

# From Policy to Practice: Readiness of Teacher Educators in Central Universities for NEP 2020's 4-Year ITEP Programme

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**Abstract**—The New Education Policy which came into being on 29th July 2020 visions the 2- year B.Ed course as 4-year integrated programme which is now termed as Integrated Teacher Education Programme (ITEP). By 2030, it will be the minimum qualification to become a school teacher. ITEP has been already launched in 57 higher educational institutes (HEI) including central and state universities and rest of them are preparing to launch the course. Hence, the present study focusses on the readiness of teacher educators towards the ITEP programme in central universities. Data was collected from 44 teacher educators of central universities where the programme has been already launched or in the process of launch through structured questionnaire. Questionnaire was prepared on four main dimensions i.e. faculty awareness, faculty perception, faculty academic preparedness and faculty suggestions. It was found that the faculty readiness which plays an important role in successful implementation of any programme in a HEI is not up to the level. Faculty need to be empowered with the awareness towards the ITEP programme. They need to be oriented towards the various dimensions of the ITEP programme.

**Index Terms**—New Education Policy, Integrated Teacher Education Programme, Central Universities, readiness, Teacher Educators, Faculty readiness, Faculty awareness, Faculty perception, Faculty academic preparedness, B.Ed and implementation.

## I. INTRODUCTION

Teacher education plays an important role in preparation of teachers in any country. Teachers as nation builders for the society prepare responsible citizens. Through teacher education a common person is transformed into a determined teacher. The pre-service training equips the prospective teachers with knowledge and skills to facilitate teaching-learning

and nurture the future generation. For fulfilling these expectations, pre-service training should be well-structured, comprehensive and standardized.

In India, pre-service teacher training has gone through many reforms since its inception. The National policy of education (1968) was little bounded and it mainly pointed towards the importance of teacher as a main element of quality in education whereas National policy of education (1986) laid down focus on improvement in teacher education in terms of eligibility to be a teacher, curriculum development and professional development of teachers. More attention was focused on restructuring of teacher education as a whole. As a result of NPE 1986, National council of teacher education (NCTE) came into existence.

The recent policy in education, new education policy (2020) looks towards the teacher education from a new lens, i.e in a multidisciplinary perspective, it proposes the transition of 2-year B.Ed programme into a 4-year integrated teacher education programme termed ITEP. The 4-year ITEP is a stage specific Programme to promote quality in the pre-service training. The distinct feature of ITEP is, it enables students to do a subject specific bachelor's degree and B.Ed course together, thus saving time. B.Ed is now transformed into B.Sc.B.Ed, B.AB.Ed and B.Com.B.Ed based on the discipline. It gives students the opportunity to learn subject knowledge and its pedagogy together. As per the NEP (2020) "The 4-year integrated B.Ed will be a dual major holistic bachelor's degree in education as well as a specialized subject such as language, mathematics, history, economics, arts etc." Any student who will undergo this course will be grounded in values, language, knowledge, ethos as well as well-acquainted with the use of advanced technology. It will prepare teachers at four levels i.e foundational,

preparatory, middle and secondary on the basis of 5+3+3+4 structure. Out of 42 central universities, nine have already launched the ITEP programme, rest are in the process.

It should be noted that the idea of integrated B.Ed programme is not new to the country. The integrated B.Sc.B.Ed and B.A.B.Ed are going on in few central universities since last decade. For example, assam university already has 4-year integrated B.Sc.B.Ed since 2012. Tezpur university has B. A/B.Sc.B.Ed since 2015. Even the four RIEs at Bhubaneswar, Mysore, Ajmer and Bhopal are offering integrated B.Ed since their inception. The question arises here, then what is the difference between the previous integrated B.Ed's and the newly launched ITEP? First of all, the 4-year integrated B.Ed (ITEP) will not be an optional programme but a major programme for teacher training and will now be launched in all the higher educational institutes replacing the two-year B.Ed programme based on uniform guidelines of NCTE. The new ITEP is the refined and much better version of integrated B.Ed programme as it is not just a culmination of graduation and B.Ed but its different because of its vision. It visions teachers as multidisciplinary i.e they will be prepared in a way that they will have a more comprehensive understanding of a problem from the view point of different subjects. On the other hand, the approach is to create teachers who will not just have knowledge of their subject but simultaneously know how to teach it. As per the gazette of India (2021) for ITEP "Apart from preparing teachers for the school education system in the country, the disciplinary knowledge gained in different subjects would help-the student teachers to gain in-depth knowledge in their specific subjects which would ensure admission to higher studies in that disciplinary stream and for higher professional education". The knowledge gained will be beneficial as a teacher as well as an aspirant of higher education because the subject knowledge as well as the professional knowledge will be provided in an integrated manner.

