

Specific Features of Dual Degree and Integrated Teacher Education Programme

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Abstract— Knowledge is soul of intellectual life and can be attained through education. Education is the process to prepare oneself intellectually to do better in mature life through acquiring knowledge or skills. It might be more correct to say that education develop the powers of reasoning. Teacher education is a programme related with teacher proficiency and competence that would make students knowledgeable and skilled enough to face new challenges in the field of education. It occupies the apex of higher educational pyramid. The field of education is not only limited with instruction and bookish knowledge but has broadened in various new horizons. India's teacher education sector has failed to map the future demand for a efficient and skilled teacher. Presently, teacher education suffers from acute paucity of funds, lack of autonomy, burden of affiliation and traditional teacher education programs. Besides these teacher education has been affected by-politicization, heterogeneity of student population, rough institutions, managerial inefficiencies, poor course design, inadequate material resources, inefficiencies in teaching, lack of training facilities in teacher education institution and schools. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making. New world of teaching profession demands teacher with deep knowledge, good understanding, investigative minds and creativity. Seeing this need, in November, 2014 National Council for Teacher Education (NCTE) has been revised the norms and standards for teacher education programmes. These norms and regulations have shown paradigm shift of teacher education with its emphasis on globalization and individualization. The main objective of this paper is to introduce specific features of integrated teacher education programmes. As per NCTE norms some new programmes like dual degree and integrated degrees have specific

features. This paper content discusses the various features of proposed integrated programme like integrated M.Sc. M.Ed. including programme structure, curriculum outline under Choice Based Credit System (CBCS) etc.

Index Terms- National Council for Teacher Education (NCTE), National Curriculum Framework for Teacher Education (NCFTE), Master of Science and Education (M.Sc. M.Ed.), Choice Based Credit System (CBCS), Ministry of Human Resource Development; MHRD, Integrated Teacher Education Program (ITEP).

I. INTRODUCTION

Education is not merely the reading of books. Education is an influential motorist of social, political and economic development and so most important gadget for declining poverty and refining actual health, gender fairness, amity, and constancy. Many developing nations such as our India have prepared marvelous evolvement in this field. Customarily, formal education happens in a thriving organized environment. Most of the organized systems are envisioned about a set of values or principles that govern almost all educational ranges or choices in that organization. These ranges or choices comprise organizational models, content or curriculum, design of the physical learning spaces (like classrooms), student-teacher connections, class size, methods of valuation, educational and related activities, and many more. Formal education encompasses collaboration between teacher, learners and content. The teacher attempts to advance the personality of the learner in context with the content. Teachers play a crucial role in the broadcast of knowledge, insight, experiences, socio-cultural reforms and in the rebuilding and modernization of the nation. A commission on teacher's education in America in 1974 stated the positional significance of teacher (Kumari & Padhi, 2014) that "The excellence of a country be subject to the excellence of its natives and the excellence of its natives be subject to the

excellence of their teachers.” A teacher is the most imperative section in every educational procedure. V.S. Many scholars supported the V.S. Mathews also supported the this view of the commission. Famous scholar V.S. Mathews stated that “No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a nation desires to have quality education, it must have quality teachers”. An educational institute prepared with teachers not through infrastructure, resources and any other part. The Education Commission of India (1964-66) stated in his recommendations, “The destiny of Bharat is being fashioned in its classrooms”.

Various characters of teaching are pointed out by NCTE. National Council for Teacher Education; NCTE (1998) also pointed out the significance of teacher “A teacher is the most imperative section in every educational procedure because it apparatuses educational procedure at every stage”. Data of latest census pointed out that our India has approximately 1.35 billion populations. This population is also increasing day by day. Therefore, it is a request of time for requirement of very well qualified and well trained teachers. So, various efforts must be structured by India to expand the teacher education. Teacher education means programme of education, research or training of individual for equipping them to teach at pre-primary, elementary, secondary stages of education including non-formal education, part time education, adult & continuing education and correspondence programmes (NCTE, 1993). Teacher education also focuses on teacher’s professional development. Education reforms invariably accord highest priority to improve teacher effectiveness and efficiency. The effectiveness and efficiency of a teacher may be improved through teacher education. Our India has one of the largest systems of teacher education in the present world. Beside the university, departments of education, university affiliated colleges of teacher education, government, government aided institution, private, self-financing colleges and open universities are enthusiastically engaged in teacher education. Due to privatization and globalization of teacher education, there is a dire need for up-gradation of teacher education. In recent years, India has witnessed a surge in the number of integrated degree programmes at the undergraduate, postgraduate and doctoral levels. Policymakers in

