

Exploring The Level Of Awareness For Integrated Teacher Education Programme In Young Pupil Teachers

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Abstract

National Council of Teacher Education (NCTE) has recently introduced Integrated Teacher Education Programme (ITEP) for teacher education. NCTE has clearly stated the norms for ITEP and the institutes for teacher education are expected to match them strictly. Hence, it has become necessary to explore the awareness for ITEP in pupil teachers, Secondly, these pupil teachers are future teachers. Young pupil teachers are supposed to own a good level of awareness especially, in the field they have chosen as their career. They all were in the age group of 20-30 years. The researchers have developed an awareness scale. 75 females and 50 male young pupil teachers participated in the study. The data was analysed on MS Excel. A z-test was applied on the samples to test the hypotheses. There was a significant difference in the means of the two groups. Most of the pupil teachers scored in the medium level of awareness for ITEP. Suggestions are given to improve the awareness level for ITEP.

Keywords: National Council of Teacher Education, Integrated Teacher Education Programme, Pupil Teacher, Awareness, Teacher Education

Introduction

Education is very essential for all round development of a child. Quality education can shape a child in a liable citizen of a country. In this way, the duties of a teacher are very important. The teaching profession has become more important to meet the current challenges of today along with them to establish the social and cultural values of our country. The whole scenario of teaching-learning meets the expectation of not only the learner but also of the society.

Quality teacher education must aim to develop individuals who are excellent, thoughtful and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical, cultural and constitutional values. The **New Education Policy (NEP)**, 2020 brings some fundamental changes in teacher education programme and the key highlights are multidisciplinary teacher's training institutes, revamping pupil teachers curriculum, pedagogy, evaluation, and enhanced experience.

The **National Council of Teacher Education (NCTE)** maintains the standard and norms of different teacher education programmes such as D.El.Ed., B.El.Ed., B.Ed. (two years), four years integrated B.A. B.Ed./ B.Sc. B.Ed. and M.Ed. programme for preparing the competent, the skilful, and knowledgeable teachers. The integrated approach was experimented in **U.S.A.** and it is applied to teacher education during sixties in India. A few

experiments were conducted at **Kurukshetra University, Rural institute at Vidyanagar** under **Sardar Patel University** and **Regional Colleges of Education**. The first experiment was done in the college of education at **Kurukshetra University**. Later, it is adopted in the Regional colleges of education at **Ajmer, Bhopal, Bhubaneswar** and **Mysore**. After that, it is introduced at **Rural Institute, Vidyanagar** which is affiliated to **Sardar Patel University**. By the recommendation of **Secondary Education Commission** (1952-53) and **Nage Choudhary Committee** (1974), the four year integrated B.Ed. programme was closed. In 1970, the four year integrated B.Ed. programme was totally closed in the college of education at Kurukshetra University. Later, this programme was temporary closed in the Regional colleges of education. By the recommendation of the **Kapoor Committee** (1974), **Mathur Committee** (1978) and other committees, this programme was reopened in 1980 at the Regional Colleges of Education. After this, the Government of India appointed two national commissions on teacher education for developing the nation's human and material resources in February 1983 for school education and higher education.

National Commission on Teachers-I (1983-85) recommended that the present arrangements for training of secondary school teachers would be one year B.Ed. course or the four-year integrated course. Each state may start at least one the four year integrated college of education during the 7th plan period.

In recent time, **NEP 2020** is recommended to bring comprehensive change in teacher education. All teacher preparation programmes will be converted into multidisciplinary higher education institutions. The four year integrated B.Ed. programme should be offered in all the higher education institution. The four year integrated B.Ed. programme provides general course and teacher training course simultaneously. It offers a dual-major liberal Bachelor's degree, in education as well as a specialised subject.