The New education policy (2020) is very ambitious towards the successful implementation of the programme. But now the question arises "Are all higher educational institutes and their faculty ready to launch and participate in the ITEP course as per the NCTE guidelines"? Being prepared and ready for the ITEP programme is a major concern for now. Being

ready and readiness here is defined as the "the capacity to change and willingness that matches with the expectations of the organization (Armenakis et.al (1993)). It can also be summarized as the overall attitude that is affected by environmental, structural and organizational members watchfulness towards the intended goals (Holt et al (2007)). In the context of policy implementation or launch of a new programme, the readiness is catered through readiness of human and infrastructural resources. Human resources here will consist of administration, faculty, students and parents. They are analyzed in terms of the type of relation they have with each other and the various services provided by them to the organization. Secondly, the infrastructural resources, which consists of physical assembly of structures such as buildings, classrooms, library, labs, auditorium, roads and the various equipment required in these physical structures. Both the human resources readiness and infrastructural resources readiness can be collectively called as Organizational readiness. It refers to "the willingness of a higher educational institute/university/college and the people working in it to be willing and in a state of preparedness for the implementation of a new programme". According to Weiner (2009), it is defined as the "commitment of the organization to change and their collective ability to implement the change". There are various components which contribute to organizational readiness. They are faculty readiness (Hauk,et.al.(2021), Resources (Wibowo,et.al.(2019), Infrastructure (shahidi,et.al (2015), Stakeholder engagement (Bourne, L. (2009), assessment and evaluation, Adaptability and flexibility, Feedback, Bureaucracy (Wibowo, et.al. (2019), Communication (Wibowo, et.al. (2019), Attitude (Wibowo, et.al. (2019), Clear disposition (Wibowo, et.al. (2019), Management support (Ravanelli, et.al. (2020).

Faculty readiness is a main sub component of organizational readiness and a major contributor to human resources readiness for policy implementation. We all know that quality teachers determine the success of efforts in an educational system (Pribudhiana, et al. (2021)). They are the mediator between what the policy says and how it should be actually practiced (Brain, et al. (2006)). Teachers play an important role in effective implementation of the policy through their awareness, positive attitude, commitment, leadership, skills and abilities (Brynard,

2009). Teachers' quality also influences the readiness towards implementing a new policy (Pribudhiana, et al, (2021)). Whenever there is a policy implementation, teachers play a major role to make it successful (Nandako, Zet al. (2019)).

#### Need of the study

In the country ITEP has been already launched, by 57 higher educational institutes in the first phase. These higher educational institutes include both the central and state universities. The renowned central universities like University of Delhi, Maulana Azad National University, Mizoram University, Pondicherry University has launched the programme. Nine central universities in India have already launched and the rest are preparing themselves to launch the ITEP. This programme is new to the universities and the success mostly depends on the readiness of teacher educators towards it to participate in the successful implementation of ITEP. Hence, the present study focusses on the readiness of teacher educators of central universities towards the ITEP programme because central universities have wider coverage than state universities and they have more specialized department of education.

## II. RESEARCH QUESTIONS

The research questions for this study are:

- 1) What is the awareness of teacher educators towards new ITEP programme?
- 2) What is the perception of teacher educators towards the new ITEP programme?
- 3) What are the suggestions of teacher educators towards the improvement in implementation of ITEP programme?

