diversity, regional demands, and local aspirations in their collaboration.

Following the NEP 2020 recommendation, ITEP is set to begin in the academic session 2022-23 in a pilot mode at 50 selected institutions. These institutions must ensure the recruitment of a sufficient number of trained teachers across a range of academic disciplines, including Yoga, Fine Arts, and Music teachers, well in advance.

To attract top teachers with excellent academic backgrounds, institutions must offer competitive salary packages and additional benefits such as promotions, salary increments, support for research activities, and maternity benefits for female employees.

In today's technology-driven world, the education sector must integrate technology tools and digital learning systems. Before implementing ITEP, institutions should provide robust internet facilities to enable seamless communication between teachers and students.

Additionally, teacher training institutions are advised to establish digital libraries for anytime, anywhere access to educational resources. Institutions should conduct orientation programs, educational seminars, and refresher courses for teachers to ensure they stay informed about the latest developments in education.

Educational institutions offering ITEP are supported to collaborate with nearby colleges to provide opportunities for teachers to engage in research-oriented programs like Ph.D. to improve their expertise at a higher level.

9. ADVANTAGES OF AN INTEGRATED TEACHER EDUCATION PROGRAMME :

- It saves students' time. They can use their time of one year in something more qualitative.
- The students get eligible to pursue their Master's degree in their field of interest.
- It prepares quality teachers who are knowledgeable enough.
- They get eligible to crack the competitive examinations.
- Students get a dual liberal bachelor's degree in education and a specialized subject.
- There will be improvement in their cognitive, affective and motor skills.
- The better organization of teachers in teaching and learning process leads to career development.
- It increases the self-development and career development potential of the graduates.

10. DISADVANTAGES OF AN INTEGRATED TEACHER EDUCATION PROGRAMME :

- It does not meet the demand of some parents who want the girl's education to be completed as soon as possible.
- There is a shortage of teachers who can teach in multi-disciplinary institutions.
- Lack of infrastructure in some institutions.
- Lack of books or journals in libraries.
- Not much importance is given to playing or exercising.

11. TRANSFORMING TEACHER EDUCATION BY IMPLEMENTING THE NEP 2020 :

- Include setting up the following multidisciplinary institutions for comprehensive teacher education programs.
- These institutions can offer new courses to support teachers, teacher educators, and students, both online and offline.
- Additionally, the possibility of obtaining dual degrees simultaneously can be made available in these multidisciplinary institutions.
- The promotion of multidisciplinary research within teacher education is also highlighted.
- Furthermore, there is potential for Teacher training for new teaching pedagogies for various subjects like Commerce and Chemistry.
- Lastly, there is ample opportunity for conducting Action Research by teachers, teacher educators, and students alike.

12. CONCLUSION:

In conclusion, after more than 30 years of anticipation, India has unveiled the new National Education Policy (NEP) 2020. This policy reflects the latest advancements in education from around the world and supersedes the previous National Policy on Education from 1986. The Innovative Teacher Education Programme (ITEP) is characterized by its unmistakable and groundbreaking approach to teacher training. ITEP aims to cultivate a cadre of dedicated and accountable teachers who will play a pivotal role in shaping the nation's future through their knowledge, skills, wisdom, and experience. Prior to implementing ITEP, teacher training institutions must address any shortcomings promptly by enhancing infrastructure, setting up smart classrooms with labs, ensuring robust internet connectivity, establishing modern libraries, providing separate washrooms for students, and offering extracurricular activities like dance, drama, music, and art. Moreover, recruiting well-trained and dynamic educators is crucial. It is anticipated that ITEP will significantly enhance the training of teachers

Landscape in India, revolutionize the education system, and propel the country to new heights to help educate.

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