



OPINION OF TEACHER EDUCATORS ON OPPORTUNITIES AND CHALLENGES OF INTEGRATED TEACHER EDUCATION PROGRAM (ITEP)

* *Dr. Deepika Sharma,*

* *Associate Professor, Seva Sadan's College of Education, Ulhasnagar-3*

Abstract:

The present study assesses the opinion of teacher educators towards the proposed 4-years Integrated Teacher Education program (ITEP) as mentioned in the document of National Education Policy (NEP2020). A questionnaire on opportunities and challenges of ITEP is developed by investigator. The main aim of this paper to collect and analyze the opinion of teacher educators on ITEP course. This study reveals that the proposed 4-years ITEP will bring desirable changes in the development of the teacher education. But this proposal needs lot of planning, preparation, study, experiments, infrastructure and discussion otherwise it may lead towards adversity.

Keywords: *ITEP, Liberal, Opportunities, Challenges.*

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Introduction:

The Integrated Teacher Education Program (ITEP) is a new initiative launched by the National Council for Teacher Education (NCTE) in India under the National Education Policy 2020 (NEP 2020). It is a 4 year undergraduate program that combines academic studies in a chosen subject with professional training in education. This means that students who complete the ITEP course will earn a dual-major degree, such as a B.A. BEd. or a B.Sc. BEd., along with the necessary qualifications to become a teacher. The program aims at preparing teachers for Foundational, Preparatory, Middle and Secondary stages as per the new school structure of NEP 2020. ITEP aims to provide a comprehensive training experience by offering not only advanced pedagogical knowledge but also a firm grounding in early childhood care and education (ECCE), Foundational literacy and numeracy (FLN), inclusive education, and a deep understanding of India's values, ethos, art, and traditions, among other essential areas of study. The ITEP also emphasize the value of a multidisciplinary approach to teacher education, recognizing the necessity for broad input from other disciplines. This approach allows trainees to explore subjects outside in the field of education, resulting in a well-rounded and adaptable educational experience.

ITEP also emphasize practical training and internships to provide hands-on experience in classrooms. It includes rigorous school-based experiences, teaching practice, and internships to enable aspiring teachers to apply theoretical knowledge in real world settings. This practical exposure helps to developing pedagogical skills and classroom management techniques.



Rationale:

Teacher educators help in-service and pre-service Teacher trainees to acquire the knowledge, Competencies and attitude they require to become effective teachers. Several individual Teacher educators are usually involved in the initial or ongoing education of each other; often each specialists in teaching about a different aspect of teaching. Even within a single educational system, Teacher educators may be employed in different roles by different kinds of organization. Teacher educators may work in many different contexts including national college of education, teacher training colleges, teacher centres (universities, colleges, schools, private sector training organizations or corporate organizations). Their working time may be fully or partly, dedicated to preparation of teachers. The four year ITEP is a milestone achievement in fulfilling one of major mandates NEP 2020. Teacher educators are the main people to fulfil the expectations of ITEP. Without teacher educators any teacher education program cannot be run. Therefore, there are so many requirements of any reforms in the field of teacher education. Teacher educators are the best source to know the requirements of any new reform in the field of teacher education. If we want to run any program successfully in the fields of teacher education then we need to get the opinions of teacher educators. ITEP is a reform in the field of teacher education. Therefore there is a need to get the opinion of of teacher educators regarding the requirements of the ITEP course. Keeping above thing in the mind present study was undertaken.

Review of related literature:

AC Devanda (2020) worked on pros and cons of integrated teacher education program. The study clearly ascertained that 81% of students had shown positive attitude towards ITEP, comparing to two years BED. Program. Only 18% of the students in science stream shown interest to joined teacher education program. This example clearly indicating that, the students are showing more interest towards economically profitable professional course. Bora PM (2022) worked on Perception of BED. Students of Dibrugarh University towards Integrated Teacher Education Program in the light of NEP 2020. Result shows that 80% students mentioned that ITEP would create a better teacher. But 20% students like existing system. 72% students mentioned that ITEP will save time. 80% students agree that ITEP will bring better jobs for students teacher. 20 % of students say ITEP will create more unemployed teachers because enrolment of students in ITEP will be higher. G Meenakshi (2023) worked on the Perception of student-teachers on 4- years integrated teacher education program. 64% student teachers opined that ITEP is an innovative proposal in teacher education field. Only one fourth of teacher educators agree to upgrade the course from 2 years to 4 years.80% were anxious about the sudden change in curriculum without proper study and discussion may affect the quality of program.