## III. OBJECTIVES OF THE STUDY

- 1) To study the awareness of the teacher educators of central universities
  - (a) towards the ITEP programme

- (b) towards the university preparedness of ITEP programme.
- 2) To study the perception of teacher educators
  - (a) Towards the ITEP programme.
  - (b) Towards the challenges faced in the implementation of ITEP programme.
- 3) To analyze the suggestions provided by the teacher educators of central universities for improvement and successful implementation of ITEP programme.
- 4) To study the academic preparedness of teacher educators of central universities towards the ITEP programme.
- 5) To analyze the satisfaction of teacher educators of central universities towards the ITEP programme.

## IV. RESEARCH DESIGN AND METHODOLOGY

This study is based on a descriptive survey method. The population for this study consisted of all the teacher educators of central universities in India where 4-year ITEP is already launched or is in the process. There are 56 central universities in India, out of which 42 have department of education and only 28 are offering B.Ed programme. The sample was collected from the central universities having department of education and offering B.Ed programme using the random sampling technique. The data was collected from 50 teacher educators of the central universities. Data was collected through a questionnaire constructed using the following dimensions:

- (i) Teacher educator's awareness towards the ITEP programme.
- (ii) Teacher educator's perception of the ITEP programme.
- (iii) Teacher educator's academic preparedness towards the ITEP programme.
- (iv) Teacher educator's suggestions for improvement in the implementation towards the ITEP programme.

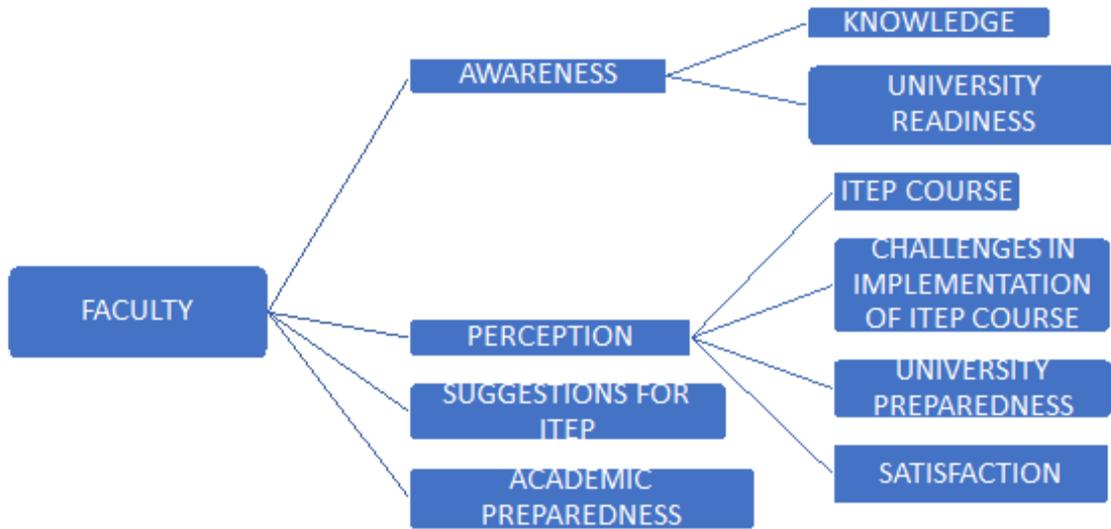


Figure 1 Dimensions for Questionnaire

## V. FINDINGS OF THE STUDY

Fig 1 gives a clear picture of the various dimensions of the questionnaire. The findings of the study were:

