

INTEGRATED TEACHER EDUCATION PROGRAMMES: CHALLENGES AHEAD

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Abstract

Nobody is clear regarding the framework of integrated teacher education programmes. So many ambiguities are there with respect to admission, infrastructure, faculty etc. Now the basic and foremost question arises here is, whether we are ready for the implementation of these programmes or not. Preparation is very important for getting success in any sphere. It is said that well begin is half done. But in this case major drawback is lack of preparedness. If we want to prepare our self for these new programmes, we must foresee the number of challenges which might be there with respect to the implementation of these integrated programmes especially with respect to admission, policy documentation, planning, infrastructure facilities, teacher recruitment, fate of students etc.

All human beings are adapted to their present environment. Any change in the environment compels the individual to come out of its comfort zone and face the new challenges to get adapted to the new change. Same is the case with the present education system. From the last few years, so many changes are coming so rapidly in this area which leads to many ambiguities and doubts in the mind of administrators, teacher educators, parents, students and others concerned to this area. Duration of B.Ed and M.Ed programmes has been extended from one year to two years from the session 2016. Now new programmes of four years B.A, B.Ed and B.Sc, B.Ed integrated and three years B.Ed, M.Ed integrated are being introduced from the session 2018-19.

Change is the law of nature. It is very important for improvement and progress. Monotony brings saturation and deterioration. There is no profession in the world as challenging as teaching profession. The rapid changes which are occurring in all spheres of life and society are eyeing towards changes in content and practices of education. This has led to drastic change in the concept of teacher and teacher effectiveness. The parameters earlier established for teacher effectiveness have now become redundant; and new frame of effective teacher has been evolved and is constantly in the process of

evolution. These four years integrated programmes are proposed by MHRD and carried over by NCERT keeping in mind the enhancement of quality of teacher education programme. The motive behind introducing these integrated programmes may be:

- Saving of time, energy and resources of both educational institutions and stakeholders.
- Nurturing and grooming of teachers from the budding stage as happens in other professional courses like engineering and medicine.
- Four years degree courses are quite valid for migration to different countries, so those who are willing to settle abroad will be benefited from these courses.
- Moreover to improve social status of teaching profession, it is very essential to create situations, which compel the would be teachers to join the teaching profession by choice not by compulsion. Most of the people join teaching profession when there is no other alternative. To improve such situation integrated system is best.

Whatever the rationale of the integrated programme all of them will have one or more the following distinct features:

- 1. Fast Track:** Students enrolled in integrated programmes can spend at least one year less than if the two programmes were pursued separately.

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2. Dual Degree: Many integrated programmes facilitate the award of 2 degrees as B.Sc./B.Ed., BA/B.Ed; B.Ed./M.Ed.

3. Semester Mode: Integrated programmes usually follow a semester system as it allows credit based course curricula, thereby, enhancing choice and flexibility for students.

4. Promotion of Research and Teaching: Integrated programmes aim at training the young talented students committed to research and teaching to excel in their chosen professions.

5. Industry Linkages through Internship: Integrated programmes make internships mandatory in their curricula.

6. Flexibility and Choice: Modular curricula of the integrated programmes facilitate wider choices for students ensuring cross-disciplinary education.

7. Rich Experiences: Integrated programmes provide the rich experiences to the trainee teachers touching vast and varied areas of teaching-learning and content processes of teacher education.

8. Sound Knowledge: Integrated programmes provide greater scope for the development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching learning methodologies and knowledge on pedagogy of teaching-learning among the trainee teachers.

9. Skill Development: Along with the development of knowledge aspects, integrated programme emphasizes more on skill and value development of trainee teachers. That means at the same time, integrated programmes develop a sound knowledge base for trainee teachers in content areas, develops skills of trainee teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully and to develop certain social-ethical values among trainee-teachers in order to be good professionals in the teaching job.

10. Development of Psycho Social Characteristics: Integrated programmes provide ample scope for development of psycho-social characteristics of the trainee teachers i.e. managerial skills, organisational efficiency, creative abilities, leadership qualities etc.

