

**OPINION OF TEACHER EDUCATORS  
ON IMPLEMENTATION OF FOUR YEAR  
INTEGRATED TEACHER EDUCATION PROGRAMME  
IN KERALA**

**RASEENA M.K**

*Dissertation submitted to the  
University of Calicut in partial fulfillment of the requirements for the Degree of  
MASTER EDUCATION*



**FAROOK TRAINING COLLEGE  
UNIVERSITY OF CALICUT  
2020**

## **DECLARATION**

I, **RASEENA M.K** do hereby declare that this dissertation “**OPINION OF TEACHER EDUCATORS ON IMPLEMENTATION OF FOUR YEAR INTEGRATED TEACHER EDUCATION PROGRAMME IN KERALA**” has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College

**RASEENA M.K**

Date:

## **CERTIFICATE**

I, **Mr. RISHAD KOLOTHUMTHODI** do hereby declare that this dissertation **“OPINION OF TEACHER EDUCATORS ON IMPLEMENTATION OF FOUR YEAR INTEGRATED TEACHER EDUCATION PROGRAMME IN KERALA”** is a record of bonafide study and research carried out by Mrs. Raseena M.K, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

Place: Farook College

Date:

**Rishad Kolothumthodi**  
Supervising Teacher  
Asst. Professor  
Farook Training College

## **ACKNOWLEDGEMENT**

*At the very outset the investigator thanks to Almighty who enabled her successfully completed the task.*

*The investigator is deeply indebted to her supervisor **Mr. Rishad Kolothumthodi**, Asst.Professor , Farook Training College, who read her draft copies listened to her anxieties , whose guidance , encouragement and expert criticism helped her throughout the time this study.*

*The investigator would like to express her sincere thanks to **Dr. T. Mohamed Saleem** , Principal of Farook Training College and **Dr. C.A Jawahar**, former Principal, Farook Training College .*

*The investigator expresses her thanks to **Dr. Nirannjana K.P**, **Dr. K. Vijaya Kumari**, **Dr. C. Anees Mohammed** and all other teachers from Farook Training College for all the valuable assistance and suggestions provided during the study.*

*The investigator expresses her thanks to the librarian and the supporting staff for their co operation extended to complete the study.*

*The investigator is obliged to the Principals and Teacher educators of various training colleges under University of Calicut who extended their support to access the data.*

*The investigator acknowledges her sincere gratitude and appreciation to her family and friends, whose prayers, love and best wishes were a source of inspiration.*

*Farook Training College*

**RASEENA M.K**

# CONTENTS

LIST OF TABLES

LIST OF APPENDICES

<b>Chapters</b>	<b>Descriptions</b>	<b>Page No.</b>
1	INTRODUCTION	1-10
2	REVIEW OF RELATED LITERATURE	11-35
3	METHODOLOGY	36-41
4	ANALYSIS AND INTERPRETATION	42-59
5	SUMMARY, CONCLUSION AND SUGGESTIONS	60-70
	BIBLIOGRAPHY	71-75
	APPENDICES	

## **LIST OF TABLES**

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
1.	BREAK-UP OF THE SAMPLE	37
2.	PERCEPTION OF TEACHER EDUCATORS ON INTEGRATED TEACHER EDUCATION PROGRAMME	44
3.	PERCEPTION OF TEACHER EDUCATORS ON INTEGRATED TEACHER EDUCATION PROGRAMME: TYPE OF MANAGEMENT COMPARISON	50

## **LIST OF APPENDICES**

<b>Appendix No.</b>	<b>Title</b>
I	OPINIONNARE ON INTEGRATED TEACHER EDUCATION PROGRAMME
II	LIST OF COLLEGES

## **CHAPTER- I**

# **INTRODUCTION**

- **Need and Significance of the study**
- **Statement of the problem**
- **Definition of the Key Terms**
- **Variable of the study**
- **Objectives of the study**
- **Methodology**
- **Scope and limitations of the study**
- **Organization of the report**



Teacher education is the integral part of education system of a country which determines the success of whole process of education. Teacher education and school education have mutual relationship. Development in both these sectors mutually enhances the total improvement of the entire spectrum of education. Teachers need to be educated, oriented and equipped properly to play their roles most effectively, for which well organized teacher education programmes are inevitable.

For dynamic Teacher Educator and training in the 21st century globalized world; teacher training institution must design programme that would help prospective teachers to know and understand deeply, a wide array of things about teaching and learning and in their social and cultural contexts. Furthermore, they must be able to enact these understandings in complex classroom situation serving increasingly diverse students. To achieve these goals, teacher education institutions must further design programme that transform the kinds of settings in which both and the experienced, teachers to teach and become competent teachers. This signifies that, teacher education must venture out further and more engage with schools in a mutual transformation agenda with all struggle involved. Besides, that, training institution must take up charge of educating policy makers and the general public about which is 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 teacher to develop and use for the welfare of future learners.

Traditionally teacher education programmes in Kerala are run by stand alone pre service teacher education institutions, i.e., teacher education colleges. There are more than 300 B.Ed colleges in Kerala affiliated to different Universities. Under University of Calicut alone there are 76 Teacher Education Colleges. Out of the total 300, four colleges are under Government sector and 17 are under aided sector, remaining colleges are self financing colleges. After the introduction of two-year B.Ed programme in the state, there is a dearth of students especially in self financing colleges for doing B.Ed programme. This leads to a serious deterioration of quality in teacher education sector in the state of Kerala.

Changes in the teacher education programme have brought some discrepancies in the teacher education system. 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 four year integrated teacher preparation programme was implemented in college of education Kuruksestra in 1960 , Rural Institute of Sardar Patel University in Gujarat and at Regional Colleges of Education of NCERT located at Ajmer, Bhubaneswar, Bhopal and Mysore in 1963 with various curriculum of integrated courses consisting general education , professional education and content courses.

NCTE envisages Integrated Teacher Education Programme as a combination of general studies comprising of science, social sciences or humanities and professional studies comprising foundation of education, pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. Duration of the programme will be four academic year or eight 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 a 20 weeks school internship programme with distributed as 4 weeks in third year and 16 weeks in the fourth year. There shall be 16 faculty members for 2 units ( 100 students ) of intake including principal , 4 faculty for perspective courses, 8 faculty for pedagogy and subject courses and 1 each for physical education , fine arts and performing arts. There shall be 3000 m<sup>2</sup> land area and 2500 m<sup>2</sup> build up area for one basic unit of integrated B.Ed, including classrooms, library , office, multipurpose hall , laboratories , faculty rooms , ICT resource centre etc.

### **Need and Significance**

Teacher and his education are very significant aspects of any nation. Education gives a new shape to the individual and the nation as well. There is a well-known saying that teacher is the nation builder. So the quality of teacher education Programme needs to be up graded. A lot of resources have been spent for improving the quality of teacher education. New technologies have been introduced in the field of education; 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 a four year integrated B.Ed Programme is felt to prepare professionally sound and competent teachers on par with other professions like medical, Legal and 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 and stakeholders regarding programmes and implementation is required at every stage of change and planning. Recently NCTE has restructured B.Ed programme with two year duration country wide, which was recommended by Justice Varma Commission. Surprisingly even before completion of a few batches and outcome of results, NCTE has taken decision to enhance duration of the course to four 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 and it leads to lot of worries and anxieties.

NCERT as an experimental measure had started B.A.Ed and B.Sc.Ed courses in the four regional colleges of education in 1960's. Other agencies had advocated propagation of the scheme. Somehow, in spite of the desirability of such a transition the programme did not become popular. This was probably due to some reasons:-

The tendency of the Indians to stick on to the traditional programmes: The strong idealistic philosophical outlook of Indians toward maintaining tradition without radical changes is one of the forces that retarded the progress towards the universally accepted change. While accepting the functions of preservations and transmission of culture, India has always shown a tendency to refrain from taking up the renewal function.

Fear about financial implications: Introducing a 4 year professional course in the place a 10 months course will require provision of larger funds. This may make necessity of more infrastructure facilities, more teaching staffs etc.

The integrated nature of the study is very important for success of a professional education. A prospective doctor learns physiology not in the same way as done by an ordinary graduate. Every scientific and theoretical aspect will be observed through the eyes of a medical man. Same in the case, the prospective teacher critically analyses the context of the subject of specialization through the eyes of the pedagogue, thereby integrating the general academic and professional dimensions. In the consecutive system, this exercise cannot be done within the short time span available.

Any professional education ultimately aims at the skills associated with it. That is why more stress is given to practical aspects involved. Perfection in the skills can be achieved only

through continuous reinforced practice done under the supervision of experts, perfecting every sub-skill through the micro approach and finally integrating it to the macro form. In the consecutive system the very small time span available cannot provide such an efficient practice. During the four years of integrated training there are enough opportunities to acquire some theoretical knowledge which could be gradually transformed in to practice through graded reinforced practice under expert supervision in a phased manner.

This course would initiate in student-teachers to study and analyze significant educational concepts, engage with theoretical formulations and grapple with philosophical and sociological issues. These range from understanding the knowledge, skills, competences and value orientation gained through the process of schooling to harmonizing the dialectics of individual needs and societal needs/preserving culture and transforming it. While drawing from the related disciplines of philosophy, sociology and history, the issues and concepts are positioned in the context of education wherein they acquire meaning for teachers.

Student-teachers therefore have to be provided with opportunities to explore a range of perspectives and seek out multiple rather than singular explanations/solutions to issues/problems. Student-teachers need to revisit what they learn in this course throughout the four year Programme so as to gain a more nuanced understanding of nature and purposes of education and how these play out in practice.

Throughout the world, reform and innovation initiatives have triggered much discuss about the structure of teacher education programme. Building stronger models of teacher preparation in new era would require adequate and 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 and proliferation of technology and the traditional classroom environment.

Pros and cons are there in any system. It is applicable to four year integrated teacher education programme too. To have a clear idea on pros and cons of the innovation, it is to be implemented and assessed. Four year integrated B.Sc/B.A.B.Ed programme was found to be more effective than one year B.Ed programme with respect to teacher qualities as reported by Moruskar (2014). Mr. Prakash Javedkar, former Honorable Minister of Human Resource Development of India mentioned cases of misunderstanding, communication gaps and laxity in the way the education was being provided, and hence the urgency of a systematic and conclusive course for teacher preparation. (The Economic Times, July 23, 2018) Through the present study, investigator analyzed the opinion of Teacher Educators on implementation of four year Integrated Teacher Education Programme in Kerala.

A number of researches have been conducted to evaluate teacher education curriculum both at Under Graduate and Post Graduate levels. Most of the studies focus on the subject matter included, relevance to the current context, suitability of practical components etc. The review of related literature gives light that studies are conducted on the curriculum of teacher education programme by different researchers in different universities. There are numerous studies on one year B Ed programme and a few studies are found on the two year B Ed programme. There are minimum studies on Integrated Teacher Education Programme.

### **Statement of the problem**

“Opinion of Teacher Educators on Implementation of Four Year Integrated Teacher Education Programme in Kerala.”

### **Definition of key terms**

The definition of the important terms used in the statement of the problem is given below:

- Opinion

A brief judgment, idea or impression that has not been conclusively proved and lacks the weight of carefully reasoned judgment. (Good, 1973)

- Teacher Educator

The term Teacher Educator denotes that Teachers working in the Teacher Education Colleges recognized by NCTE.

- Integrated Teacher Education Programme ( ITEP):

It is a programme which is announced by NCTE in order to upgrade the teacher education system and to enhance the teaching profession in the nation.