From the above findings it can be seen that ITEP is accepted as an innovative proposal in the field of teacher education. Making structural change in BED course without proper study and evaluation may lead to the value deterioration of the teaching profession.

Objectives:

1. To study the opinion of teacher educators towards opportunities of introducing ITEP course.
2. To study the opinion of teacher educators towards challenges of introducing ITEP course.



3. To compare the opinion of male and female teacher educator with respect to the opportunities of ITEP course.
4. To compare the opinion of male and female teacher educators with respect to the challenges of ITEP course.
5. To compare the opinion of teacher educators who are teaching in aided and unaided institutions with respect to the opportunities of ITEP course.
6. To compare the opinion of teacher educators who are teaching in aided and unaided institutions with respect to challenges of ITEP course.

Hypotheses:

1. There will not be any significant difference between the opinion of male and female teacher educators with respect to the opportunities of ITEP course.
2. There will not be any significant difference between the opinion of male and female teacher educator with respect to the challenges of ITEP course.
3. There will not be significant difference between the opinion of teacher educators who are teaching in aided and unaided institutions with respect to opportunities of ITEP course.
4. There will not be significant difference between the opinion of teacher educators who are teaching in aided and unaided institutions with respect to challenges of ITEP course.

Method:

The investigator has used Survey Method for the present study. Survey method is the best to collect the opinion of people. Investigator used questionnaire for the investigation. Since the nature of this study was to collect opinion of teacher educators on ITEP course. The investigator needed to do a survey of various colleges of education in various areas of Mumbai and its suburbs in which Survey Method proved to be appropriate.

Sample:

In the present study sample was drawn from various colleges of Mumbai and its suburbs. Sample was drawn from Seva sadan's college of education, D T Kalani college of education Ulhasnagar, Saket college of education Kalyan, CSSM College of education, AGS college of education, All India khilafat committee, GES BEd College, Pushpanjali College of Education, R.R. Educational Trust, SSS Mahila Shikshansathan, L P Ravel College of Education and Research, SSM College of Education and Research, MES's Pillai HOC College of Education and Research, TSCR. Size of sample was 36. Out of 36, 11 were male and 25 were female.

Tool:

In the present investigation questionnaire as a tool was used by investigator. Questionnaire was constructed by the investigator. The questionnaire consisted of 17 statements. Each statement had five alternatives, namely, strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD). Eight statements were for opportunities and nine statements were for challenges. 5 marks was given for SA, 4 marks were given for agree, 3 marks were given for undecided, 2 marks were given for disagree, 1 mark was given for SD.

Procedure of data collection:

In the present study data was collected through Google Form. Questionnaire was send to every individual on whatsapp. Remainders were given to subjects. This procedure was continued till 10 days.

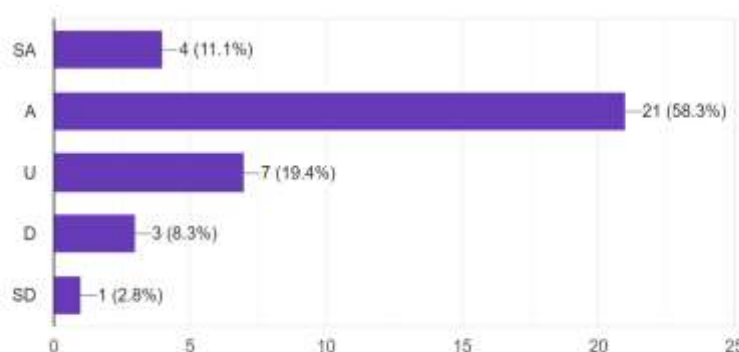
Results and Interpretation:

First objective:

In the present study first objective was to study the opinion of teacher educators towards opportunities of introducing ITEP course. Results related to this objective are as follows:

ITEP will save time of students teacher.