India proposed reforms in Indian education through introduction of integrated programmes. The Education Commission (1964-66) pointed out in its report that ‘Schools of Education’ should be established in selected universities to develop programmes in teacher education and studies and research in education in collaboration with other University disciplines.” National Policy on Education (1986) stated “The existing system of teacher education needs to be overhauled or revamped.” In 11th Five Year Plan (2007-2012), the University Grants Commission (UGC) identified “Relevance to Society,” as one of its priority concerns. Diversified and innovative programmes are to be given special support as part of the UGC’s strategy. The UGC plan facilitates employability by equipping students with the skills, required to meet the economic, social and cultural needs of society. Integrated programmes are fit in to this category and are more or less accepted by the Indian education system. Integrated programmes have a curriculum that comprises of content jointly designed by two or more higher education disciplines regulated by a specific set of guidelines. In India many integrated programmes are running in reputed engineering, science, law and management institute. Beside these, there are some of the prestigious teacher education institutions also which are successfully running different integrated programmes. National Council for Teacher Education (NCTE) is the regulatory body of teacher education in India. Some programmes are running before the emergence of NCTE and some emerges recently. NCTE notified the revised Regulations 2014, along with norms and standards for different teacher education programmes to follow the recommendations of the Justice Verma Commission. Justice Verma Commission was appointed by the Government of India at the instance of the Hon’ble Supreme Court of India on November 28, 2014 by a Gazette Notification No.346 (F. No. 51-1/2014/NCTE/N&S). The commission had suggested wide range reforms in teacher education. For improving the quality of teacher education, NCTE launches National Curriculum Framework for Teacher Education (NCFTE) time to time. The recognition norms and regulations of NCTE are revised periodically to meet the changing needs of the teacher education system in response to the new demands of the society. These norms and regulation enhanced the duration of existing teacher education programmes by

incorporating enough time and opportunity for self-study, reflection and engagement with teachers, students, classrooms and pedagogic activities which is essential for developing professionalism in future teachers. NCTE launches National Curriculum Framework for Teacher Education (NCFTE) in 2009. The NCFTE deals with preparing and re-orienting teachers for enabling the child to learn through discovery, activities and exploration of his/her environment and surroundings in a child-friendly manner. It focuses on perspective of equitable and sustainable development, gender perspectives, inclusive education, role of community knowledge in education and Information and Communication Technology (ICT) in schooling as well as e-learning. This framework brings changes in teacher education for professional and humane teachers in the classrooms. However, regulation introduces and promotes some new integrated programmes. There are many teacher education programmes runs in different universities and colleges in India e.g. 04 Year Integrated B.A., B.Ed. / B.Sc. B.Ed., Two year M.Ed. and B.Ed. DPSE, D. El. Ed., B. El. Ed., D. P. Ed., B. P. Ed., M. P. Ed. etc. (NCTE, 2014). Further, for promoting teacher and teaching quality Ministry of Human Resource Development; MHRD (2015) launched Pandit Madan Mohan Malviya National Mission on Teachers and Teaching scheme. The scheme suggested that department of education should offer new academic programmes to meet the professional needs of teacher education. In the light of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching scheme of MHRD and NCTE Regulation, 2014 the researcher proposed new integrated programmes.

II. OBJECTIVE

Teacher education has been used for improvement of efficiency and quality in teachers. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to transform the nature and function of education — both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. In

most cases, a candidate enrolls in a teacher education programme at a college or university to get a bachelor's degree then he/she may not prefer master's degree (M.Ed.) and doctoral degree due to the long duration. Most of the assistant professor except that teacher educators, are working in college and university level, joined the college/university after getting postgraduate degree in their concerned subject along with NET/SLET or any other equivalent certificate but the candidate who desires to become a teacher educator does not. A would be teacher educator must equipped with two postgraduate degrees i.e. one PG degree in any school subject and another is M.Ed. (Education). Due to this, most of the competent, committed, talented candidate who required job early they do not wish career in education subject. In order to upgrade the teacher education system and to enhance the teaching profession in the nation, the National Council for Teacher Education (NCTE) has announced Integrated Teacher Education Programme (ITEP). The ITEP provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system.