For the present study Integrated Teacher Education Programme refers to the programme designed by integrating conventional graduation programme with graduation programme in education.

### **Variable of the study**

The variable selected for the study is opinion on implementation of Integrated Teacher Education Programme in Kerala.

### **Objectives**

The present study has the following objectives;

- To study the opinion of Teacher Educators on implementation of integrated teacher education programme.
- To understand the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala with respect to the relevant sub samples ie,
  - Government / Aided
  - Self financing

## **Methodology**

Methodology deals precisely with the sources of data, tool employed for the study and method adopted for the study. The present study is intended to know about the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala. Hence Survey method was used for the conduction of the study.

### **Sample**

The consistency of any study is determined to a great extent on the selection of the sample. The sample should exhibit all the properties of the population it represents. A sample is a small portion of the population that is selected for observation and analysis; one can make certain inferences about the characteristic of the population from which it was drawn. ( Best & Kahn,2012)

A good sample must be as nearly representative of the entire population as possible and ideally, it must provide the whole of the information about the population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. (Koul, 2009)

The population of the study comprised of the whole Teacher Educators in teacher education colleges of Kerala. The study was carried out on a representative sample of 131 Teacher Educators in teacher education colleges under Calicut University.

### **Tool used**

The tool used for the present study for the purpose of collecting relevant information was

- Opinionnaire on Integrated Teacher Education Programme ( Raseena & Rishad, 2019)

### **Statistical Technique**

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

- Percentage analysis

## **Data Collection Procedure**

The data required for the present study was collected from the selected sample. The investigator sought permission from principals of various teacher training institutions under University of Calicut and administered the tool on Teacher Educators.

## **Scope of the Study**

This study highlights the problems of implementing four year Integrated Teacher Education Programme in Kerala. It explains how far the circumstances are ready to accept the new challenges in an effective way. Also, it gives ways to accomplish to reshape 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 and progress. Thus the result of the study will help in minimizing, exploring, what are the real experienced problems, and how to rectify its causes. It also helps in bringing fruitful, effective, innovative methodologies, to implement the programme in more creative and attractive ways.

## **Limitations of the Study**

Even though the considerable effort had been made to make the present study more precise and reliable, the investigator identified the following limitations:

- The study limited to the samples from some institutions only.
- The study is confined only to Teacher Educators; other stakeholders would have been included.
- The items in the tool covered only a few problem areas and constrains.
- Only some aspects of the variable are tested, due to some practical difficulty.
- Reluctance and negative attitude of Teacher Educators, their unwillingness to reveal reality etc.

Despite of these limitations the investigator, claims that the present study was conducted on proper lines and highest possible degree of objectivity.



## **Organization of the report**

### **Chapter I**

The first chapter presents a brief introduction of the problem, its need and significance, statement of the problem, definition of the key terms, variables, objectives, methodology and scope and limitations of the study.

### **Chapter II**

The second chapter contains the importance of the review of literature, the theoretical over view and the related studies.

### **Chapter III**

Chapter three describes the methodology of the study in detail which contains the report of the design of the study, tool used for the study, sample selection, data collection procedure, scoring and consolidation of data and the statistical technique used for the analysis.

### **Chapter IV**

In chapter four, analysis of data and interpretation of the results are described in detail.

### **Chapter V**

Chapter five deal with the summary of the study, major findings of the study, educational implications and the suggestions for further researchers.

## **CHAPTER- II**

# **REVIEW OF LITERATURE**

- **Theoretical overview**
- **Review of related studies**

The review of related studies and literature is an important aspect of investigation. Fruitful research can be carried out only through a process of investigation of past researches and thinking with current research. In the words of Best (2012), “the search for knowledge is an everlasting process, for each reference may lead to a new list of sources. According to Good (1973): “A survey of the printed material is dealing with or bearing on a given subject or problem.”

Review of related literature avoids duplications of works that has already been done and helps the investigator to go deep into the problem at hand, helps to study opportunity of gaining an insight in to methods, measures, subject and approaches employed by other research works which in turn will lead to significant decisions about their own research design. Hence a review of the previous studies in the relevant areas of the present study is attempted here.

As the present study, as indicated earlier is “opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala”, this chapter presents an overall review of related studies related to teacher education programmes and teacher education curriculum.

The present chapter is divided into two sections:

- I. Theoretical overview
- II. Review of related studies.

## I. Theoretical overview of the study

### **Integrated Teacher Education Programme in India**

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 and later at the Regional Colleges of Education at Ajmer. Bhopal. Bhubaneshwar and Mysore by NCERT. It had some experience at Rural Institute. S.P.University. Vidyanagar also.

### **Kurukshetra experiment**

Adoption of four years Integrated Teacher Education Programme on the lines of teachers college in U.S.A. in which academic and professional courses were taught simultaneously started in July 1960 in the college of Education at Kurukshetra. This was on the forceful suggestion of Late Dr.A.C.Joshi, the then Vice-Chancellor of Punjab and Kurukshetra Universities who having been impressed by the programme of teacher education in the U.S.A. after his visit there. He convinced the Punjab Government which later studied the detailed programme and approved it for implementation. Thus, the college of Education came into existence.

The courses of the scheme were so divided as to prepare teachers of subject matter specialists with thorough background in their subject areas in high schools. The pre-service teachers were to read an advance course in subject matter specialization along with minor courses in other subjects. They were awarded the degree of B.Sc. (Education), B.A. (Education) depending on the subject areas.

The courses were revised in 1966 and brought at par with B.Sc. /B.A. courses of the University in order to facilitate these graduates to take admission into post graduate classes. Over and above the courses for B.A. /B.Sc. they were having additional professional courses equal to the B.Ed. course. The degree was revised to be B.A. B.Ed, B.Sc. B.Ed; instead of B.A. (Education) / B.Sc. (Education).

It may be mentioned here that the initial purpose of starting this four-year integrated course was to attract some bright students who after training could be sent to selected high schools, to tone up the process of education by teaching, as it were, in the multitude of ordinary teachers, a handful of what could be called "Quality Teachers".

### **Experience at rural institute at Vidyanagar;**

A similar experimentation in integrated approach to teacher education was carried out in Rural Institute, Vidyanagar under Sardar Patel University during sixties. It was very popularly accepted by the students and educationists. But due to certain reasons the integrated courses at the Rural Institute and College of Education, Kurukshetra were discontinued.

### **Regional colleges of education**

The Government of India decided to establish four Regional Training Colleges to train teachers for the various streams of the higher secondary and multipurpose schools. Each Regional College would be providing courses in basic sciences, technology, agriculture, commerce home science/fine arts and craft education. The teacher training programme in science was intended to 'meet the shortage of trained and qualified teachers in various branches of science, and to improve the subject and professional competence of existing science teachers in the secondary schools in the country. It had, therefore, been proposed to provide a variety of science programmes, in each of the colleges - a one year teacher training programme for untrained graduate science teachers, an integrated programme of content-cum-pedagogy for secondary school leavers to give them the competence of a trained science graduate one year content courses, summer courses and other in-service programmes. The colleges were expected to come into function in July, 1963.

The sixties proved to be a stage of flux and experimentation in teacher education. Some attempts of collaboration and integration were made. In 1961 Ministry of Education established NCERT with an aim to devise improved techniques of training and building competent professional leadership. A new thinking developed in the field of teacher education to make B.Ed. course an integral part of the graduate degree programme. Instead of B.A., B.Sc., or B.Com degree and B.Ed. degree, taken separately, it was proposed to have a four year degree course programme at the end of which a student will be B.A., B.Ed.; B.Sc., B.Ed.; B.Com., B.Ed.; degree depending on his subject matter specialization.

### **Four-year integrated BA B.Ed, BSc B.Ed teacher education programme - 2018**

The Ministry of Human Resource Development (HRD) is planning to scrap the two year Bachelor of Education (B.Ed) course which it had rolled out 3 years ago. In place of this course,

various sources shared that the government would be introducing a 4 year integrated teacher training programme. According to HRD minister Mr. Prakash Javedekar, the move to drop the present two-year course in Bachelor of Education is to ensure that only serious aspirants opt to be part of the teaching profession like in the case for engineering or medicine and Law by Choice and not by Chance.

It was shared through various sources Anil Swarupji, School Education Secretary had intimated the National Council for Teacher Education (NCTE) to work on providing a revamped syllabus for the new 4 year integrated BA B.Ed and BSc B.Ed programmes. Regarding the introduction of this revamped course model, an announcement was also made by Finance Minister and Minister of Corporate Affairs, Arun Jaitley, in his Budget 2018 speech on February 1.

Various Sources last year shared that aspirants can apply for this four year integrated teacher training programme right after their Class XII. It was also been shared that this training programme would be formulated along the lines of other professional programmes such as B.Tech and MBBS. This is being planned because the HRD Ministry wants only serious candidates to apply for the new 4 year integrated BA B.Ed. and BSc B.Ed programmes. The ministry also said, that it is likely to finalize the rules and regulations for the courses before the commencement of the 2018-19 academic sessions so that universities can opt for it and announce the admission schedule.

In continuation of this, NCTE, sent letters to the VC's of all universities requesting them to consider the participation of institutions under them in ITEP and with a model curriculum for their reference. The letter also mentioned about the opening of the portal for online Applications for this course from 3rd to 31st December 2018. But, the same got postponed until further information. Further on 7th February HRD Minister Prakash Javedekar said, that , Four year integrated B.Ed course will be conducted in three streams- BA, B.Com and B.Sc from next year onwards as it is going to save one year to students, one wants to take up Teaching, instead of three years degree and two year B.Ed course.

The four years Integrated Teacher Education Programme (ITEP) Arts Stream and Science Stream is offered after Senior Secondary (+2) and aims at preparing committed, responsible and professional teachers. This programme is intended to result in a paradigm shift in teacher preparation. The curriculum of this four-year integrated programme is designed inculcating the

world's best practices in the field of teacher education sector. This is a specialized course with intrinsic integration of pedagogy and content, along with sustained engagement with liberal disciplines of knowledge and field of education. Opportunity for vertical mobility is visualized through this programme.

This programme integrates general studies comprising Mathematics and Science, Social Sciences and Humanities and also professional studies comprising perspectives in education, other core education courses, curriculum and pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice and ensures coherence and integration among the various components of the programme. It is expected to equip the aspirant school teacher with the requisite attitude, skill and knowledge to address the challenges of becoming an effective school teacher.

The Integrated Teacher Education Programme (ITEP) shall be located in multi and inter disciplinary academic environment which means a duly recognized higher education institution offering under graduate or post graduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce or mathematics as the case may be.

### **Duration and Working Days**

- Duration

The Integrated Teacher Education Programme (Arts and Science streams) shall be of four academic years comprising eight semesters including internship (field-based experiences and practice teaching). Any Student-teacher who is unable to complete any semester or appear in any semester—end examination, shall be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

- Working Days

- a) In a semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- c) The minimum attendance of student-teachers shall have to be eighty percent in all courses and ninety percent for field-based experience or school internship or teaching practice separately.

## **Intake, Eligibility, Admission Procedure and Fees**

- Intake

- a) The basic unit shall comprise of fifty students each in the programme.
- b) The institution shall be permitted to opt for units of either Arts stream or Science stream, or both, in case the institution is eligible for more than one unit.