### FACULTY AWARENESS

When it came to awareness towards applying for ITEP programme, out of the total sample 40.9% of teacher educators were aware when questioned about when NCTE started inviting applications for ITEP transition from higher education institutions/universities/colleges. ITEP has been already launched in 81.8% of universities of the total sample by 2023. The correct knowledge of teacher educators towards the number of specializations in ITEP programme was 45.5% only. The teacher educator’s awareness towards the number of semesters assigned in ITEP programme was 100%. 63.6% of teacher educators have already gone through NCTE curriculum framework for ITEP. 22.7% are working on it and only 13.6% have not undergone through the NCTE framework. Most of the teacher educators are not aware of the total no of credits contributed to subjects of foundation of education. Only 27.3% answered correctly the right figure i.e 30. Rest of the sample thinks it is 64,32 or 40. In the 50% percent sample universities there is a library with discipline-oriented books.36.4% do not have a library with

discipline-oriented books.87.5% of teacher educators have ICT facilities in their universities to meet the requirements for implementation of ITEP. Overall, only 18.2% of teacher educators considered themselves as completely aware towards the different dimensions of newly launched ITEP course. 45.5% considered themselves on medium level of awareness, 22.7% on high level of awareness and rest of the 13.6% considered themselves on low level of awareness.

Following initiatives have been taken up by central universities to resolve the challenges related to ITEP implementation:

All the central universities are working for the successful implementation of ITEP. The universities are trying to Collaborate with the departments of science, social sciences & commerce and thus scheduled classes as early as possible to prevent time crunch. Focusing on formation of labs and required infrastructure. Capable faculty has been recruited to teach students in multidisciplinary environment. Inter-department collaboration is a key for successful running of the course which has been maintained by most of the central universities. ICT enabled classroom has been maintained in most of the universities. Collaborative workshops are being organized. Constitution of different committees to resolve student issues.

#### FACULTY PERCEPTION

45.5% of teacher educators see ITEP curriculum as relevant and meaningful whereas rest of the educators are undecided and do not see the curriculum as relevant and meaningful. 50% of teacher educators think that the biggest challenge in successfully implementing ITEP in their university is lack of multidisciplinary faculty. 13.6% think that acceptance towards 4-year course is not easy. 18.2% think that there is lack of infrastructure to successfully implement ITEP course. 13.6% think the awareness towards the new course could be a challenge in its successful implementation. 68.2% of teacher educators think that their university is prepared to impart the key concepts and skills as given in the ITEP curriculum. 27.3 % are not sure of university preparedness and 4.5% chose no as an option.

Out of the total sample 27.2% of teacher educators agree that the newly launched ITEP is much better than 2-year traditional B.Ed or 4-year B.El.ED programme. 50% do not have any comments regarding the comparison and remained neutral. 18.2% disagree and think the 2-year B.Ed was a better option. 63.6% percent of teacher educators are comfortable with the teaching methods and strategies proposed for ITEP whereas 27.3% are confused and 9.1% are clearly uncomfortable with the teaching methods and strategies proposed for ITEP. 40.9% of teacher educators think that ITEP students will be as competent as the traditional B.Ed students. 40.9% are unsure and 18.2% think ITEP students will be not be competent as B.Ed students. 81.8% of teacher educators think that ITEP will definitely save time of students in terms of duration.

#### FACULTY ACADEMIC PREPAREDNESS

40.9% of teacher educators are fully prepared to teach ITEP students as well as both the domains i.e education as well as discipline related. 36.4% are somewhat prepared to teach both the domains of ITEP programme. 13.6% think that they are not adequately prepared and 9.1% think they are not prepared at all.

#### FACULTY SUGGESTIONS

18.8% of teacher educators do not have any suggestions for improvement of course design and teaching methods as formulated by the ITEP curriculum framework. 81.8% think that the ITEP syllabus needs to be reviewed. There are lots of

subjects due to which there is a confusion. Syllabus is too heavy; it should be short and relevant content should be there. Curriculum should be clear, comprehensive and able to be executed within time. There should be balance between theory and practice. 86.4% of teacher educators think that it will be better to have multidisciplinary faculty and infrastructure in the education department so that students don't need to go to their discipline department.