III. SPECIAL FEATURES OF INTEGRATED PROGRAMMES IN TEACHER EDUCATION

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Most of the teacher education programmes starts with teacher education colleges or department/faculties of universities. Once a candidate has completed a degree in Education discipline and obtained a certificate, he/she may continue his/her education along with full-time teaching job. A would be teacher must complete some sort of teacher education/ training before becoming a full-time teacher. The Integrated Teacher Education Program (ITEP) is a combined and credential program for students desiring an Education Specialist credential. It allows students to receive their degree in liberal studies or early childhood studies, as well as their preliminary special education credential. ITEP is a full-time program, but because it is more cost

effective and time efficient, students can get into their own classrooms a whole year earlier than traditional programs. In response to the looming teacher shortages in special education, the goal of ITEP is to help fill that gap and to provide a more direct route for students wanting a career that truly makes a difference and changes lives. The Master of Science and Education and Master of Art and Education are collaborative, integrated and non-traditional programmes which provide opportunity for those candidates whose desire is to become a teacher educator in short duration. These programmes promote self-study, reflection, engagement in creative activity, and pedagogy of various school subjects which are essentials for developing professionalism in teacher educators. If students enrol in these programmes, they can invest at least one year less than the traditional programme. The spirit of these proposed integrated programmes is collaboration. The Master of Science and Education (M.Sc. M.Ed.) and Master of Art and Education (M.Ed.) are collaborative, integrated and non-traditional programmes. These programmes provide opportunity for those candidates whose desire is to become a teacher educator in short duration. These programmes promote self-study, reflection, engagement in creative activity, and pedagogy of various school subjects which are essentials for developing professionalism in teacher educators. If students enrol in these programmes, they can invest at least one year less than the traditional programme. The spirit of these integrated programmes is collaboration. These integrated programmes are designed as per the Choice Based Credit System (CBCS). If any institution desire to run these programme, they must collaborate education discipline (department) to other discipline. Students will choose any one postgraduate subject, in which they want to pursue and earn credits in that subject along with the education discipline. The education discipline must collaborate with the other departments (disciplines) to run successfully the said programmes:

Table-1: Proposed Credit distribution of M.A. M.Ed. /M.Sc. M.Ed. for Sem. I

Component	Course Title	Credits
M.A.	Students will earn 20 credits from one of	20

(Economics/English Literature/Geography/Hindi Literature/History or Political Science)	the following disciplines i.e. Economics/English Literature/Geography/Hindi Literature/History or Political Science department (disciplines)	
M.Sc. (Botany/Chemistry/Mathematics/Physics or Zoology)	Students will earn 20 credits from one of the following disciplines i.e. Botany/Chemistry/Mathematics/Physics or Zoology department (discipline)	20
M.Ed. (Education)	Students will earn credits from the following courses- Course I- Philosophical and Sociological Bases of Education Course II- Practical-Life Skill Education and Self Development	04 02
Total Credits for M.A. M.Ed. or M.Sc. M.Ed.		26

Table-2: Proposed Credit distribution of M.A. M.Ed. /M.Sc. M.Ed. for Sem. II

Component	Course Title	Credits
M.A. (Economics/English Literature/Geography/Hindi Literature/History or	Students will earn 20 credits from one of the following disciplines i.e. Economics/English	20

Political Science)	Literature/Geography/Hindi Literature/ History or Political Science department (disciplines)	
M.Sc. (Botany/ Chemistry/Mathematics/ Physics or Zoology)	Students will earn 20 credits from one of the following disciplines i.e. Botany/ Chemistry/Mathematics/ Physics or Zoology department (discipline)	20
M.Ed. (Education)	Students will earn credits from the following courses- Course I- Advance Educational Psychology	04 02

	Course II- Practical - Expository Writing and Effective Communication	
Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)		26