- Eligibility

- a) Candidates with formal education from a ‘School’ as defined in clause (n) of section 2 of the Right to Education Act, 2009, with at least fifty per cent marks in Senior Secondary or plus two examination or its equivalent, are eligible for admission.
- b) The relaxation in percentage of marks in the Senior Secondary or plus two examination or its equivalent examination and in the reservation for Scheduled Caste or Scheduled Tribe or Other Backward Class or Persons with Disabilities and any other categories shall be as per the rules of the Central Government or State Government or Union Territory Administration, wherever applicable.

- Admission Procedure

- a) Admission shall be made on merit basis, considering marks obtained at Senior Secondary or plus two level or equivalent examination or in an entrance examination, or any other selection process as per the policy of the University or State Government or Union Territory Administration.
- b) At the time of admission to the programme, the candidate must indicate the subject in which he or she proposes to take the B.A or B.Sc. Degree. Admissions shall be on the basis of order of merit and availability of seats. Any change in the choice of subjects shall be made within one month from the date of commencement of the programme.

- Fees

The institution shall charge only such fee as may be prescribed by the affiliating body or State Government or concerned Universities in accordance with provisions of the National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002 and shall not charge donations, capitation fee, etc. from the students.



## Curriculum and Programme Implementation

The curriculum and the implementation of the programme shall be based on the model curriculum developed by the NCTE. However, different universities and colleges conducting this programme are allowed up to 30% flexibility while adapting or modifying the model curriculum as per local requirements. However, NCTE reserves the right to validate any modifications to the curriculum so adapted or modified at any stage, if felt necessary.

## Faculty

For an intake of one basic unit of fifty students and two units of one hundred students, faculty shall be recruited for the curricular areas, with the specified essential and desirable qualifications and specialization. Additional faculty shall be appointed subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

The distribution of minimum faculty across different curricular areas for one unit and two units of ITEP (Pre-Primary to Primary) for Science Stream shall be as under:

S.No.	Designation	For one unit	For two units
1.	Head of the Department in the rank of Professor or Associate Professor in Education	One	One
2.	Assistant Professor- in Liberal Discipline and Pedagogy or Educational Studies	(i) Maths -One (ii) Physics -One (iii) Chemistry-One (iv) Zoology or Life Sciences or Bio-Science -One (v) Botany or Life Sciences or Bio-Science—One	(i) Maths -Two (ii) Physics -Two (iii) Chemistry - Two (iv) Zoology or Life Sciences or Bio-Science-Two (v) Botany or Life Sciences or Bio-Science—Two

		(vi) Communicative Skills in English -One (vii) Communicative Skills in Modern Indian Languages or Classical Languages-One (viii) Educational Studies - Two	(vi) Communicative Skills in English -One (vii) Communicative Skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies - Three
3.	Education	One (Part-time)	One (Part-time)
4.	Art education	One (Part-time)	One (Part-time)
5.	Career Guidance, and Counselling	One Counsellor (Part-time)	One Counsellor (Part -time)

The distribution of minimum faculty across different curricular areas for one unit and two units of the Integrated Teacher Education Programme (Pre-primary to Primary) for Arts Stream shall be as under:

S.No	Designation	For one unit	For two units
1.	Head of the Department in the rank of Professor or Associate Professor in Education	One	One

2.	Assistant Professor- in Liberal Discipline Pedagogy or Educational Studies.	(i) History - One (ii) Geography -One (iii) (iii) Political Science - One (iv) Economics -One (v) English or Hindi or Modern Indian Languages -One (vi) (vi) Communicative Skills in English - One (vii) (V11) Communicative Skills in Modern Indian Languages or Classical Languages -One (viii) (Viii) Educational Studies (ix) -Two	(i) History -Two (i) Geography -Two (ii) Political Science - Two (iii) Economics -Two (iv) English or Hindi or Modern Indian Languages - Two (v) Communicative Skills in English -One (vi) Communicative skills in Modern Indian Languages or Classical Languages -One (vii) Educational Studies - Three
3.	Health and Physical Education	One (Part-time)	One (Part-time)
4.	Art education	One (Part-time)	One (Part-time)
5.	Career Guidance, and Counselling	One Counsellor (Part-time)	One Counsellor (Part-time)

For additional units over and above two units, the faculty requirement shall be as under:-

- (i) (a) For three units, the requirement of faculty shall be increased by the exact number of faculty as is prescribed for one single unit (except Head of the Department).
  - b) For four units, the faculty requirement is exactly double of the faculty requirement for two units (except Head of the Department).
- (ii) The above is the minimum essential core faculty to be appointed for the programme. However, the services of existing faculty in the institution could

also be utilised for this teacher education programme if he/she possesses the prescribed qualification. Furthermore, any extra number of faculties may be appointed, over and above the minimum number prescribed for this programmes.

- (iii) Faculty for health and physical education may be shared, if available, in the institution or otherwise may be recruited part-time.
- (iv) The Counsellor engaged for the purpose shall either be an Assistant Professor in Education having guidance and counselling as one of the papers in M.Ed. or a part time Counsellor with an appropriate qualification in guidance and counselling.

- **Qualifications**

The faculty shall possess the following qualifications:-

**A. Professor in Education or Associate Professor in Education (as Head of the Department):**

- (i) Postgraduate degree in Sciences or Mathematics or Social Sciences or Commerce or Languages.
- (ii) M.Ed.
- (iii) Ph.D. in Education
- (iv) Ten years of teaching experience in a teacher education institution for Professor and eight years for Associate Professor.
- (v) Any other relevant qualification prescribed by the University Grants Commission for these categories of posts.

**Desirable:**

Diploma or Degree in Educational Administration or Leadership.

**B. Assistant Professor —in Liberal Discipline and Pedagogy:**

- (i) Post-Graduate degree in Sciences (Physics or Chemistry or Botany or Zoology or Life Sciences or Bio-Science) or Mathematics or Social Sciences (History or Geography or Political Science or Economics) or

Languages (English or Modern Indian Languages or Classical Languages) with minimum fifty-five per cent marks.

- (ii) B.Ed. degree with minimum fifty-five per cent marks or equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or in the concerned subject as prescribed by the University Grants Commission for these categories of posts.
- (iv)

**Desirable:**

- (i) M.Ed. or M.Ed. with specialization in Elementary Education
- (ii) Ph.D in Education.

**C. Assistant Professor in Educational Studies:**

- (i) Postgraduate degree in Education (M.Ed.) with minimum fifty-five per cent marks or equivalent grade
- (ii) With National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualification prescribed by University Grants Commission for these categories of posts.

**Desirable:**

- (i) Master's degree in Psychology or Philosophy or Sociology or their allied subjects.

**Specialized Courses**

**Physical Education:**

- (i) Master of Physical Education (M.P.Ed.) with minimum fifty-five percent marks or its equivalent grade

**Art Education:**

- (i) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.

### **Administrative and Professional Staff:**

- |     |   |     |
|-----|---|-----|
| (a) | Assistant Librarian   | One |
| (b) | Computer Lab Assistant  | One |
| (c) | Data Entry Operator (DEO)   | One |
| (d) | Multi Tasking Staff (MTS)   | One |
| (e) | Other Administrative and professional staff working for existing Departments shall be shared. |     |

### **Terms and Conditions of Service of Staff**

The terms and conditions of service of teaching and non-teaching staff including selection procedure, level in pay matrix, age of superannuation and other benefits shall be as per the policy of the Central Government or State Government or affiliating body or University.

### **Infrastructural Facilities**

The following facilities shall be *too* one unit. However, for every additional unit the facilities shall increase proportionately:-

- **Land and Building**
  - (a) The minimum essential space for an institution offering the Integrated Teacher Education Programme includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
  - (b) The institution shall earmark 3000 sq. mts (three thousand square metres) land for the initial intake of fifty students and 2000 sq m (two thousand square metres) of built up area and the remaining space for lawns, playfields etc.
  - (c) For every additional unit of fifty students, it shall earmark minimum built up area of 200 sq m (two hundred square meters).
  - (d) A minimum number of four toilet blocks shall be earmarked by the Institution,

two for students (one each for women and men) and two for staff members, including persons with disabilities. One common hand washing station, with four taps, in an open area shall be provided.

**Instructional Facilities:**

- **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 50 sq. mt. (five hundred square meters) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- **Library:**
  - 1) The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopedias, electronic publications (CD ROMs) and digital or online resources and minimum five referral professional research journals. The institutions shall create digital library with relevant and adequate resource materials.
  - 2) Library resources shall include books and journals published and recommended by National Council for Teacher Education, National Council of Educational Research and Training and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students.
- **Laboratories:**

Laboratories for Science stream subjects such as Physics, Chemistry, Mathematics, Zoology and Botany shall be earmarked with facilities and adequate equipments for conducting experiments. In humanities stream, a laboratory for Geography shall be made available.
- **Activity cum Resource Centre:**
  - (i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc.

(ii) This resource centre will be equipped with facilities such as photocopying machine, audio video equipments, television, projector etc.

(iii) A Computer and Language Lab shall be established in this Centre.

- **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be available.
- **Multipurpose Hall:** The institution shall have one earmarked hall with seating capacity of minimum two hundred seats and minimum total area of 2000 sq ft (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
- **Faculty Rooms:** For faculty, individual work spaces, functional computers and storage spaces shall be provided.
- **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage and computer facilities.
- **Common Room:** The institution shall provide at least one common room.
- **Store** One room with adequate space for storage shall be provided.
- Functional and appropriate furniture for general and differently able persons in required number for instructional and other purposes shall be provided.
- Access to safe drinking water be provided in the institution.
- Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- Kitchen garden in the institution be developed and maintained by the student-teachers in order to learn concepts.

The existing physical resources in other Departments or Universities or Colleges can be shared with this programme, if it fulfills the requirement of the teacher education programme except classrooms, laboratories, activity cum resource centre and multipurpose hall which shall be earmarked.

**Desirable:**

- (a) It would be desirable to have rain water harvesting system and infrastructure for renewable energy such as solar panels for electricity.



- (b) Facilities for extracurricular activities of choice.

The institution must adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

### **Managing Committee:**

The institution shall have a Managing Committee constituted as per the rules of the affiliating University or concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise of the representatives of the sponsoring society or trust, physical educationists, representatives of the affiliating University and of the staff.

### **Rationale for four-year integrated B.A, B.Ed, B.Sc, B.Ed teacher education programme**

The proposed four-year integrated B.A B.Ed, B.Sc B.Ed teacher education Programme course brings together perspectives from other courses and draws upon theoretical frames from psychology, philosophy, sociology, and language learning. It will offer student- teachers an opportunity to critically reflect on notions of learning and teaching that they have formed from their own experience, and to move beyond them. They need to appreciate that learning encompasses many dimensions: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science. Student-teachers will engage theoretically and empirically with the notion of learning as construction of knowledge. Finally, they will form strong images of what powerful learning in a classroom can be, its relationship with learners' motivation, and develop analytical tools to understand such learning. Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching. They will critically question the widespread belief that teaching is telling (informing/demonstrating), and understand culturally responsive teaching approaches that support learning. The course will help in exploring the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques. They will critically engage with an instructional model to analyze how it can scaffold students' learning. Student-teachers will

evaluate teaching as a profession; reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth.

This course would initiate in student-teachers to study and analyze significant educational concepts, engage with theoretical formulations and grapple with philosophical and sociological issues. These range from understanding the knowledge, skills, competences and value orientation gained through the process of schooling to harmonizing the dialectics of individual needs and societal needs/preserving culture and transforming it. While drawing from the related disciplines of philosophy, sociology and history, the issues and concepts are positioned in the context of education wherein they acquire meaning for teachers.