NCTE supported to maintain the norms of teacher education programmes as given in the NEP 2020. According to the recommendations of New Education policy, the **Ministry of Human Resource Development (MHRD)** introduced Integrated Teacher Education program all over the India. Four years **Integrated Teacher Education Programme (ITEP)** integrates the liberal science and Liberal Arts with pedagogy. This professional training programme is qualitative and well designed. This programme will save pupil teacher's one academic year. The pupil teachers will get admission to integrated course through 'National level common entrance test'. ITEP provides dual- liberal bachelor's degree in Education and specialised subjects and it provides good infrastructure facilities like library and laboratories in teacher's training institutes. Intellectual curiosity, scientific temper, creativity, service spirit, and the latest skills across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects, are expected from a teacher.

Having awareness, interest, and positive attitude lead to the development of an improved personality of a teacher on the one hand and future career on the other hand. This study was carried out to determine the level of awareness in pupil teachers for proposed teacher education program i.e. ITEP.

Objective of the Study

The study had following two objectives

- To explore the level of awareness for Integrated Teacher Education Programme in young pupil teachers.
- To compare the level of awareness for Integrated Teacher Education Programme in male and female young pupil teachers.

Hypotheses

H₀: There would be no difference in means of the levels of awareness for Integrated Teacher Education Programme in male and female young pupil teachers.

Null hypothesis: H₀: $\mu_1 = \mu_2$

H_a: There would be difference in means of the levels of awareness for Integrated Teacher Education Programme in male and female young pupil teachers.

Alternative hypothesis: H_a: $\mu_1 \neq \mu_2$

Research Methodology

Sampling

Purposive Sampling was used for sample. The selection was based on following inclusion and exclusion criteria.

Inclusion criteria

- Enrolled in the selected teacher's training institute of district Lucknow of Uttar Pradesh, India at the time of data collection.
- The pupil teacher should of age group of 20-30 years.
- The pupil teacher who were willing to participate in the study.

Exclusion criteria

- who were studying course other than B. Ed. or B. El. Ed.
- who were not studying in Lucknow.
- who were not willing to participate in the study

Participants

A sample of randomly selected (just keeping the inclusion and exclusion criteria in mind) 50 male and 75 female pupil teachers participated in the study. All of them were doing a teaching course either B.Ed. or B.El.Ed. in a teacher's training institute of district Lucknow, Uttar Pradesh, India.



Table1: To show no. of young pupil Teachers participated in the study

Testing Tool of the Study

The researcher has developed an **Awareness Scale on Integrated Teacher Education Program (ITEP)**. This scale is standardised by Prof. Dr. Amita Bajpia, Department of Education, University of Lucknow, Lucknow, U.P.,India.

Procedure

The study was conducted on **75 female** and **50 male** pupil teachers of District **Lucknow, Uttar Pradesh, India** of the **age group of 20-30** years. The participants were informed about the objectives of the study carefully. The data was collected using the Awareness Scale on ITEP. The participants were requested to answer all the questions in a genuine manner. They also were assured of the confidentiality of the information given by them. They were also informed that their analysis would be shared with them if they would be willing to know their results.

