Abstract

A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society. As per the new notification issued by the National Council for Teacher Education (NCTE) in respect of teacher education courses in India, now the candidates who have passed Plus Two will be eligible to apply for an Integrated B.A, B.Ed / B.Sc, B.Ed degree course, the first ever four-year B.Ed programme. If certain main issues, like the Continuation of standalone teacher education institutions are allowed with an alternative programme to switch over to three year B.Ed/ M.Ed. integrated programme and the Continuation of Students, who have enrolled for the ongoing two year programme till its completion are resolved, then ITEP may prove to be highly effective in preparing teachers on par with other professions. This four-year B.Ed. (Integrated) programme is supposed to play a major role in equipping the young aspirants planning to make a career as a teacher with comprehensive knowledge focused on best teaching practices and community-oriented approach to teaching.
1. INTRODUCTION

A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.


2. THE NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (NCFTE, 2009)

NCFTE-2009, Elaborates the context, concerns and vision that teacher education and school education having a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this Framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning become the center-stage in the Framework. In addition, the NCF requires a teacher to be a facilitator of children’s learning in a manner that helps children to construct knowledge and meaning.

The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.

The National Curriculum Framework for Teacher Education (NCFTE, 2009) has emphasized the need for preparation of Teachers, who care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction. And it also reiterates that teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. It has also emphasized that the teacher education Programme should build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity. The
Teacher education Programme should also help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities. Educate teachers to connect school knowledge with Community knowledge and life outside the school.

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well-known saying that teacher is the nation builder. The quality of teacher education Programme needs to be up graded. A lot of resources has 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 raise 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.

Among the Fifteen (15) Programmes Recognised by NCTE in 2014, 4-year integrated programme leading to B.A.Ed./B.Sc. B.Ed. degree was one of them.

### 3. FOUR-YEAR INTEGRATED BA B.ED, BSC B.ED TEACHER EDUCATION PROGRAMME

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 Javadekar, 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, then, 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 BTech 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. They were start the course and make it compulsory from academic session 2019-2020. The ministry also said, that it is likely to finalise the rules and regulations for the courses before the commencement of the 2018-19 academic session 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 as the norms enclosed and the 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 sri Prakash Javadekarji 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.

4. 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 analyse 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 analyse 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.

Curricular resource creation by teachers has been seen as an important process of teacher professional development (TPD). Such resources are likely to better correspond to the local needs of teachers. ICTs (digital information and communication technologies) offer possibilities for teachers to design and develop digital curricular resources.

This course is meant to provide an understanding of contemporary realities in India vis-à-vis the current educational scenario in the country. The course can involve a study of contemporary concerns in education through key historical, political, sociocultural and economic issues within inter-disciplinary frameworks.

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 has typical features across the country and students’ responses to teaching of social sciences in schools are also common. That the 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.

One of the major preoccupations of quality education has been promoting reflective practices among all practitioners. A truly reflective professional can contextualise his/her knowledge to attend to issues that arise in his/her workplace. Maintaining journals, teacher development groups, peer interactions, reflections over student portfolios, or any feedback obtained through continuous and comprehensive evaluation could be facilitating reflective practices.

In Karnataka, around 370 secondary level Teacher Education (B.Ed Colleges) institutions offering two year B.Ed programme. The sudden change in the structure may lead to several setbacks. Therefore, ITEP should take into consideration the following issues before its Introduction.

5. 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 to run 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.
Bangalore University is the only university, in Karnataka except RIE, Mysore to introduce a four-year B.Ed. (Integrated) programme, under NCTE’s 15 programmes of 2014 Regulations. The following is the Schematic view of the same.

6. BANGALORE UNIVERSITY FOUR YEAR INTEGRATE COURSE CONTENT OF EIGHT-SEMESTER B.A.Ed. AND B.Sc, B.Ed

CORE SUBJECTS

[1] Part 1: Languages
   English + Hindi, Kannada and any other

[2] Part 2: Disciplinary Courses for BA,BEd
   Political Science ,Economics,History ,Sociology and any other subject approved by Bangalore University from time to time.

[3] Part 3: Disciplinary Courses for B.Sc,BEd
   Physics ,Mathematics ,Chemistry ,Botany,Zoology and any other subject approved by Bangalore University from time to time.

   - Nature and purpose of Education
   - ICT in Education
   - Critical Reading and Expository Writing
   - Childhood, adolescence and growing up
   - Language Across Curriculum
   - Health and Physical Education
   - Creating an Inclusive School

[5] Pedagogical Content Knowledge 1- Part 1
   - ICT Mediation
   - Learning and Teaching
   - Pedagogical Content Knowledge 1- Part 2
   - Arts and Craft in Education
   - Contemporary India and Education
   - Optional Course
   - Assessment for Learning
   - Pedagogical Content Knowledge 2- Part 1
   - Theatre in Education
   - Knowledge and Curriculum
   - Development and Management in School
   - Action Research

[6] Pedagogical Content Knowledge 2- Part 2
   - Pre- Internship Activities
   - Gender, School and Society
   - School Internship Programme; Phase-1
   - Education and National Concern
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- School Internship Programme; Phase-11
- Post-internship Activities
- Action Research Project

[7] **Part 5: Foundation Courses / Skill Development**

Table 1:- Bangalore University four year integrated course structure of eight-semester B.A.Ed. and B.Sc, B.Ed