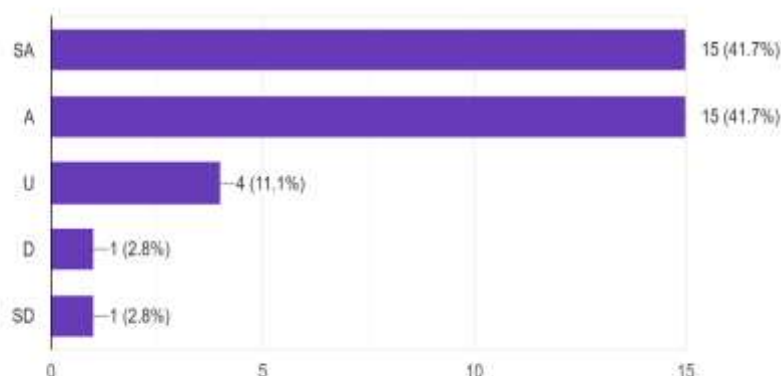
36 responses



From the above graph it can be seen that 11% teacher educators are strongly agree that ITEP will save time, 58% teacher educators are agree, 19% teacher educators are not able to decide that ITEP will save time, 8% teacher educators, are disagree and 3% teacher educators are strongly disagree with it.

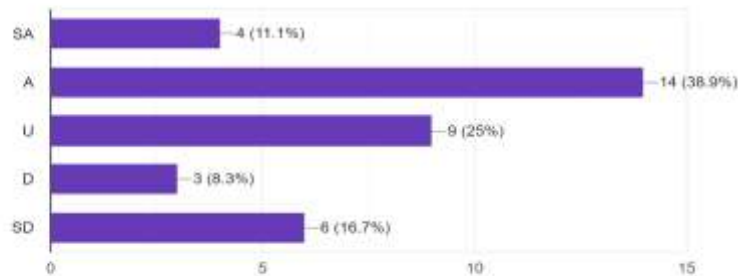
ITEP provides dual - liberal bachelors degree to students teacher.

36 responses



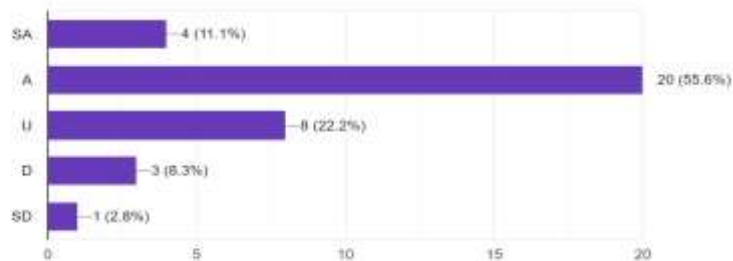
From the above Graph it can be seen that 42% teacher educators are strongly agree that ITEP will provide dual – liberal bachelor degree to students teacher, 42% teacher educators are agree, 11% teacher educators are not able to decide that ITEP will provide dual-liberal bachelor degree, 3% teacher educators are disagree and 3% teacher educators are strongly disagree with it.

Four years ITEP will create better teacher than two years B.Ed. Program.
36 responses



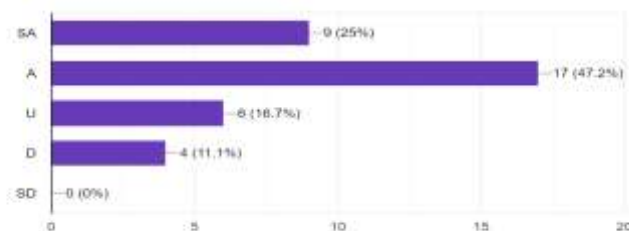
From the above Graph it can be seen that 11% teacher educators are strongly agree that ITEP will create better teachers than two years BEd program, 39% teacher educators are agree, 25% teacher educators are not able to decide that ITEP will create better teachers, 8% teacher educators are disagree and 17% teacher educators are strongly disagree with it.

ITEP gives lot of flexibility to students teacher.
36 responses



From the above Graph it can be seen that 11% teacher educators are strongly agree that ITEP gives lot of flexibility to students teacher, 56% teacher educators are agree, 22% teacher educators are not able to decide that ITEP will give lot of flexibility, 8% teacher educators are disagree and 3% teacher educators are strongly disagree with it.