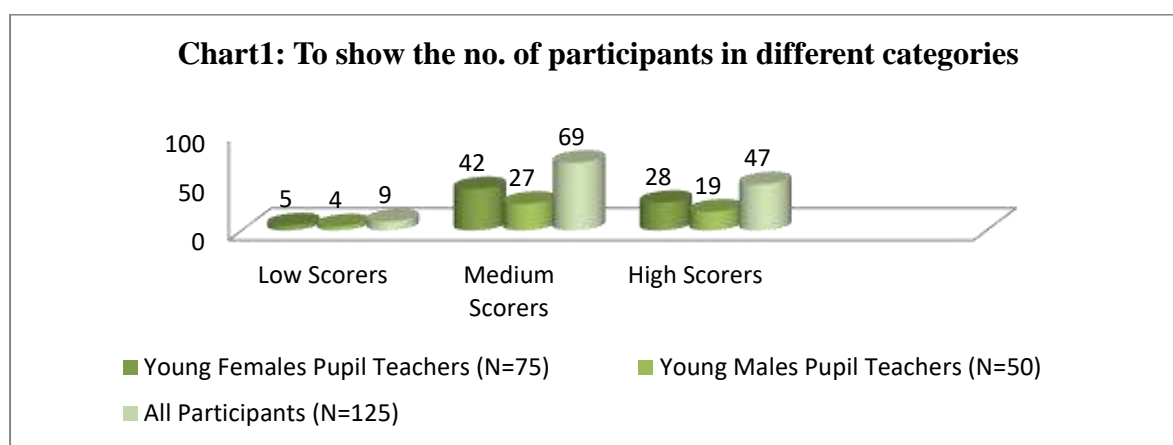
Result and Discussion

75 females and 50 males participated. The researcher has made three categories of participants. The first category was of **low** scorers (up to 33%), second category was of **medium** scorers (from 34 to 66%) and the third category was of **high** scorers (from 67-100%).

Participants	No. of Participants	Low Scorers (0-33%)	Medium Scorers (34-66%)	High Scorers (67-100%)
Females	75	5	42	28
Males	50	4	27	19
All Participants	125	9	69	47

Table 2: To show the no. of participants in different categories

Out of 75 young pupil teachers, 5 scored low, 42 scored in medium category and 28 participated in high scorers' category. Similarly, the male young pupil teachers were also categorized. Out of 50 young pupil teachers 4 scored low, 27 scored in medium category and 19 participated in high scorers' category.



Data is normally distributed. To test the hypotheses the researchers have applied **z test** on **MS Excel** as the samples of young pupil teachers were larger ($N > 30$). For this, scores were entered in excel file and the scores were labelled. First of all, **Variance** was calculated of both the samples. The variance of male young pupil teachers was **18.46** and the variance of females young pupil teachers was **15.95** which is shows below

VARIANCE MALES **VARIANCE FEMALES**
 18.46571429 15.95783784

After this, the z-test was applied on the samples. The significance level, at which the hypotheses were calculated, was 0.05 ($\alpha < 0.05$). The result was as follows-

z-Test: Two Sample for Means

	MALES	FEMALES
Mean	14.94	16.04
Known Variance	18.46	15.95
Observations	50	75
Hypothesized Mean Difference	0	
Z	-1.44205	
P(Z<=z) one-tail	0.074644	

z Critical one-tail	1.644854
P(Z<=z) two-tail	0.149288
z Critical two-tail	1.959964

Here, the computed z-value is negative because the (larger) mean for females was subtracted from the (smaller) mean for males. The z scores are less than the critical values; hence, the null hypothesis of no difference is rejected. There is difference in mean of level of awareness in male and females young pupil teachers.

Conclusion

There is a very deep relationship between the youth of a country and their education. Rapid social and cognitive changes take place in young age. Young pupil teachers, who are future teachers, are having the capability to change the future of the country. That's why their awareness level should be good. Awareness, not only in general way but also specifically for the profession, they have chosen. Teaching is profession which demands a good level of awareness in all the senses. A pupil teacher should always be aware of the changes coming around him or herself, and specifically in the field of teaching.

In this study, the objectives were to explore the level of awareness for Integrated Teacher Education Programme in young pupil teachers and to compare the level of awareness, but the main motive was to bring Integrated Teacher Education Programme (ITEP) in focus of young pupil teachers and to motivate them to improve their level of awareness for ITEP, which in turns relates to the coming changes in the field of profession, they have chosen. This paper will certainly, motivate the young pupil teachers to improve their level of awareness on ITEP and on all the upcoming changes in the field of teaching-learning.

Along with the above, their paper will also bring attention of teacher educators on the point to check the overall level of awareness of the pupil teachers and to motivate them to improve their awareness level. The teacher educators can also inculcate their plan of teaching in teaching course. They should also discussion and bring ITEP in focus of young pupil teachers. Teaching is not only to teach a lesson or to explain any theory but it is to shape the personality of the learners. **As the teacher, so the learner.** Hence, it is a shared liability to bring good programmes in focus of all and to support the youth of our country in all the possible ways. The youth specially the youth in the field of education is having the capability to be a liable future teacher. The youth of a country is having the responsibility to make the future of a country bright.

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