Student-teachers therefore have to be provided with opportunities to explore a range of perspectives and seek out multiple rather than singular explanations/solutions to issues/problems. Student-teachers need to revisit what they learn in this course throughout the four year Programme so as to gain a more nuanced understanding of nature and purposes of education and how these play out in practice.

Student-teachers need to appreciate how social diversity in India enriches our life and at the same time poses challenges for universal education. They need to understand that diversity exists at any levels, at the level of the individual, of regions, languages, religions, castes, tribes, etc. Diverse communities and individuals have diverse knowledge and experience bases and thereby place different sets of demands from education. As future teachers, they have to don the role of grooming children to respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully and justly.

One of the main objectives of the course is for student teachers to approach the familiar from a new perspective and develop capacities to transact social sciences / Science in a dynamic manner. Social science / Science content have typical features across the country and students' responses to teaching of social sciences in schools are also common. That connect and relevance with the everyday is lost both in what is taught and how it is taught is a commonly expressed view. This course aims at addressing these issues by stressing on relevance and application to life by approaching content and pedagogy in an integrated manner. The aim is that this educational experience based on critical pedagogy and a rounded, integrated understanding will help the student teachers to transfer them in their professional life.

Equally important is the issue of developing capacities as a teacher to transact social science/ Science content in a manner that is engaging, challenging and tangible. As the course title suggests content and pedagogy are approached in an integrated manner. Identification and use of appropriate resources is also part of this understanding. The course is thus designed to invite the student teachers to actively participate in a learning experience which integrates content, pedagogy and indeed assessment. It is hoped that these experiences will enable them to transfer their insights as practicing teachers.

This course will provide opportunities to the student teachers to gain field experiences by engaging with students, teachers, parents, schools and community at large. It will equip the student teachers to link the tasks they have to perform with the theoretical knowledge acquired through various courses included in practical situation. This can be done through three different components viz, Tasks and Assignments in different courses, School Internship, and Courses on Enhancing Professional Capacities.

### **Issues and Challenges**

The following are the few issues and challenges for introduction of four-year B.Ed. (Integrated) programme;

- (i) Abandoning of the two-year B.Ed course without any study on its effect on teacher training, which was earlier, a one-year course need to be Re-looked.
- (ii) Preparedness of Teacher Education Institutions to start this new programme.
- (iii) Coping with the sudden changes happened within a short duration, after introduction of two year B.Ed Teacher Education programme, which had taken several decades to change the teacher Education programme from one year to Two years.
- (iv) Problem of Physical Expansion of the teacher Education institutions, due to limitation of Space especially in Cities.
- (v) Financial Problem to increase the number of Human and physical Resources required running the four-year B.Ed. (Integrated) programme.
- (vi) Problem of Institutional management, Administration, and Governance apart from sharing of power and Responsibilities.

- 
- (vii) Merging of General degree and existing teacher Education programme, if housed in different Campuses with inadequate Accommodation.
  - (viii) Future of Standalone teacher Education institutions, especially the Government managed and Grant-in-Aid institutions.
  - (ix) Motivation to attracting the young plus two level Students to teacher Education programmes in comparison to other professional courses.
  - (x) Scope and Job opportunities to four-year B.Ed. (Integrated) programme students.
  - (xi) Enhancing the social status and social desirability for teaching profession on par with engineering or medicine and Law by Choice and not by Chance.
  - (xii) Teacher Educators attitude, adjustment and preparedness requires re-orientation.
  - (xiii) Orientation to Teacher Educators in the new Curriculum of four-year B.Ed. (Integrated) programme.
  - (xiv) Over all Structural and Functional adjustments.

## II. Review of related studies

Only the past will help us to equip for the present. Before planning the details of the study, researchers usually do into the literature to find out what has been written about the topic they are interested in investigating. The opinion of the experts in the field and other research studies are of interest. Such reading is referred to as “review of literature”. The review of related studies is important as any other component of the research and it plays a significant role in research work. The research can never be undertaken in isolation directly or indirectly related to the study proposed by researcher. The review of related literature involves the systematic identification of location and analysis of document containing information related to the research problem. These documents include procedure abstracts review books and other yearly reports. The summary of study is given below;

Rajput (2012) has conducted a study on the topic challenges in teacher education reveals that the new trends in teacher education must be met by finding new orientation techniques in teacher education programme. The main challenge of the programme was insufficient duration of the course itself. 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.

Ashraf (2013) conducted a study on the topic opinion of Teacher Educators towards newly revised B.Ed curriculum of university of Calicut. The study reveals that general Teacher Educators opined 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. 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. Language syllabus is not scientific to meet the present needs. Micro teaching is important for student teachers but not suitable for child centered approach. Demonstration classes for all are not practical in nature. Physical education is very much helpful for bettering the health of the students.

Nayak (2013) has published an article on the topic teacher education issues and challenges. It discussed the increasing number of teacher education institutions and its problems and challenges to make the teacher education a better process. It is found in the study that the

demand for new capacities and knowledge from the part of the teachers has been increased and teacher education programme should be able to recreate such teachers in the society.

Sarkar (2013) conducted a study on the topic Development of teacher education in Indian scenario, pedagogy and praxis with an objective of developing the teacher education in country like India. The study discusses the essence of education in general pedagogical frame work and summing up various strategies of instructions and placing one model upon another. The study says that the act of teaching or teacher education as pedagogy as an effective medium of praxis was a genuine cry for the new born nation like India. The study conducted by generalizing that pedagogy in teacher education is not the approaches or instructional strategies, but and experience to be a teacher learners. Self- study research should be given its proper emphasis as it provides a suitable epistemic and methodological frame work to appropriate aesthetics and artistry of teacher education.

Gupta (2015) conducted a study on the topic stare case of restructuring imperative vision for Indian teacher education resulted that restructuring the vision of teacher education which pointed out the reflective practices is usefully shaping the teacher education programme. The process of development should be depending upon empowerment of institution to measure to their resources, opportunities, capacities and entire activities related with educational institutions.

Mohandi (2015) studied on the topic increase in duration of B.Ed course from one year to two year is not superfluous, it reflects on the possibility of modifying the qualification of teachers and the regulation for allowing the teacher training institutions. The article discusses the different strategies 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. The wave of globalization and liberalization must be channelized without overwhelming of teacher institutions. Proper regulation should be established by the government to regulate the functioning of teacher education institution.

Pritam ( 2014) conducted a study on the topic teacher education the roads : critical reflection from Justice Verma committee report reveals that the ultimate decision on the shift of the duration of teacher education programme depend upon government of India who are facing the conflicts among academicians , private institutions and bureaucrats. The study said that government initiation is important for a sudden and drastic change in the field of education as

well as teacher education field. The planning, execution and implication, assessment and evaluation of the programme must be systematically supervised by the authority.

Shahana (2015) conducted a study on constraints anticipated by Teacher Educators in 2 year B.Ed programme with the objectives to find out constraints anticipated by 2 year B.Ed programme. The researcher used the stratified sampling techniques as the methodology and the sample was under 190 Teacher Educators who represents to all strata viz. gender, type of management and teaching experience under university of Calicut. The study revealed there innovation of B.Ed curriculum is a step to straighten the effectiveness of the teacher education programme. The interest, aptitude skills and competencies will be increased by enhancing the duration of the course. The formation of the B.Ed syllabus was not conducted with proper contemplation but it was hurried process. The recommendation of Justice Verma committee report was not well reviewed by the state governments, universities in Kerala, education department offices, UG or PG directors etc.

Khanam (2016) conducted a study on the topic teacher education in Assam. It was a sketch with the objective to study the historical background of teacher education in India, to study the present status of teacher education in Assam and to study the present structure of teacher education in Assam. Both primary and secondary of data, especially the most quantitative information at the national and state level has been collected from the government published resources for analyses. The data has been analyzed and interacted with proper reference. The study revealed that the provision for training of teachers in the state was far from being satisfactory till the last couple of decades of 20<sup>th</sup> century. There is urgent requirement for some strategies for institutional changes and the improvement with regards to the structure of training programmes.

Lianchawni (2016) published an article on the topic teacher education in special education discusses that the teachers must be capable to identify the need of the teacher. This ability should be capable to identify the need of the learner. This ability should be inculcated among the teachers during the teacher education programme. The teacher education programme must be reconstructed based on the demand of the society. Teacher education programme should extend equal educational and main stream opportunity to all teachers.

Pandey (2016) conducted a study on the topic teacher education curriculum reform: an analysis of teacher education syllabus of select universities of Uttar Pradesh. With the objectives

to analyze the teacher education syllabus of selected universities of U.P. Revealed that the current scenario of teacher education passes through an era of renovation and refinement after the Gazette Notification of Norms for teacher education and subsequent efforts of NCTE to implement their norms. Very little changes from the teacher education curriculum has been made by many of the universities of U.P. while enhancing the duration of B.Ed programme and inclusive education remains unaddressed by the universities in U.P.

Kim, Andrews and Carr (2004) conducted a study on Traditional versus Integrated Pre-service Teacher Education Curriculum: A Case Study. This empirical study is intended to assess whether a standards-based integrated teacher preparation curriculum is more beneficial in developing professional competencies than a traditional course-oriented curriculum at a college of education in a state university. Using multivariate analysis of variance, researcher found that students who went through the new integrated curriculum reported higher levels of professional preparation in all 13 standards and competency areas than those who went through the traditional course-oriented curriculum. This finding remained strong even when the teaching majors were included and controlled as another factor variable. Students in the integrated curriculum and those in the traditional curriculum had comparable characteristics, high school grade point averages (GPAs), and college GPAs.

Andrew (1990) conducted a study on Differences between Graduates of 4-Year and 5-Year Teacher Preparation Programmes at the University of New Hampshire. A 10-year comparison of graduates from 4- and 5-year teacher education programmes at the same institution revealed significant differences between graduates of the two programmes. Significantly more 5-year graduates entered and stayed in teaching than graduates of the 4-year programme. Graduates of the 5-year programme were more satisfied with their career and perceived the quality of their programme to be higher than the 4-year graduates did.

Shokeen (2016) conducted a study on the topic increased duration of B.Ed programme in India: issues and challenges with an objective of identifying the issues and challenges of the two year B.Ed programme is an analytical study of various commission and committees and their recommendations. The study found that the new components that are developed by NCTE are integrated with prevailing process. All state holders have to find more alternative solutions to the various problems of existing B.Ed programme. This is the time to maximize the strengths and minimize the weaknesses of the teacher education system.



Vijayambika (2016) conducted a study on the topic attitude of B.Ed students towards teaching practice programme with the objective to identify attitude of B.Ed and M.Ed students towards teaching practice. The study was conducted on a sample of 74 students' teachers. The study found that the post graduate student teachers have higher attitude towards teaching practice. It is revealed in the study that internship programme has a significant role.

A study by Mohan (2018) was to know the effectiveness of 2 year B.Ed curriculum in meeting school requirements. He used the method of quality function deployment (QFD) sample consists of 100 teacher trainees. The finding shows that there is need to ensure that higher secondary teachers have the necessary subject mastery as compare with students from other discipline.

Singh (2015) studied on the topic redesigning B.Ed curriculum for two years: isn't gratuitous. The article says that the teachers should be provided value education which enables them to lead their student right direction. It is found in the study that the curriculum of teacher education should be redesigned from time to time based on the need of the society and should upgrade to the universal level.