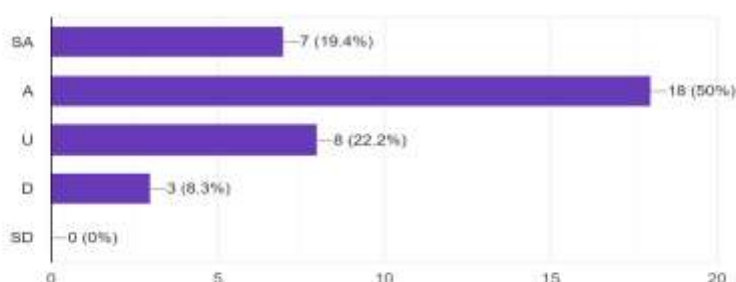
ITEP will train competent teachers.
36 responses



From the above Graph it can be seen that 25% teacher educators are strongly agree that ITEP will train competent students teacher, 47% teacher educators are agree, 17% teacher educators are not able to decide

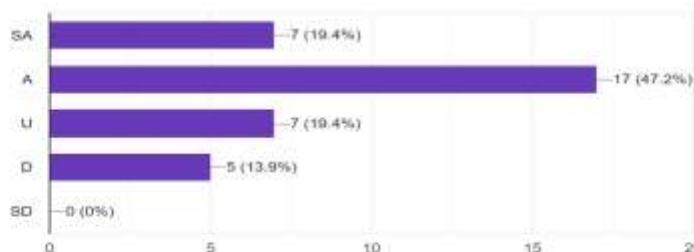
that ITEP will train competent teachers ,11 % teacher educators are disagree and nobody is strongly disagree with it.

Teacher who will complete ITEP course will have broad base of subject Knowledge.
36 responses



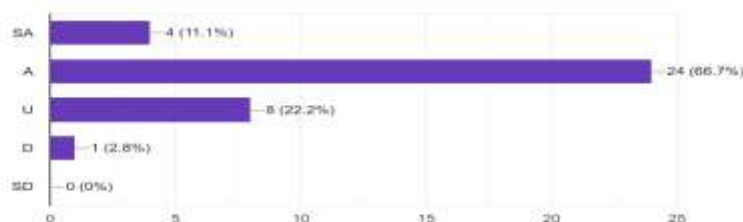
From the above Graph it can be seen that 19% teacher educators are strongly agree that ITEP will give broad base of subject knowledge, 50% teacher educators are agree,22 % teacher educators are not able to decide that ITEP will give broad base of subject knowledge,8 % teacher educators are disagree and nobody is strongly disagree with it.

ITEP offers a wide range of career opportunities for students teacher.
36 responses



From the above Graph it can be seen that 19% teacher educators are strongly agree that ITEP will give wide range of career opportunities for students teacher, 47% teacher educators are agree, 19 % teacher educators are not able to decide that ITEP will give wide range of career opportunities,14 % teacher educators are disagree and nobody is strongly disagree with it.

ITEP focuses on building a solid foundation in the liberal arts and sciences.
36 responses

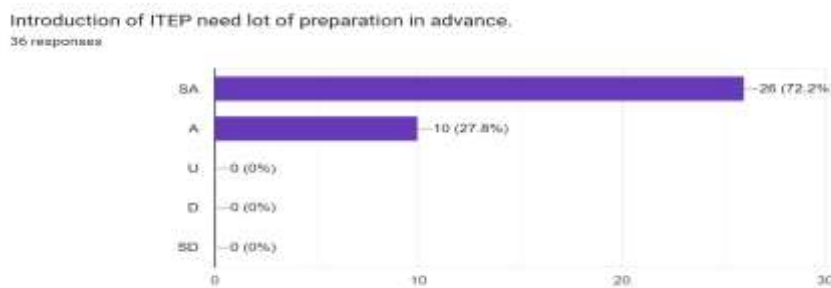


From the above Graph it can be seen that 11% teacher educators are strongly agree that ITEP focuses on