Such changes have made the issue of training teaching more sensitive to the changes in society and also posed a challenge before teacher

education policy makers and practitioners. But with every change, a lot of responsibilities and challenges also come. If we want to face the challenges that come in the way to change, we must analyse the challenges and problems and should try to find out the solutions for them. So, the various challenges that will come in the implementation of four years B.A. B.Ed and B.Sc. B.Ed and three years B.Ed.M.Ed integrated programmes may be as follows:

1. Awareness of Stake Holders-Parents, Students and Teacher Educators- All are not very clear regarding the framework of integrated programme. Most of them have so many quarries regarding these programmes. Whole picture is not clear to anyone. So many doubts are there regarding these programmes. Proper information is not available on the sites of NCERT, MHRD and Regional colleges of education.

2. Social Respect of Teaching Profession- Though the integrated programmes have been started on the pattern of professional courses like engineering and medicine, but these professions have quite high social respect. In India every child is passionate to become doctor and engineer, but no child at +2 stage of secondary school want to become a teacher.

3. Admission Criteria- No proper admission criteria has been given yet. There is no aptitude test, no entrance test for getting admission in these courses. Moreover at this stage the child is also in dilemma regarding his/her interest. As mentioned above due to less social respect of teaching profession as compared to other professional courses like engineering and medicine, only average students will come for getting admission in these courses. So in this way instead of enhancing the quality, we are going to deteriorate it.

4. Lack of Infrastructure and Other Facilities- Next important challenge before integrated programme is to manage the infrastructure. In this programme both degree and education courses will go side by side. For proper implementation of these programmes we need proper laboratories, libraries, conference hall, seminar halls, proper equipments and apparatuses for both degree and education course. It seems quite difficult and expensive to manage infrastructure and to arrange other equipments and apparatuses for two programmes

simultaneously.

5. Conflicting Age-The students at +2 stage are not very sure regarding their goals in life. This is a Stage rather than decision making. Self efficacy is quite low at this stage. Most of the children are under the influence of their parents. Moreover at this stage child is not so mature and is quite ambitious and want to try his/her luck in different other streams. At such an early stage students are not ready to adopt teaching as their profession.

6. Doubt Regarding Products-Another major doubt that is there in the minds of teacher educators and stakeholders' is that, if the student after completing four years of integrated programme is not able to develop interest in teaching, then the whole energy and recourses will be wasted.

7. Problems Regarding Teacher's Recruitment-Te four year B.A,B.Ed and B.Sc,B.Ed programme demand teachers from pure stream as well as from teacher education stream also. It will be quite difficult to recruit teachers from both areas teacher education and different streams of pure sciences and arts. Most of the administrators running educational institutions will expect that the teachers teaching in educational institutions teach their respective post graduation subjects, which will be a problem for them because they are conditioned with subjects relevant to teacher education programme and methodology of teaching rather than the mastery of contents of subjects studied at post graduation level. They might not be able to justify their role as a teacher in pure stream. This will definitely affect the quality of the programme.

8. Problems Regarding the Admission of Those Who Are Already Doing B.Ed.-Those who are already doing B.Ed will not be able to get admission in two years M.Ed programme as the year 2019 is already declared the zero admission year.

The above mentioned are number of challenges that we might face in the way of successful

implementation of four years integrated programmes, In nut shell we can say that nobody is clear regarding the framework of this programme. No policy and planning documents are available for the guidance of teacher educators and stake holders. Moreover so many chaises are there with respect to admission, infrastructure, faculty etc. Now the basic and foremost question arises here is, whether we are ready for the implementation of these programmes or not. Preparation is very important for getting success in any sphere. It is said that well begin is half done. But in this case major drawback is lack of preparedness. If we want to prepare our self for these new programmes, we must foresee the number of challenges which might be there with respect to the implementation of these integrated programmes especially with respect to admission, policy documentation, planning, infrastructure facilities, teacher recruitment, fate of students etc.

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