Table-3: Proposed Credit distribution of M.A. M.Ed. /M.Sc. M.Ed. for Sem. III

Component	Course Title	Credits
M.A. (Economics/English Literature/Geography/ Hindi Literature/ History or Political Science)	Students will earn 20 credits from one of the following disciplines i.e. Economics/English Literature/Geography/Hindi Literature/ History or Political Science department (disciplines)	20
M.Sc. (Botany/Chemistry/Mathematics/ Physics or Zoology)	Students will earn 20 credits from one of the following disciplines i.e. Botany/Chemistry/Mathematics/ Physics or Zoology department (discipline)	20
M.Ed.	Students will earn credits from the following courses- Course I-Fundamentals of Educational Research Course II – Internship In Teacher Education Institution (TEIs)	04 04
Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)		28

Table-4: Proposed Credit distribution of M.A. M.Ed. /M.Sc. M.Ed. for Sem. IV

Domain	Course Title	Credits
M.A. (Economics/English Literature/Geography/Hindi Literature/ History or Political Science)	Students will earn 20 credits from one of the following disciplines i.e. Economics/English Literature/Geography/Hindi Literature/ History or Political Science department (disciplines)	20
M.Sc. (Botany/Chemistry /Mathematics/ Physics or Zoology)	Students will earn 20 credits from one of the following disciplines i.e. Botany/Chemistry/ Mathematics/ Physics or Zoology department (discipline)	20
M.Ed.	Students will earn credits from the following courses- Course I- Teacher Education Course II Practicum- Preparation and Presentation of Dissertation Proposal	04 04
Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)		28

Table-5: Proposed Credit distribution of M.A. M.Ed. /M.Sc. M.Ed. for Sem. V

Discipline	Course Title	Credit
(M.Ed.) Education	Course I- Studies in Education	04
	Course II - Data Analysis and Interpretations	04

Course III - Curriculum Studies and Development	04
Course IV-Professional Development of Teacher Educators	04
Course V- Elementary Education in India or Course VI- Secondary Education in India	04
Course VII- Practicum- Internship : Elementary and Secondary School Experiences	04
Total Credits	24

Table-6: Proposed Credit distribution of M.A. M.Ed. /M.Sc. M.Ed. for Sem. VI

Discipline	Course Title	Credit
(M.Ed.) Education	Course I- Historical background and Socio-political Economy of Education	04
	Course II- Advance Pedagogy Practices	04
	Course III - Educational Planning, Management & Administrative approach or Course IV - Value and Peace Education	04
	Course V – Advanced Education Technologies or Course VI- Educational Assessment, Measurement and Applicable evaluation	04
	Course VII - Education for Children with Special necessities or Course VIII – Comparative Education	04
	Course IX Practicum- Dissertation and Viva-Voce	04
Total Credits		24

Most of the Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core

subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us benchmark our courses with best international academic practices. CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc. Advantages of the choice based credit system allows students to choose interdisciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students). CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred. So, it will provide a lot of opportunity to learn beyond the disciplines. These programmes are specially designed for identify young, creative, talented students who are committed for teaching, training and pedagogical research. Provision of research projects and internship in elementary schools as well as teacher education institution (TIEs) has been made for promoting the teaching, training and research skill. For example, students of integrated M.Sc. M.Ed. programme will learn pedagogy of different natural and physical sciences i.e. Physics, Mathematics, chemistry, Zoology and Botany. A modular curriculum facilitates wider choices for students ensuring cross-disciplinary learning. It also offers flexibility and allows lateral movement across disciplines.

CONCLUSION

It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. Due to increasing level of globalization and privatization, there is a dire need to renovate teacher education programmes which prepare specialized, proficient and skilled teacher educators in

short duration. These programmes are an innovative approach in teacher education which enhances student engagement through interdisciplinary experiential and dynamic learning. Training programmes such as the practice teaching, school administration and management bring the reality of a professional environment in the learning process. If a student will enrolled in these programmes he/ she found two degree by investing three year in the place of four years. Students not only invest one year less but also he/she learns a deep pedagogical content knowledge in these programmes. Universities and institution which has relevant departments and faculties can run these programmes.

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