



Integrated Teacher Education Programme: Some Reflections

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Abstract

Ministry of Human Resource Development in the recent past has come out with recommendation of moving towards Integrated Teacher Education Programme. Ministry is of the opinion to have integrated programme like B.Sc. B.Ed. , B.A. B.Ed. Both the authors being in the field of teacher education programme. Both the authors have got the opportunity to witness both the integrated teacher education programme and Bachelor of Education and Mater of Education programme separately/solely they have got questions which are bothering them and are of the opinion that there needs to be response to these questions before implementation of Integrated Teacher Education Programme across the country. The present paper is reflection on Integrated Teacher Education Programme, what are the questions to be pondered upon inorder to have effective Integrated Teacher Education Programme across the nation.

Keywords: ITEP, Pedagogy, Andragogy

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National Curriculum Framework (2014) recommended changes at structural and functional level and thus we moved from one year Bachelor of Education to two years bringing in lots of changes at structural and functional level and also implementing the curriculum to make the would be teachers effective not only at theoretical aspects but equally competent at the application level as well. In the recent past the Ministry of Human Resource Development has recommended to move toward Integrated Teacher Education Programme and recommended to began with integrated B.Sc. B.Ed. and B.A. B.Ed. Programmes. The same in voiced out in National Education Policy (2020) and further it is thought to be implemented across the nation by 2030.

The authors being in the field since long and experienced and witnessed both the system of offering teacher education may it be Bachelor of Education of one year or Master to Education of one year or moving to two years of B.Ed. and two years of M.Ed. to B.Sc. B.Ed. and M.Sc. M.Ed. to B.A. B.Ed. and M.A. M.Ed. or witnessing integrated programmes like B.Ed. M.Ed. have many questions which are bothering them since long. The authors feel that the questions needs to be responded at first in order to evolve out with a better system of providing programme in teacher education.

The first and a million dollar question is why are we so very different in opinion when it comes to education as a discipline? Are we able to establish the fact that education is a discipline? Followed by a pool of questions like

- What different are we going to offer to a student who will be doing B.Sc. B.Ed. or B.A. B.Ed. course as compared to student pursuing B.Ed. after completion of B.Sc. or B.A.

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- ✚ What is that different input which we are going to offer to these would be teachers as compared to present 2 year Bachelor of Education, which will make them a better teacher as compared to their fellow mates.
- ✚ How will be the student who pursue B.Sc. B.Ed. /B.A. B.Ed. course different than the one who does his Bachelor in Education after his basic disciplinary degree?
- ✚ Will both the degree holders be considered at par when it comes to appointing an individual who has done B.Sc. B.Ed. integrated course and the other who has done B.Ed. later on after his/her bachelor degree. If we treat them differently then on what basis and if we treat them equal then what about one extra year of investment by the student who do B.Ed. later on after Bachelor degree?
- ✚ What pedagogical practices or andragogical practices will be incorporated to four year integrated teacher education programme?
- ✚ What do we mean by integration ?
- ✚ Integration of subject with education that is integration at horizontal level or vertical level or both and how will that be possible?
- ✚ OR Integration of education and disciplinary subject done together if so how should it be done? Is it possible?

Actually speaking all the subjects taught should be integrated and interrelated which each other rather we learn each of them separately and that too in a very compartmentalized manner. We learn each subject in a water tight compartmentalized manner as if none of the subjects are inter-related with each other. Can we not integrated one subject with other to understand the essence of integration or is it that no subject have got any relevance with other subject. Are we able to relate Psychological theory while teaching other subjects? Are we able to implement what we learn in one subject to teach other subject are we using the real theory of transfer of learning? Are we able to integrate stimulus response? Are we able to understand how Eriksons 8 stage theory helps in teaching and learning? Are we able to apply SR or RS theory? Are we able to relate the theory which we learn that is cognitive development or any other theory?

Further more we are also offering B.Ed. M.Ed. and B.Sc. B.Ed. Special Education and B.A. B.Ed. Special Education Programme. When we look at the curriculum to be transacted more or less it is all the content which the student pursuing B.Ed. first and then M.Ed. that is fetching one degree after completion of the first being put together when it comes to student pursuing integrated programme of B.Ed. M.Ed. so what is the sense of putting syllabus of both degree into one and offering B.Ed. M.Ed. is it just saving of one year which is the focus?

Also when discussed with expert in the field of special education and the institute offering B.Sc. B.Ed. Special Education and B.A. B.Ed. Special Education it is found that the syllabus for special education is prescribed by Rehabilitation Council of India and there cannot be any changes done in it. Thus majority of the institution offering B.Sc. B.Ed. Special Education and B.A. B.Ed. Special Education are mixing the course content of both the programmes in one and providing these two programme. Is this real integration? Furthermore, it is also found that the students pursuing B.Sc. B.Ed. in a particular subject may it be Physics, Chemistry, Life Sciences-Botany or Zoology and the one pursuing B.Sc. B.Ed. special Education with Physics, Chemistry, Life Sciences-Botany or Zoology are made to sit in the same class for the component of pure subjects of science. The components of Special Education are taught to them separately. Here the authors feel that real essence of integration and inclusion, which is one of the components of special education, is killed when the programme itself is taught in this manner of exclusion and their needs to be a serious attention paid to it.

The authors strongly recommend that Four year Integrated Teacher Education Programme needs following clarification before its implementation

- ✚ When we say one year B.Ed. is not comprehensive enough then will 4 year integrated programme be comprehensive? and if so then
- ✚ What does integration really mean and what will integration involve?
- ✚ At present B.Ed. or M.Ed. which is of two years and four semesters consists of about 80 to 100 credits (20 to 25 credits per semester), Is it possible in four year integrated course to give proper justice to both the components may it be science and humanities ?
- ✚ If 50 students are admitted in four year integrated programme, so what should be distribution of methodology of teaching courses means how many should be allowed to opt for mathematics, Physics, Chemistry, Biology and so on if any more subjects offered then what should be the distribution be based on?
- ✚ If 12 students are admitted per subject then we can offer only 4 methodology of teaching which is great limitation. Similar issue will be faced by students with arts stream.
- ✚ Who will teach B.Sc. courses? Teacher educator or subject specialist. Though the recommendation is that teacher educator should be handling both but again a question which arises is are all teacher educators possessing knowledge to give proper justice to the same?

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- If any employer wants to employ teachers at PGT level then Maters Degree in the subject is a must so then are we giving scope to candidate pursuing B.Sc. B.Ed. or B.A. B.Ed. to be a TGT? What about teachers for senior/higher secondary section?

Recommendations:

- ✚ The student who has completed B.Sc. B.Ed. Programme with any of the subject specialization should be allowed to progress to higher secondary school by taking up a bridge course to make him or competent enough to teach at higher secondary level while in-service.
- ✚ Student who completed D. El. Ed. And if he/she has Bachelor degree and Master Degree during his/her job he/she must be allowed to go for B. El. Ed. Courses and he/she must get exemption in few course. He/she must be allowed to earn few more credits as per requirement of B. El. Ed. similar way student with B. El. Ed. wants to elevate himself/herself for B.Ed. (teacher in IX, X, XI and XII) he/she must be permitted to earn few required credits.

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