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number</th>
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<th>Duration of exam</th>
<th>IA</th>
<th>Theory</th>
<th>Total marks</th>
<th>Credits</th>
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<td>3 Subjects (HES; HEP, CBZ; PCM or any other subject approved under bachelor of Arts/Science)</td>
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<td>3x4+3x3</td>
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<td>3x100</td>
<td>3x150</td>
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<td>1x4+2x2</td>
<td>1x3 + 2x1.5</td>
<td>1X30+2X15</td>
<td>1X70+2X15</td>
<td>1X100+2X50</td>
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### Table 2: B.A.Ed., B.Sc, B.Ed. scheme of examination

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**Part 2**

| 3 Subjects (HES; HEP; CBZ; PCM or any other subject approved under bachelor of Arts/Science) |
| 3 theory + 3 project work |
| 3x4+3x3 |
| 3x3 |
| 3x50 |
| 3x100 |
| 3x150 |
| 3x3 |

**Part 3**

| Edcn (HC:4 Courses; SC:2 Courses; EPC:2 Courses) |
| 3 theory + 3 project work |
| 2x4+1x2+1x5 |
| 2x3+3x1.5 |
| 2x30+3x15 |
| 2x70+3x25 |
| 2x100+3x50 |
| 2x2+3x1 |

**Part 4**

| FC/SDC |
| 38 |
| 850 |
| 17 |

**c) VII/VIII Semester**

| 3 Subjects (HES; HEP; CBZ; PCM or any other subject approved under bachelor of Arts/Science) |
| 2 theory + Internship |
| 2x2+3x3 |
| 3x3 |
| 3x50 |
| 3x100 |
| 3x150 |
| 3x3 |

| Edcn (HC:2 Courses; EPC:2 Courses) |
| 2 theory + Internship |
| 2x1.5 |
| 2x15+1x250 |
| 2x35+1x80 |
| 2x50+2x250 |
| 2x1.5 |

**Total**

| 800 |
| 16 |
| 6900 |
| 138 |
### Four-year integrated teacher education programmes (ITEP) : Issues and Challenges

#### DC 4
Subject Practical /Project 1  
15 35 50

#### DC 5
Subject Practical /Project 2  
15 35 50

#### DC 6
Subject Practical /Project 3  
15 35 50

#### HC 1
Nature and purpose of education  
30 70 100

#### HC 2
ICT in Education  
15 35 50

#### EPC 1
Critical Reading & Expository Writing  
50 25 50

#### FC 1
Constitution of India  
15 35 50

**Total**  
305 595 900

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### II

#### L3
Language 1  
30 70 100

#### L4
Language 2  
30 70 100

#### DC 7
Subject 1  
30 70 100

#### DC 8
Subject 2  
30 70 100

#### DC 9
Subject 3  
30 70 100

#### DC 10
Subject Practical /Project 1  
15 35 50

#### DC 11
Subject Practical /Project 2  
15 35 50

#### DC 12
Subject Practical /Project 3  
15 35 50

#### HC 3
Childhood, adolescence and growing up  
30 70 100

#### HC 4
Language across curriculum  
15 35 50

#### EPC 2
Health and Physical Education  
50 25 50

#### SDC 1
Computer literacy  
50 25 50

**Total**  
340 560 900

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### III

#### L5
Language 1  
30 70 100

#### L6
Language 2  
30 70 100

#### DC 13
Subject 1  
30 70 100

#### DC 14
Subject 2  
30 70 100

#### DC 15
Subject 3  
30 70 100

#### DC 16
Subject Practical /Project 1  
15 35 50

#### DC 17
Subject Practical /Project 2  
15 35 50

#### DC 18
Subject Practical /Project 3  
15 35 50

#### HC 5
Creating an inclusive school  
15 35 50

#### SC 1
PCK 1 - Part 1  
30 70 100

#### EPC 3
ICT Mediation  
50 25 50

#### SDC 2
Yoga  
50 25 50

**Total**  
340 560 900

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### IV

#### L7
Language 1  
30 70 100

#### L8
Language 2  
30 70 100

#### DC 19
Subject 1  
30 70 100

#### DC 20
Subject 2  
30 70 100

#### DC 21
Subject 3  
30 70 100

#### DC 22
Subject Practical /Project 1  
15 35 50

#### DC 23
Subject Practical /Project 2  
15 35 50

#### DC 24
Subject Practical /Project 3  
15 35 50

#### HC 6
Learning and Teaching  
15 35 50

#### SC 2
PCK 1 - Part 2  
30 70 100

#### EPC 4
Arts and Craft in Education  
50 25 50
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7. CONCLUSION

As per the new notification issued by the National Council for Teacher Education (NCTE) in respect of teacher education courses in India, now the candidates who have passed Plus Two will be eligible to apply for an Integrated B.A, B.Ed /B.Sc. B.Ed, degree course, the first ever four-year B.Ed programme. Earlier, the young aspirants had to enrol for a three-year BA and a two-year B.Ed course to become a teacher. If certain main issues, like the Continuation of standalone teacher education institutions are allowed with an alternative programme to switch over to three year B.Ed / M.Ed. integrated programme and the Continuation of Students, who have enrolled for the ongoing two year programme till its completion are resolved, then ITEP may prove to be highly effective in preparing teachers on par with other professions. This four-year B.Ed. (Integrated) programme is supposed to play a major role in equipping the young aspirants planning to make a career as a teacher with comprehensive knowledge focused on best teaching practices and community-oriented approach to teaching.

8. REFERENCES

[8] NCTE Introduces integrated Teacher Education programme to enhance teaching profession in India, India Today of New Delhi: November 28th 2018.

TO CITE THIS PAPER

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Authored by

**Dr. Haseen Taj**

Professor, Department of Education, Bangalore University, Bangalore (India)

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