Taj H (2019) published an article on issues and challenges of four year integrated Teacher education programme. 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.

Sarangi (1992) conducted study on 4 year Integrated Teacher Education Programme in India with an objective of investigating the reasons that led to the opening of the four year integrated Teacher education programme. Required data for the study were collected from records of Ministry of Human Resource Development, Department of Education Govt. of India and NCERT New Delhi. The study has the findings, the scheme of 4 year Integrated Teacher Education Programme was widely discussed in all national forums like CABE, AIATC, Planning commission and Ministry of Education and all these bodies whereof unanimous opinion to establish 4 year Integrated Teacher Education Programme in the country.

**Conclusion**

Review of the related study showed that no attempts have been made in Kerala to study about the implementation of integrated Teacher education programme. As the studies evidences that the increasing duration of B.Ed is necessary, but little studies were conducted in this regard. This shows the dearth of studies in this area, which motivated the investigator to conduct the present study, “Opinion of Teacher Educators on Implementation of Integrated Teacher Education Programme in Kerala.”

## **CHAPTER- III**

# **METHODOLOGY**

- **Variable**
- **Objectives**
- **Sample selected for the study**
- **Tool used for Data Collection**
- **Data collection procedure**
- **Scoring and consolidation of Data**
- **Statistical Technique Used for analysis**

The success of any research depends largely on the sustainability of method, tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse areas of the study. Methodology is a process which reveals all the methods and techniques followed by researcher during the course of research work. It is a way to systematically solve the research problem. Methodology includes all the procedures and techniques adopted by the investigator in order to achieve the objectives of the study. The role of methodology is to carry on the research work in a scientific and valid manner. The present study aims to examine the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala. This chapter deals with the tool used and details of various procedures adopted in the different stages of the study. The methodology followed by the investigator is detailed under the following headings.

- Variable
- Objectives
- Tool used for Data Collection
- Sample used for the study
- Data collection procedure
- Scoring and consolidation of Data
- Statistical Technique Used

### **Variable**

The variable selected for the study is opinion on implementation of Integrated Teacher Education Programme in Kerala.

### **Objectives of the study**

The present study has the following objectives;

- To study the opinion of Teacher Educators on implementation of integrated teacher education programme.
- To understand the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala with respect to the relevant sub samples ie,
  - Government / Aided
  - Self financing

### Sample selected for the study

Researchers usually cannot make direct observation of the whole population under the study due to certain barriers like time, expense and accessibility. Instead they collect data from a subset of population – a sample – and use those observations to make inferences about the entire population.

A good sample must be as nearly representative of the entire population as possible and ideally, it must provide the whole of the information about the population from which the sample has been drawn. (Koul, 2009)

The selection of the sample is a pre-requisite for the success of any research design. If the sample selection is unscientific the consistency of research result will be questioned and such results cannot be applied in actual situation. The present study aims to understand the opinion of Teacher Educators on implementing Integrated Teacher Education Programme in Kerala. As the whole population cannot be studied, the process of sampling leads a helping hand to infer valid and reliable generalization on the basis of diligent observation of the variable.

The population considered for the study consisted of Teacher Educators of government or aided and self- finance training colleges of Kerala. The investigator decided to collect data from 200 Teacher Educators working in various training colleges under University of Calicut as sample. But only 131 Teacher Educators responded to the opinionnaire constructed by investigator. The sample consists of 131 Teacher Educators from various training colleges under University of Calicut. Random Sampling technique was adopted for the purpose of this study.

Table 1

#### *Break-up of the Sample*

Sl. No.	Sample	Sample size
1	Teacher Educators	131
	<u>Type of Management</u>	
1	Government/Aided	31
2	Self financing	100

### **Tool used for Data Collection**

The proper analysis and interpretation of data is possible with the help of selection or development of suitable tool based on the nature of the study. The investigator used an opinionnaire in order to get the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala. The investigator developed the tool ‘Opinionnaire on Implementation of Integrated Teacher Education Programme in Kerala’ (Rishad & Raseena, 2019) along with the supervising teacher.

### **Construction of the opinionnaire**

The procedure for construction of the opinionnaire is described under the following headings;

- Planning of the opinionnaire
- Finalization of the opinionnaire

### **Planning of the opinionnaire**

Planning is the first and most important step for tool construction. While planning the opinionnaire, the investigator made a thorough study of report on implementation of Integrated Teacher Education Programme in Kerala and available literature. Integrated Teacher Education Programme is an initiative recommended by NCTE to improve the quality of teacher education throughout the country.

It was decided to develop an opinionnaire with three responses, viz, “Agree”, “Disagree” & “Undecided”. The investigator reviewed the literature and identified the major areas of implementing a teacher education programme. Based upon these areas the investigator developed the tool. The tool consists of 50 items, out of which some items are positive statements and some are negative statements.

## **Finalization of opinionnaire**

Many revisions of constructed opinionnaire was done before finalization. It was given to the teachers and experts in order to make the opinionnaire revision more effective. Necessary instructions were given to make statements more clearly in the opinionnaire. The final opinionnaire includes 34 items. All of these items are prepared in the form of statements. Among these items, 28 items are positive statements and the remaining 6 are negative statements. Copy of opinionnaire namely, 'Opinionnaire on Implantation of Integrated Teacher Education Programme in Kerala' is given as Appendix 1.

## **Data collection procedure**

After having an idea of samples the investigator made necessary arrangements with the selected colleges and sought permission for data collection. The investigator met the sample group and explained the nature of the study. The opinionnaire was distributed among the Teacher Educators. The respondents marked their response against each statement in the tool and the investigator collected back the response sheet.

For the convenience of Teacher Educators the investigator had prepared the opinionnaire in the form of a Google form also. Investigator gave clear instructions to fill the form in the top of the response sheet and send the link to the sample groups.

## **Scoring and consolidation of data**

Scoring and consolidation of answer sheet was done by tabulating the data for the purpose of analysis and interpretation. The score to each question were calculated by tabulating the frequency of response for each item and tables were prepared for the total sample and sub sample.

Tool is an Opinionnaire so; three responses are given in the form of Agree, Disagree and Undecided. Subjects have to decide how far each statement in the tool is true for them. For Agree the score given is 3, 2 for Undecided and 1 for the Disagree options in the case of positive

statements. For negative statements, the score given are 1 for Agree, 2 for Undecided and 3 for Disagree respectively. The scores of all the items are added separately.

### **Statistical technique used for analysis**

The score obtained from 131 Teacher Educators were subjected to statistical treatment. The statistical technique used is given below;

#### **Percentage analysis**

The statistical technique used for the purpose of analysis of data was computation of percentage. Percentage analysis is a method of converting raw data in to percentage form. Percentage analysis helped the investigator for finding the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala.



## **CHAPTER- IV**

# **ANALYSIS AND INTERPRETATION**

- Objectives of the study
- Perception on ITEP
- Perception on ITEP: Type of management comparison
- Conclusion

Data analysis is the process of extracting information from data. Data analysis is a method in which data is collected and organized so that no one can derive helpful information from it. In other words, the main purpose of data analysis is to look at what is trying to tell us. Analysis of data means studying the organized material in order to discover inherent facts. The data was studied from as many angles as possible to explore new facts. Statistical techniques have contributed greatly in gathering, organizing, analysing and interpreting numerical data. (Koul, 2009)

Data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap and evaluate data. An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings. Data analysis is the process of applying statistical techniques to organize, represent, describe, evaluate and interpret data. It aims at evaluating the data using analytical and logical reasoning to examine each component of the data provided.

The main purpose of the study was to analyse the opinion of Teacher Educators on implementation of four year Integrated Teacher Education Programme in Kerala.

The data collected have been analysed statistically based on the objectives of the study. The objectives of the present study are:

- To study the opinion of Teacher Educators on implementation of integrated teacher education programme.
- To understand the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala with respect to the relevant sub samples ie,
  - Government / Aided
  - Self financing

The data collected was analyzed using percentage analysis. Data and the results of statistical analysis were presented and discussed in this chapter with reference to the above mentioned objectives of the study. The analyses were presented under the following headings.

- Perception of Teacher Educators on Integrated Teacher Education Programme.
- Perception of Teacher Educators on Integrated Teacher Education Programme: Type of management comparison

### **Perception of Teacher Educators on Integrated Teacher Education Programme**

This section of analysis was done to find out the perception of Teacher Educators on Integrated Teacher Education Programme. 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 2.

Table 2

*Perception of Teacher Educators on integrated teacher education programme*

Sl.No.	Statement	Percentage		
		Agree	Undecided	Disagree
1	Integrated Teacher Education Programme (ITEP) is an innovative proposal in teacher education field.	64.12	12.21	23.66
2	A shift from 2 year to 4 year integrated system is essential to transact the B.Ed curriculum in a successful manner.	25.2	13.74	61.1
3	Long duration of the course will give enough time to guide student teachers in improving teaching methodology.	45.8	14.5	39.7
4	It is not practicable to implement new programme (ITEP) in training colleges in the present condition.	67.17	15.26	17.55
5	Teaching competency will increase while increasing the duration of course.	38.93	15.26	45.8
6	Teaching will become a profession of choice but not a profession of chance.	74.04	14.5	11.45
7	The structural instability of B.Ed course leads to the value deterioration of teacher education programme.	58.77	19.08	22.13
8	Integration of subject and pedagogy will make the course more comprehensive.	72.51	6.10	21.37

Sl.No.	Statement	Percentage		
		Agree	Undecided	Disagree
9	ITEP will get much acceptance from the society just like other professional courses such as Medicine, Engineering etc have.	37.40	25.19	37.40
10	ITEP will reduce the subject knowledge deterioration which may happen while taking a two year break to pursue B.Ed separately.	44.27	20.61	35.11
11	Learning content and pedagogical knowledge together will make the student teacher a brighter teaching professional.	70.99	13.74	15.26
12	The authority has given a clear vision to stakeholders regarding ITEP through seminars, conferences etc.	47.32	12.21	40.45
13	The existence of 'education' as a discipline will be a question mark.	40.45	30.53	29
14	Multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects.	77.09	9.9	12.97
15	The physical expansion of training colleges in to a 'composite institution' is not possible in majority of cases.	72.51	13.74	13.74
16	The infrastructural facilities of existing training colleges are not enough to run the ITEP.	85.49	9.92	4.58
17	While integrating two disciplines, academic dominance of the course will be given to either	53.43	25.95	20.61

Sl.No.	Statement	Percentage		
		Agree	Undecided	Disagree
	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.	58.1	14.50	27.48
19	It is not possible to find 125 working days in a semester as per the NCTE regulation for ITEP in Kerala context	64.88	19.84	15.26
20	ITEP will reduce the depth of content knowledge while giving significance to pedagogical aspects.	32.82	17.55	49.61
21	ITEP will be helpful in ensuring the qualitative improvement of teacher training programme	52.67	15.26	32.06
22	Standalone training colleges may not exist in future.	50.38	35.11	14.5
23	Student's earlier decision of taking teaching profession will encourage them to excel in it.	57.25	13.74	29
24	Making sudden changes in curriculum without proper study and discussion may affect the quality of the programme.	80.15	11.45	8.39
25	Continuous and comprehensive evaluation of both pedagogical and content knowledge together will be a tedious task.	55.75	10.68	33.58
26	Construction of curriculum will be an issue	57.25	10.68	32.1