### VI. DISCUSSION

#### FACULTY AWARENESS

Even though the ITEP has been already launched in central universities, the knowledge towards the different components of the ITEP programme among teacher educators is very low. Only half of the total sample had the knowledge of different components of ITEP. For example, the number of specializations. Many of the teacher educators have not gone through NCTE curriculum framework for ITEP till now. Only one-fourth of the sample considered themselves as completely aware towards the different dimensions of ITEP programme and out of that too, more than 80% are those who are playing important roles in implementing ITEP programme in their university. These people are heads of the department, Deans and ITEP programme coordinators. Rest of the faculty members are quite oblivious of the ITEP course, its vision and dimensions. Central universities are also not seemed to be fully ready for the programme. Most of the universities have ICT facilities but Only half of them has a library with a discipline-oriented books. In such a situation, students have to consult two different libraries, which is time consuming. Most of the central universities are trying to resolve the challenges as per their tendencies like promoting collaborations between education and subject specific departments, recruiting new teachers and constituting cooperative committees etc. Primarily teacher's awareness and required infrastructure need to be looked upon.

#### FACULTY PERCEPTION

The teacher educators of central universities have their own perception of newly launched ITEP programme. Less than half of the total sample see ITEP curriculum as relevant and meaningful. But most of them are in the state of undecidedness right now. The reason is somewhere till now; the programme has not gained

acceptance. Once the teacher educator's acceptance towards the programme will be achieved. They will be mentally ready for the new programme structure. One-fourth of the teacher educators are confused about the approach and teaching methods and strategies of ITEP programme. The teaching community thinks the traditional 2-year programme was better and overall competency is same in both the programmes. Hence, there is no need of new programme. But they agree that ITEP is time saving. Earlier, to pursue graduation and B.Ed separately it uses to take five years but now it will take four years only.

Teacher educators think that the syllabus is heavy and needs revision. Apart from curriculum, half of the total sample of teacher educators think that the biggest challenge in successful implementation of ITEP course is the lack of multidisciplinary faculty. They think that the proper knowledge as well as the multidisciplinary faculty is the first step to be ready for ITEP programme otherwise the essence of the course will get destroyed. Secondly, lack of proper infrastructure to implement the programme is essential. Thirdly, awareness and acceptance of 4-year structure is important for its successful implementation.

#### FACULTY ACADEMIC PREPAREDNESS

More than half of the teacher educators of central universities are not confident of teaching both the domains of ITEP i.e education as well as subject specific domain together. Even though all the teacher educators have received a master's degree in a discipline with a master's degree in education, the low confidence to teach the discipline subject can be attributed to the dereliction of discipline specific knowledge in the department of education. All the teacher educators are teaching only education domain subject from years. Hence, they don't feel academically prepared to teach ITEP students.

#### VII. FACULTY SUGGESTIONS

The main suggestions received from the teacher educators of central universities are:

- Most of the teacher educators think that the ITEP syllabus needs to be reviewed. The syllabus is too heavy and in most of the places is vague because of lack of proper guidelines which needs to be revised.

- Secondly, there are lots of subjects due to which there is confusion among students as well as teachers. Syllabus is too heavy; it should be short and relevant content should be there.
- Thirdly, curriculum should be clear, comprehensive and able to be executed within time. There should be balance between theory and practice.
- Majority of teacher educators think that it will be better to have multidisciplinary faculty and infrastructure in the education department so that students don't need to roam around different departments to study, it will save their time.

#### VIII. IMPLICATIONS OF THE STUDY

The present study done on the readiness of teacher educators of central universities towards the implementation of ITEP programme has policy implications because the ITEP programme is itself the part of new education policy (2020). As discussed in the previous section, it was found that the awareness of teacher educators towards the ITEP programme was not up to the level. This requires ITEP sensitization and orientation programme to be organized by the NCTE exclusively for the teacher educators. As, NEP orientation and sensitization programme has been made mandatory for all the university teachers to attend, the ITEP sensitization and orientation programme must be made mandatory for all the teacher educators. This will help them to create a vision towards the newly launched programme and let them give their full potential towards the successful implementation of the course. This study will also help the policy makers to understand the challenges and hurdles in the implementation of four-year integrated programme.

#### IX. LIMITATIONS

The present study was limited to teacher educators of central universities. It was further limited to those central universities which have department of education offering B.Ed programme because many central universities have department of education but they do not offer B.Ed course.

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