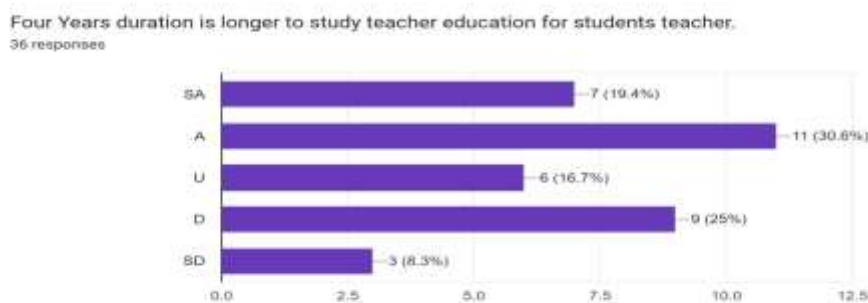
building a solid foundation in the liberal arts and sciences, 67% teacher educators are agree, , 22 % teacher educators are not able to decide that ITEP focuses on building solid foundation in building arts and sciences. 13 % teacher educators are disagree with it.

Second objective:

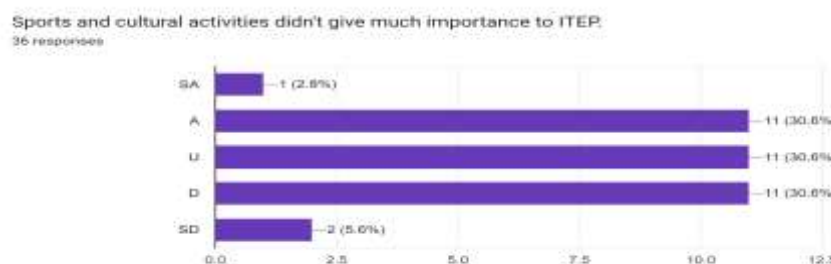
In the present study second objective was to study the opinion of teacher educators towards challenges of introducing ITEP course. Results related to this objective are as follows:



From the above Graph it can be seen that 72% teacher educators are strongly agree that introduction of ITEP need lot of preparation in advance,28 % teacher educators are disagree with it.



From the above Graph it can be seen that 19% teacher educators are strongly agree that four years duration is longer to study teacher education for students teacher,31 % teacher educators are agree,17% teacher educators are not able to decide that duration is longer, 25% teacher educators are disagree and 8% teacher educators are strongly disagree with it.



From the above Graph it can be seen that 3% teacher educators are strongly agree that sports and cultural

activities didn't give much importance to ITEP, 31 % teacher educators are agree, 31 % teacher educators are not able to decide that sports and cultural activities are given importance, 31% teacher educators are disagree and 6% teacher educators are strongly disagree with it.

Enough books are not available for ITEP.
36 responses



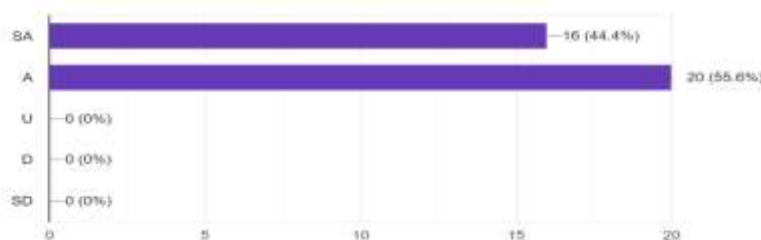
From the above Graph it can be seen that 36% teacher educators are strongly agree that enough books are not available for ITEP ,36 % teacher educators are agree, 14 % teacher educators are not able to decide that enough books are available , 11% teacher educators are disagree and 3% teacher educators are strongly disagree with it.

The development of a curriculum for ITEP will be the most challenging task.
36 responses



From the above Graph it can be seen that 42% teacher educators are strongly agree that development of curriculum for ITEP will be most challenging task, 39 % teacher educators are agree, 6 % teacher educators are not able to decide that the development of curriculum is most challenging task, 11% teacher educators are disagree and 3% teacher educators are strongly disagree with it.

Teacher educators will be required to attend various orientation and refresher programs on ITEP.
36 responses



From the above Graph it can be seen that 44% teacher educators are strongly agree that teacher educators

will be required to attend various orientation and refresher programs on ITEP ,56 % teacher educators are agree.

There will be risks in implementing ITEP all over India.
36 responses



From the above Graph it can be seen that 19% teacher educators are strongly agree that there will be risk in implementing ITEP in all over India, 28 % teacher educators are agree,25 % teacher educators are not able to decide that there will be risk in implementing ITEP in all over India, 22% teacher educators are disagree and 6% are strongly disagree with it.