Sl.No.	Statement	Percentage		
		Agree	Undecided	Disagree
	while integrating two disciplines.			
27	ITEP will create a divide between student teachers, those who have 2 year B.Ed and integrated B.Ed.	64.12	16.1	19.84
28	Equal weightage should be given to students with 2 year B.Ed and integrated B.Ed for M.Ed admission.	64.88	18.32	16.79
29	Student teacher undergoing ITEP will be less oriented to teaching practice than a normal B.Ed student.	28.24	27.48	44.27
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.	36.64	31.29	32.06
31	Conduction and evaluation of practicals in each semester may be a burden for Teacher Educators and student teachers in ITEP.	49.61	21.37	29
32	Doing post graduation in the basic subject will be an issue for ITEP graduates.	48.1	23.66	28.24
33	Beginning teacher education at the early stage of higher education will help to mould fully dedicated professionals in teacher education field.	49.61	31.29	19.1
34	ITEP act as a filter for creating quality teaching professionals.	50.38	19.1	30.53

From the table 2, majority of Teacher Educators (64.12 %) opined that Integrated Teacher Education Programme is an innovative proposal in teacher education field. Only one fourth of Teacher Educators agree to upgrade the course from two years to four years. 45.8% Teacher Educators opined that long duration of the course gives enough time to guide student teachers in improving teaching methodology. 72.51 % of Teacher Educators agreed that the Integration of subject and pedagogy makes the course more comprehensive. 40.45 % Teacher Educators have doubtful about the future 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 changes in curriculum without proper study and discussion may affect the quality of the programme. Above average (64.12) opined that ITEP will make a divide between student teachers, those who have 2 year B.Ed and integrated B.Ed. 64.88% agreed to the statement Equal weightage should be given to students with 2 year 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 of higher education will help to mould fully dedicated professionals in teacher education field and 50.38% opined that ITEP act as a filter for creating quality teaching professionals.

Majority of Teacher Educators (67.17%) indicated the impracticability of implementation of the course in training colleges at the present condition. 72.51% Teacher Educators agreed to the impracticability of physical expansion of training colleges to a 'composite institution'. Majority expressed that the infrastructural facilities of existing training colleges are not enough to run the ITEP. Average Teacher Educators (50.38%) had doubtful about the existence of standalone training colleges in future.

Majority of Teacher Educators (74.04%) agreed the statement 'teaching will become profession of choice but not a profession of chance'. Average Teacher Educators (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 item number 9, ITEP will get much acceptance from the society just like other professional courses such as Medicine, and Engineering etc have. Almost average Teacher Educators (44.27) agreed to the statement "ITEP will reduce the subject knowledge deterioration which may happen while taking a two year break to pursue B.Ed separately". 70.99 % Teacher Educators have an opinion that learning content and pedagogical knowledge together will make the student



teacher a brighter teaching professional. Majority have opined that multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects. Average Teacher Educators (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 regulation for ITEP in Kerala context. 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 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 Teacher Educators and student teachers in ITEP.

### **Perception of Teacher Educators on Integrated Teacher Education Programme: Type of management comparison**

To compare the perception of Govt. /Aided and Self financing college Teacher Educators on Integrated Teacher Education Programme investigator calculated the percentages of agreement, disagreement and undecided responses given by the Government /Aided and Self financing college Teacher Educators for each statement. Type of management wise comparison of Teacher Educators on Integrated Teacher Education Programme is presented in Table 3.

Table 3

*Perception of Teacher Educators on Integrated Teacher Education Programme: Type of management comparison*

Sl. No	Statement	Government/Aided Percentage			Self financing Percentage		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
1	Integrated Teacher Education Programme (ITEP) is an innovative proposal in teacher education field.	67.74	6.45	25.8	63	14	23
2	A shift from 2 year to 4 year integrated system is essential to transact the B.Ed curriculum in a successful manner.	35.48	12.9	51.61	22	14	64
3	Long duration of the course will give enough time to guide student teachers in improving teaching methodology.	48.38	6.45	45.16	45	17	38
4	It is not practicable to implement new programme (ITEP) in training colleges in the present condition.	67.74	19.35	12.9	67	14	19
5	Teaching competency will increase while increasing the duration of course.	25.8	19.3	54.8	43	14	43
6	Teaching will become a profession of choice but not a profession of chance.	74.19	16.12	9.67	79	14	7

Sl. No	Statement	Government/Aided Percentage			Self financing Percentage		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
7	The structural instability of B.Ed course leads to the value deterioration of teacher education programme.	61.29	12.93	61.29	60	21	19
8	Integration of subject and pedagogy will make the course more comprehensive.	77.42	3.22	19.35	71	7	22
9	ITEP will get much acceptance from the society just like other professional courses such as Medicine, Engineering etc have.	29.03	38.7	32.25	46	21	33
10	ITEP will reduce the subject knowledge deterioration which may happen while taking a two year break to pursue B.Ed separately.	61.29	12.9	25.8	39	23	38
11	Learning content and pedagogical knowledge together will make the student teacher a brighter teaching professional.	74.19	16.12	9.67	76	13	11
12	The authority has given a clear vision to stakeholders regarding ITEP through seminars, conferences etc.	25.8	12.9	61.29	45	12	43

Sl. No	Statement	Government/Aided Percentage			Self financing Percentage		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
13	The existence of 'education' as a discipline will be a question mark.	32.25	22.58	45.16	43	33	24
14	Multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects.	83.87	9.67	6.45	75	10	15
15	The physical expansion of training colleges in to a 'composite institution' is not possible in majority of cases.	70.96	16.12	12.9	74	13	13
16	The infrastructural facilities of existing training colleges are not enough to run the ITEP.	87.1	9.67	3.23	85	10	5
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.	51.61	29.1	19.35	54	25	21
18	ITEP will be carried out to create a healthy relationship between subject of education discipline and basic subject of graduation.	70.96	12.9	16.12	54	15	31

Sl. No	Statement	Government/Aided Percentage			Self financing Percentage		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
19	It is not possible to find 125 working days in a semester as per the NCTE regulation for ITEP in Kerala context.	58.1	22.5	19.35	67	19	14
20	ITEP will reduce the depth of content knowledge while giving significance to pedagogical aspects.	25.81	19.35	54.83	35	17	48
21	ITEP will be helpful in ensuring the qualitative improvement of teacher training programme.	54.83	19.35	25.8	52	14	34
22	Standalone training colleges may not exist in future.	54.83	35.48	9.67	49	35	16
23	Student's earlier decision of taking teaching profession will encourage them to excel in it.	74.19	9.67	16.12	59	14	27
24	Making sudden changes in curriculum without proper study and discussion may affect the quality of the programme.	77.42	16.12	6.45	81	10	9
25	Continuous and comprehensive evaluation of both pedagogical and content knowledge together will be a tedious task.	29.32	16.12	54.83	64	9	27

Sl. No	Statement	Government/Aided Percentage			Self financing Percentage		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
26	Construction of curriculum will be an issue while integrating two disciplines.	35.48	12.9	51.61	64	10	26
27	ITEP will create a divide between student teachers, those who have 2 year B.Ed and integrated B.Ed.	45.16	16.12	38.7	70	16	14
28	Equal weightage should be given to students with 2 year B.Ed and integrated B.Ed for M.Ed admission.	61.29	25.8	12.9	70	16	14
29	Student teacher undergoing ITEP will be less oriented to teaching practice than a normal B.Ed student.	38.7	22.58	38.7	22	29	49
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.	12.9	45.16	41.94	49	27	24
31	Conduction and evaluation of practicals in each semester may be a burden for Teacher Educators and student teachers in ITEP.	19.35	29	51.61	63	19	18

Sl. No	Statement	Government/Aided Percentage			Self financing Percentage		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
32	Doing post graduation in the basic subject will be an issue for ITEP graduates.	25.8	29	45.16	55	22	23
33	Beginning teacher education at the early stage of higher education will help to mould fully dedicated professionals in teacher education field.	61.29	29	9.67	46	32	22
34	ITEP act as a filter for creating quality teaching professionals.	61.29	25.8	12.9	47	17	36

From the table 2 majority of Teacher Educators from Government / Aided Colleges (67.74 %) and from Self financing colleges (63%) opined that Integrated Teacher Education Programme is an innovative proposal in teacher education field. Only 35.48% Teacher Educators from Government / Aided Colleges and 22% from Self financing colleges agreed to upgrade the course from two years to four years. 48.38 Teacher Educators from Government / Aided Colleges and 45% from Self financing colleges opined that long duration of the course gives enough time to guide student teachers in improving teaching methodology and 54.8 % Teacher Educators from Government / Aided Colleges and 43% from Self financing colleges disagreed to the statement, increase teaching competency while increasing the duration of the course. 77.42 % of Teacher Educators from Government / Aided Colleges and 71% from Self financing colleges agreed that the Integration of subject and pedagogy makes the course more comprehensive. 32.25 % of Teacher Educators from Government / Aided Colleges and 43% from Self financing colleges have doubtful about the future existence of 'Education' as a discipline. 54.83% of Teacher Educators from Government / Aided Colleges and 52% from Self

financing colleges opined that ITEP will be helpful in ensuring the qualitative improvement of teacher training programme. 77.42 % of Teacher Educators from Government / Aided Colleges and 81% from Self financing colleges were anxious about the sudden changes in curriculum without proper study and discussion may affect the quality of the programme. 45.16 % of Teacher Educators from Government / Aided Colleges and 70% from Self financing colleges opined that ITEP will make a disparity between student teachers, those who have 2 year B.Ed and integrated B.Ed. 61.29 % of Teacher Educators from Government / Aided Colleges and 70% from Self financing colleges agreed to the statement Equal weightage should be given to 2 year B.Ed and integrated B.Ed for M.Ed admission. Average Teacher Educators from Government / Aided Colleges (45.16%) disagreed to the statement doing post graduation in the basic subject will be an issue for ITEP graduates but 55% from Self financing colleges agreed to this statement. 61.29 % of Teacher Educators from Government / Aided Colleges and 46% from Self financing colleges agreed to the statement beginning teacher education at the early stage of higher education will help to mould fully dedicated professionals in teacher education field and 61.29 % of Teacher Educators from Government / Aided Colleges and 47% from Self financing colleges opined that ITEP act as a filter for creating quality teaching professionals.

Majority of Teacher Educators from Government / Aided Colleges (67.74%) and Self financing colleges (67%) indicated the impracticability of implementation of the course in training colleges at the present condition. 70.96 % of Teacher Educators from Government / Aided Colleges and 74% from Self financing colleges agreed to the impracticability of physical expansion of training colleges to a 'composite institution'. Majority of Teacher Educators from Government / Aided Colleges (87.1%) and Self financing colleges (85%) expressed that the infrastructural facilities of existing training colleges are not enough to run the ITEP. Average Teacher Educators from Government / Aided Colleges (54.83%) and Self financing colleges (49%) had doubtful about the existence of standalone training colleges in future.

Majority of Teacher Educators from Government / Aided Colleges (74.19%) Self financing colleges (79%) agreed the statement 'teaching will become profession of choice but not a profession of chance'. Above average Teacher Educators from Government / Aided Colleges (61.29%) Self financing colleges (60%) opined that the structural instability of B.Ed course leads to the value deterioration of teacher education programme. Only 29 % of Teacher Educators from Government / Aided Colleges had an agreement towards the item number 9, ITEP will get much acceptance from the society just like other professional courses such as



Medicine, and Engineering etc have but almost average (46%) Teacher Educators from Self financing colleges agreed to this statement. Above average Teacher Educators from Government / Aided Colleges (61.29%) agreed to the statement “ITEP will reduce the subject knowledge deterioration which may happen while taking a two year break to pursue B.Ed separately” but only 39% of Teacher Educators from Self financing colleges agreed to this. 74.19 % of Teacher Educators from Government / Aided Colleges and 76% from Self financing colleges have an opinion that learning content and pedagogical knowledge together will make the student teacher a brighter teaching professional. Majority of Teacher Educators from Government / Aided Colleges (83.87%) and Self financing colleges (75%) opined that multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects. 70.96 % of Teacher Educators from Government / Aided Colleges and only 54% from Self financing colleges agreed that ITEP will be carried out to create a healthy relationship between subject of education discipline and basic subject of graduation. 58.1% of Teacher Educators from Government / Aided Colleges and 67% from Self financing colleges opined that it is not possible to find 125 working days in a semester as per the NCTE regulation for ITEP in Kerala context. 74.19 % of Teacher Educators from Government / Aided Colleges and only 59% from Self financing colleges have an opinion that student’s earlier decision of taking teaching profession will encourage them to excel in it. 54.83% Teacher Educators from Government / Aided colleges disagreed that continuous and comprehensive evaluation of both pedagogical and content knowledge together will be a tedious task but 64 % Teacher Educators from Self financing colleges agreed to this. Only 35.48% Teacher Educators from Government / Aided colleges agreed that construction of curriculum will be an issue while integrating two disciplines but 64% from Self financing colleges agreed to this. Minimum percentage (19.35%) from Government / Aided sector had an opinion that Conduction and evaluation of practicals in each semester may be a burden for Teacher Educators and student teachers in ITEP but above average (63%) from Self financing colleges agreed to this.

---

## Conclusion

Majority of Teacher Educators from Government / Aided and Self financing colleges were viewed ITEP as an innovative proposal in teacher education field. Above average Teacher Educators from Government / Aided sector opined that student's earlier decision of taking teaching profession help them to excel in profession; but below average Teacher Educators from Self financing sector agreed to this. Majority Teacher Educators indicated the impracticability of implementing the course in teacher training colleges at this present condition. Only minimum Teacher Educators from Government / Aided Sector agreed the statement ITEP will get much acceptance from society but average Teacher Educators from Self financing colleges agreed to this. Majority of Teacher Educators from Government / Aided Colleges and Self financing colleges opined that multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects. In the opinion of Teacher Educators multi and inter disciplinary academic environment will help students teachers to increase the knowledge in various subjects.

## **CHAPTER- V**

### **SUMMARY, CONCLUSION & SUGGESTIONS**

- **Restatement of the Problem**
- **Objectives of the Study**
- **Methodology in Brief**
- **Major Findings of the Study**
- **Conclusion**
- **Educational Implications**
- **Suggestions for Further Research**

This chapter provides an overview of the significant aspects of the study. Here, the important findings, their educational implications and suggestions for further research were dealt under the following heads:

- ✓ Restatement of the Problem
- ✓ Objectives of the Study
- ✓ Methodology in Brief
- ✓ Major Findings of the Study
- ✓ Conclusion
- ✓ Educational Implications
- ✓ Suggestions for Further Research

### **Restatement of the Problem**

**“Opinion of Teacher Educators on Implementation of Four Year Integrated Teacher Education Programme in Kerala.”**

### **Objectives of the Study**

The present study has the following objectives;

- To study the opinion of Teacher Educators on implementation of integrated teacher education programme.
- To understand the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala with respect to the relevant sub samples ie,
  - Government / Aided
  - Self financing

### **Methodology in Brief**

Methodology deals precisely with the sources of data, tool employed for the study and method adopted for the study. The present study is intended to know about the opinion of Teacher Educators on implementation of Integrated Teacher Education Programme in Kerala. Hence Survey method was used for the conduction of the study.

### **Sample Selected**

The population considered for the present study is the whole Teacher Educators in teacher education colleges in Kerala. The study was carried out on a representative sample of 131 Teacher Educators in teacher education colleges under University of Calicut.

### **Tool Used for the Study**

The tool used for the present study for the purpose of collecting relevant information was

- Opinionnaire on Integrated Teacher Education Programme ( Raseena & Rishad, 2019)

### **Statistical Techniques used for Data Analysis**

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

- Percentage analysis

## Major Findings of the Study

### Perception of Teacher Educators on Integrated Teacher Education Programme:-

- Majority of Teacher Educators (64.12 %) opined that Integrated Teacher Education Programme is an innovative proposal in teacher education field.
- Increasing duration is not necessary to transact B.Ed curriculum in a successful manner.
- 72.51 % of Teacher Educators agreed that the Integration of subject and pedagogy makes the course more comprehensive.
- Average Teacher Educators were doubtful about the future existence of 'education' as a discipline
- 80.15% were anxious about the sudden changes in curriculum without proper study and discussion may affect the quality of the programme
- Above average (64.12%) opined that ITEP will make a disparity between student teachers, those who have 2 year B.Ed and integrated B.Ed.
- 48.1% were doubtful about difficulties for doing post graduation in the basic subject for ITEP graduates
- Average (49.61%) agreed to the statement beginning teacher education at the early stage of higher education will help to mould fully dedicated professionals in teacher education field.
- 50.38% opined that ITEP act as a filter for creating quality teaching professionals
- Majority of Teacher Educators (67.17%) indicated the impracticability of implementation of the course in training colleges at the present condition
- 72.51% Teacher Educators agreed to the impracticability of physical expansion of training colleges to a 'composite institution'
- Majority expressed that the infrastructural facilities of existing training colleges are not enough to run the ITEP
- Average Teacher Educators (50.38%) were doubtful about the existence of standalone training colleges in future.
- Majority of Teacher Educators (74.04%) opined that teaching will become a profession of choice but not a profession of chance.

- Average Teacher Educators (58.77%) opined that the structural instability of B.Ed course leads to the value deterioration of teacher education programme
- Almost average Teacher Educators (44.27) agreed to the statement “ITEP will reduce the subject knowledge deterioration which may happen while taking a two year break to pursue B.Ed separately”.
- 70.99 % Teacher Educators had an opinion that learning content and pedagogical knowledge together will make the student teacher a brighter teaching professional.
- Majority opined that multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects.
- 64.88% opined that it is not possible to find 125 working days in a semester as per the NCTE regulation for ITEP in Kerala context.
- 57.25% had 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 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.

### **Perception of Teacher Educators on Integrated Teacher Education Programme: Type of management comparison:-**

- Teacher Educators from both Government / Aided Colleges (67.74 %) and from Self financing colleges (63%) opined that Integrated Teacher Education Programme is an innovative proposal in teacher education field.
- Minimum Teacher Educators from Government / Aided Colleges and Self financing colleges had an agreement towards shifting course from two years to four years.
- Average Teacher Educators from both Government / Aided Colleges and Self Financing colleges opined that long duration of the course gives enough time to guide student teachers in improving teaching methodology
- 54.8 % Teacher Educators from Government / Aided Colleges and 43% from Self Financing colleges disagreed to the statement, increase teaching competency while increasing the duration of the course.
- 77.42 % of Teacher Educators from Government / Aided Colleges and 71% from Self Financing colleges agreed that the Integration of subject and pedagogy makes the course more comprehensive.
- 32.25 % of Teacher Educators from Government / Aided Colleges and 43% from Self financing colleges were doubtful about the future existence of 'education' as a discipline.
- Average Teacher Educators from Government / Aided Colleges and Self financing colleges opined that ITEP will be helpful in ensuring the qualitative improvement of teacher training programme.
- Majority of Teacher Educators from Government / Aided Colleges and Self financing colleges were anxious about the sudden changes in curriculum without proper study and discussion may affect the quality of the programme.
- Average Teacher Educators from Government / Aided Colleges and above average from Self financing colleges opined that ITEP will make a disparity between student teachers, those who have 2 year B.Ed and integrated B.Ed.
- Average Teacher Educators from Government / Aided Colleges (45.16%) disagreed to the statement doing post graduation in the basic subject will be an issue for ITEP graduates but 55% from Self financing colleges agreed to this statement.
- 61.29 % of Teacher Educators from Government / Aided Colleges and 46% from Self financing colleges agreed to the statement beginning teacher education at the early stage



of higher education will help to mould fully dedicated professionals in teacher education field

- 61.29 % of Teacher Educators from Government / Aided Colleges and 47% from Self financing colleges opined that ITEP act as a filter for creating quality teaching professionals.
- Majority of Teacher Educators from Government / Aided Colleges (67.74%) and Self financing colleges (67%) indicated the impracticability of implementation of the course in training colleges at the present condition.
- 70.96 % of Teacher Educators from Government / Aided Colleges and 74% from Self financing colleges agreed to the impracticability of physical expansion of training colleges to a 'composite institution'.
- Majority of Teacher Educators from Government / Aided Colleges (87.1%) and Self financing colleges (85%) expressed that the infrastructural facilities of existing training colleges are not enough to run the ITEP.
- Average Teacher Educators from Government / Aided Colleges (54.83%) and Self financing colleges (49%) were doubtful about the existence of standalone training colleges in future.
- According to 74.19% Teacher Educators from Government / Aided Colleges and 79% Teacher Educators from Self financing colleges, teaching will become a profession of choice but not a profession of chance.
- Above average Teacher Educators from Government / Aided Colleges (61.29%) and Self financing colleges (60%) opined that the structural instability of B.Ed course leads to the value deterioration of teacher education programme.
- Only 29 % of Teacher Educators from Government / Aided Colleges had an agreement towards the statement, ITEP will get much acceptance from the society just like other professional courses such as Medicine, and Engineering etc have, but almost average (46%) Teacher Educators from Self financing colleges agreed to this statement.
- Above average Teacher Educators from Government / Aided Colleges (61.29%) agreed to the statement "ITEP will reduce the subject knowledge deterioration which may happen while taking a two year break to pursue B.Ed separately" but only 39% of Teacher Educators from Self financing colleges agreed to this.

- 74.19 % of Teacher Educators from Government / Aided Colleges and 76% from Self financing colleges have an opinion that learning content and pedagogical knowledge together will make the student teacher a brighter teaching professional.
- Majority of Teacher Educators from Government / Aided Colleges (83.87%) and Self financing colleges (75%) opined that multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects.
- 70.96 % of Teacher Educators from Government / Aided Colleges and only 54% from Self financing colleges agreed that ITEP will be carried out to create a healthy relationship between subject of education discipline and basic subject of graduation.
- 58.1% of Teacher Educators from Government / Aided Colleges and 67% from Self financing colleges opined that it is not possible to find 125 working days in a semester as per the NCTE regulation for ITEP in Kerala context.
- 74.19 % of Teacher Educators from Government / Aided Colleges and only 59% from Self financing colleges have an opinion that student's earlier decision of taking teaching profession will encourage them to excel in it.
- 54.83% Teacher Educators from Government / Aided colleges disagreed that continuous and comprehensive evaluation of both pedagogical and content knowledge together will be a tedious task but 64 % Teacher Educators from Self financing colleges agreed to this.
- Only 35.48% Teacher Educators from Government / Aided colleges agreed that construction of curriculum will be an issue while integrating two disciplines but 64% from Self financing colleges agreed to this.
- Minimum percentage (19.35%) from Government / Aided sector had an opinion that Conduction and evaluation of practicals in each semester may be a burden for Teacher Educators and student teachers in ITEP but above average (63%) from Self financing colleges agreed to this.