Third objective:

In the present study third objective was to compare the opinion of male and female teacher educator with respect to the opportunities of ITEP course . Result related to this objective is given in Table no. 1

Table 1

Group	Male	Female	t value
Mean	30.73	30.00	0.409
SD	5.80	4.43	
SEM	1.75	0.90	
N	11	25	

From the above Table1 it can be observed that the t-value for the opinion of male and female with respect to opportunities of ITEP course is 0.409 with df= 34 which is not significant. It shows that there is no significant difference between the opinion of male and female teacher educator with respect to the opportunities of ITEP course. Therefore, null hypothesis namely, There will not be any significant difference between the opinion of male and female teacher educators with respect to the opportunities of ITEP course is rejected. Further it can be concluded that male and female do not differ significantly in their opinion with respect to the opportunities of ITEP course.

Fourth objective

In the present study fourth objective was to compare the opinion of male and female teacher educators with respect to the challenges of ITEP course.

Result related to this objective is given in Table no.2



Table 2

Group	Male	Female	t value
Mean	33.6	35.48	0.970
SD	5.97	4.93	
SEM	1.80	0.99	
N	11	25	

From the above Table it can be observed that the t-value for the opinion of male and female with respect to challenges of ITEP course is .970 with df= 34 which is not significant. It shows that there is no significant difference between the opinion of male and female teacher educator with respect to the challenges of ITEP course. Therefore, null hypothesis namely, there will not be any significant difference between the opinion of male and female teacher educators with respect to the challenges of ITEP course is rejected. Further it can be concluded that male and female do not differ significantly in their opinion with respect to the challenges of ITEP course.

Fifth objective: In the present study fifth objective was to compare the opinion of teacher educators who are teaching in aided and unaided institutions with respect to the opportunities of ITEP course. Result related to this objective is given in Table no.3

Table 3

Group	Unaided	Aided	T value
Mean	30.26	29.94	0.196
SD	5.15	4.55	
SEM	1.180	1.10	
N	19	17	

From the above Table3 it can be observed that the t-value for the opinion of teacher educators who are teaching in aided and unaided institutions with respect to opportunities of ITEP course is .196 with df= 34 which is not significant. It shows that there is no significant difference between the opinion of teacher educators who are teaching in aided and unaided institutions with respect to the opportunities of ITEP course. Therefore, null hypothesis namely, there will not be significant difference between the opinions of teacher educators who are teaching in aided and unaided institutions with respect to opportunities of ITEP course. is rejected. Further it can be concluded that teacher educators who are teaching in aided and unaided institutions do not differ significantly in their opinion with respect to the opportunities of ITEP course.

Sixth objective: In the present study sixth objective was to compare the opinion of teacher educators who are teaching in aided and unaided institutions with respect to challenges of ITEP course. Result related to this objective is given in **Table no Table 4.**

Group	Unaided	Aided	t value
Mean	33.68	35.47	0.960
SD	6.35	4.56	
SEM	1.46	1.11	
N	19	17	

From the above Table4 it can be observed that the t-value for the opinion of teacher educators who are teaching in aided and unaided institutions with respect to challenges of ITEP course is .196 with $df= 34$ which is not significant. It shows that there is no significant difference between the opinion of teacher educators who are teaching in aided and unaided institutions with respect to the challenges of ITEP course. Therefore, null hypothesis namely there will not be significant difference between the opinions of teacher educators who are teaching in aided and unaided institutions with respect to challenges of ITEP course is rejected. Further it can be concluded that teacher educators who are teaching in aided and unaided institutions do not differ significantly in their opinion with respect to the opportunities of ITEP course.

Conclusion:

Based on analysis, investigator reached on following conclusions. ITEP is accepted by teacher educators as an innovative proposal in the field of teacher education. Making structural changes in BEd course without proper planning, study and evaluation will lead to the value deterioration of the teaching profession. ITEP will be helpful in ensuring the qualitative improvement of teacher training program. Multidisciplinary environment will help to student teachers to increase the knowledge of various subjects. ITEP will make a disparity between students, as those who have done 2-years BEd and Integrated BEd program. Further it can be concluded that teacher educators do not differ in their opinion with respect to sex and teaching in aided and unaided institutions. All teacher educators find same type of opportunities and challenges.

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