### **Conclusion**

Based on the analysis the investigator reached at the following conclusions.

Integrated Teacher Education Programme is accepted as an innovative proposal in teacher education field. Making structural changes in the B.Ed course without proper study and evaluation will leads to the value deterioration of the teaching profession. Majority of Teacher Educators are 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 student teachers properly. Integration of subject and pedagogy makes the course more comprehensive. Multi and inter-disciplinary academic environment help student teachers to increase the knowledge in various subjects. ITEP will make a divide between student teachers, those who have 2 year B.Ed and integrated B.Ed programme.

It is not practicable to implement the ITEP in training colleges of Kerala at the present condition. Physical expansion of training colleges to a 'composite institution' as mentioned by NCTE, is not possible at present condition. Infrastructural facilities of existing training colleges are not enough to run the ITEP.

### **Educational Implications**

- As the study attempt to analyze the atrocities regarding the implementation of Integrated Teacher Education Programme it reveals many issues so as to assume about restructuring the programme.
- Teacher Educators are having different opinion towards the implementation of Integrated Teacher Education Programme.
- Implementation of Integrated Teacher Education Programme without having much studies and planning may create many problems among Teacher Educators with regards to both academic and administrative matters.
- Many of the Teacher Educators are not aware of the Integrated Teacher Education Programme. This shows that the authority should necessarily give more awareness on integrated teacher education programme.
- Investigator strongly believes that this study will give clear guidance to implement Integrated Teacher Education Programme effectively in training colleges by catering the needs of the Teacher Educators.
- This study helps the policy makers to minimize problems of the Teacher Educators while implementing the Integrated Teacher Education Programme in their institutions.
- Finding of this study are an eye opening to the government about the problems of implementing Integrated Teacher Education Programme in Kerala at this present condition.
- Universities in Kerala should be taken much care in developing curriculum for ITEP so as to make the programme competent.
- Integration of basic subject courses and education courses are to be taken very seriously so as to keep the identity of each disciplines.
- The study strongly advocates the Government for the conduct of a need analysis before the frequent structural shift in teacher education programmes.
- Initiatives must be taken to change the attitude of Teacher Educators with respect to the implementation of new programmes in teacher education field.

- 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**

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

## **BIBLIOGRAPHY**

Andrew, M. D. (1990). Differences between graduates of 4-year and 5-year teacher preparation programmes. *Journal of Teacher Education*, 41(2), 45-51. Retrieved from <https://doi.org/10.1177/002248719004100206>

Ashraf, M. (2013). *Opinion of teacher education towards newly revised B.Ed. curriculum of university of Calicut*. Master dissertation, University of Calicut.

Best, J.W., & Kahn, J.V. (2012). *Research in Education* (10th Ed.) New Delhi: Pearson Prentice Hall.

Four year Integrated B.Ed programme from next year onwards HRD minister Prakash Javadekar in National Principal's meet, New Delhi: News, education today, February 8, 2019. Retrieved from <https://www.indiatoday.in/education-today/news/story/integrated-4-year-b-ed-programme-coming-up-from-next-year-says-hrd-minister-praksah-javadekar-1451160-2019-02-08>

Good, C.V. (1973). *Dictionary of education*. New York: McGraw Hill

Gupta, K.C. (2015). Staircase of restructuring: imperative vision of Indian teacher education. *University News*, 53 (2), 33-34

Jaseena, F. (2018). *An exploratory study on perspectives and reflections of mentors and student teachers on school internship of 2 year B.Ed. Programme: implications for new B.Ed. Curriculum*. Final project report of minor research project submitted to Indian council of social science research (ICSSR) New Delhi

Jayakumar, R. (2016). Pros and cons: two year B.Ed, programme in India. *International Journal of Current Research and Modern Education*, 1(1), 2455 - 5428. Retrieved from <http://ijcrme.rmodernresearch.com/wp-content/uploads/2015/06/9.pdf>

Kim, M. M., Andrews, R. L., & Carr, D. L. (2004). Traditional versus integrated pre-service teacher education curriculum: A case study. *Journal of Teacher Education*, 55(4), 341-356. (Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0022487104266778>)

- Koul, L. (2009). *Methodology of educational research*. ( 7th Ed.) New Delhi: Vikas Publishing House Pvt. Ltd.
- Lienchhawani, E. (2016). The teacher education in special education. *Edutracks*, 16 (4), 18-19 .
- Mohan, R. (2018). Effectiveness of two year B.Ed. curriculum in meeting school requirements: A quality function deployment approach. *Edutracks*, 18(1), 35.
- Mohanti,S.B. (2015). Increase in duration of B.Ed. course from one year to two year is not superfluous. *University News*, 53 (04), 12-14.
- Moruskar,D.S.(2014). Comparative Study of the Teachers Trained Through Four-year Integrated Course and One-year Course in Secondary Teacher Education in respect of Teacher Competency and Teaching Effectiveness. Retrieved from <http://hdl.handle.net/10603/140149>
- National Council for Teacher Education (NCTE) 2018 Regulations, New Delhi, March 2019. Retrieved from [https://ncte.gov.in/Website/PDF/regulation/ITEP\\_2018.pdf](https://ncte.gov.in/Website/PDF/regulation/ITEP_2018.pdf)
- Nayak, B.S. (2013). Teacher education-issues and challenges. *BRICS Journals of Educational Research*. 3(1), 35-36.
- NCTE . Norms and standards for 4-year integrated programme leading to B.Sc.B.Ed /BA.B.Ed Degree. Retrieved from [http://www.ncteindia.org/ncte\\_new/regulation2014/english/appendix13.pdf](http://www.ncteindia.org/ncte_new/regulation2014/english/appendix13.pdf)
- NCTE Introduces Integrated Teacher Education Programme to enhance teaching profession in India, *India Today of New Delhi*: November 28th 2018.retrieved from <https://www.indiatoday.in/education-today/news/story/ncte-introduces-integrated-teacher-education-programme-to-enhance-teaching-profession-in-india-1397792-2018-11-28>



- Pandey,S. (2016) .Teacher education curriculum reform: an analysis of teacher education syllabus of select universities of Uttar Pradesh. *University News*, 54 (34), 9-17.
- Pritam, B.P. (2014). Teacher education across the roads: critical reflections from Justice Verma Committee Report. *University News*, 52(45), 10-11.
- Rajput.(2012). Challenges in education. *Edutracks*, 12(1) , 2-3.
- Roy, N.R. & Khanam, U.K. (2016). Teacher education in Assam: A sketch. *BRICS Jouranls of Educational Research*, 6(1) 14-20.
- Sarang, Dibakar (1992) A study of 4 year Integrated Teacher Education Programme in India. Retrieved from <http://hdl.handle.net/10603/58749>
- Sarkar, C. & Mete, J. (2013). Development of teacher education in Indian scenario pedagogy and praxis. *BRICS Journals of Educational Research*, 3(1), 37-40.
- Shahana. (2015). *Constraints anticipated by Teacher Educators in two year B.Ed. programme*. Master Dissertation, University of Calicut.
- Shokeen,A. (2016). Increased duration of B.Ed. programme in India: Issues and challenges. *University News*, 54(19), 14-18.
- Singh, (2015). Redesigning B.Ed. curriculum for two years: Isn't it gratuitous. *Journal of Applied Science*, 3 (1), 17-23.Retrieved from [http://journal.fakirchandcollege.org/wp-content/uploads/2016/01/THE\\_REDESIGNED\\_B.ED\\_CURRICULUM\\_2014\\_A\\_CRITICAL\\_ANALYSIS.pdf](http://journal.fakirchandcollege.org/wp-content/uploads/2016/01/THE_REDESIGNED_B.ED_CURRICULUM_2014_A_CRITICAL_ANALYSIS.pdf)

- Sushma,R. (2016). Attitude of Teacher Educators' towards two years B.Ed programme. Scholarly research journal for humanity science & English language, 14(3),3365-3370. Retrieved from <http://oaji.net/articles/2016/1201-1460181554.pdf>
- Taj, H.(2019) ,Four-year integrated teacher education programmes (ITEP) : Issues and Challenges. *International Journal of Informative & Futuristic Research*, 6 (6), pp. 21-33. Retrieved from <http://www.ijifr.com>
- The Economic Times (July 23, 2018). Integrated B.Ed courses from next year: Minister. Retrieved from <https://economictimes.indiatimes.com/industry/ services/ education/ integrated-b-ed-courses-from-next-year-minister/articleshow/65108574.cms>
- Times of India (Feb 1, 2018).Budget for Education: Integrated B.Ed programme for teachers .Retrieved from <https://timesofindia.indiatimes.com/home/education/news/ budget-for-education-integrated-b-ed-programme-for-teachers-says-jaitley/articleshow /62737341.cms>
- Vijayambika,N. ,& Umashree,D.K. (2016). Attitude of B.Ed. students towards teaching practice programme. *Edutracks*, 15(8), 41-44.

# APPENDICES

**FAROOK TRAINING COLLEGE – CALICUT**  
**OPINIONNAIRE ON INTEGRATED TEACHER EDUCATION**  
**PROGRAMME (ITEP)**

**Mr. Rishad Kolothumthodi**

Asst. Professor (Supervising Teacher)

**Mrs. Raseena M.K**

M.Ed Student

-----  
**INSTRUCTIONS**

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

**Name:**

**Name of Institution:**

**Type of Management:**

---

- 1- Integrated Teacher Education Programme (ITEP) is an innovative proposal in teacher education field. (.....)
- 2- A shift from 2 year to 4 year 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 question mark. (.....)
- 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 regulation for ITEP in Kerala context. (.....)
- 20- ITEP will reduce the depth of content knowledge while giving significance to pedagogical aspects. (.....)
- 21- ITEP will be helpful in ensuring the qualitative improvement of teacher training programme. (.....)
- 22- Standalone 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 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 divide between student teachers, those who have 2 year 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 teacher 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 act as a filter for creating quality teaching professionals. (.....)

## LIST OF COLLEGES

Sl. No.	Name of colleges	Type of management
1	Govt. College of Teacher Education, Kozhikode	Aided / Govt.
2	Farook Training College, Feroke, Kozhikode	
3	NSS Training College, Ottappalam, Palakkad	
4	Institute of Advanced Study in Education Thrissur	Self – Financing
5	Meppayur Salafi College of Teacher Education, Kozhikode	
6	AWH College of Education, Kozhikode	
7	Darul Uloom Training College, Vazhakkad, Malappuram	
8	CICS College of Teacher Education, Kozhikode	
9	T.I.M. Training College Nadapuram, Kozhikode	
10	Bhavan's Ramakrishna Institute of Teacher Education, Kozhikode	
11	Providence College of Teacher Education for Women, Malaparamba	
12	KMCT College of Education, Chathamangalam	
13	Mother Teresa College of Teacher Education, Perambra	
14	MCT Training College, Melmuri	
15	Devaki Amma Memorial College of Teacher Education, Chelembra	
16	Kunhathumma Memorial College of Teacher Education, Valillapuzha	
17	Moulana College of Teacher Education, Kuttayi	
18	Farook B.Ed College, Kottakkal, Malappuram	
19	Bafakhy Yatheemkhana B.Ed Training College, Kalpakanchery	
20	EMEA Training College, Kondotty, Malappuram	
21	ISS College of Teacher Education, Perinthalmanna	
22	M.I Training College, Malappuram	