

# Innovative and Integrated Programmes in Teacher Education: A Suggested Model

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## Abstract

*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 programmes. 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. 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 purpose of this paper is to introduce innovative and integrated programmes in teacher education as per UGC and NCTE norms. These new programmes have some specific features like dual degree, innovative, and integrated degrees. This article discusses the various aspect of proposed integrated M.A. M.Ed. & M.Sc. M.Ed. programme like programme structure, curriculum outline under Choice Based Credit System (CBCS) etc.*

**Key Words:** Integrated and Innovative Programmes, Master of Art and Education (M.Ed.), Master of Science and Education (M.Sc. M.Ed.)

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## Preamble

Education is a key to civilization and enlightenment and it also considered as a source of wealth and power. Formal education is tri-polar process. It involves interaction between learner, teacher and the content (curriculum). The teacher tries to develop the personality of the learner in the light of curriculum. Teacher plays a significant role in the national reconstruction, social reforms and in the transmission of knowledge, wisdom and experiences to generation to generation. American Commission on Teacher Education (1974) mentioned the importance of teacher (as cited in Kumari & Padhi, 2014, p.24) that "The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers." An educational institute made with teachers not by infrastructure and resources. V.S. Mathews also supported the above statement (as cited in Anboucarassy, 2015, p.2), "No system of education, no

syllabus no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers". The Education Commission (1964-66) has also mentioned in his report, "The destiny of India is being shaped in its classrooms." National Council for Teacher Education; NCTE (1998) also highlighted the importance of teacher "teacher is the most important element in any educational programme because it implements educational process at any stage". All the above quotes are indicated that teacher is the important element in any educational process. As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So, lot of efforts should be made to improve 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 is the process of providing potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. Teacher education is a continuing process and it refers to both pre-service and in-service programmes which adopt both formal and non-formal approaches. Teacher education also focuses on teacher's professional development (UNESCO, 1990).

Education plays a very significant role in national development and that's why all countries are trying their best for survival in the race of 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. India has one of the largest systems of teacher education in the world (Singh and Kaur, 2016). Beside the university, faculty, 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. Due to increasing unemployment educationists as well as policymakers in India proposed reforms in Indian education through introduction of integrated programmes. The Education Commission (1964-66) pointed out in its report that "in order to make the professional preparation of effective teachers, teacher education must be brought into the mainstream of the academic life of the universities. Further '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 recommends that university curricula should be reformed to incorporate foundation skills and advance skills in learner. UGC 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. Educationist and policy makers have been talking about it for long time. Great educationist and former UGC chairman Prof. Yashpal (2009) recommended that integrated programmes should be incorporated in Indian education system. Basically, the 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. These programmes are innovative in nature and develop better insight about the academic discipline in students. 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 since the emergence of NCTE.

The regulatory body of teacher education in India i.e. National Council for Teacher Education (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 (JVC) 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. There are 15 teacher education programmes runs in different TEIs 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). Some programmes are running before the emergence of NCTE and some emerges recently. Beside these programme recommended by NCTE, two new integrated and innovative programmes i.e. M.A. M.Ed. and M.Sc. M.Ed. are suggested by researcher in the light of NCTE rules and regulation.

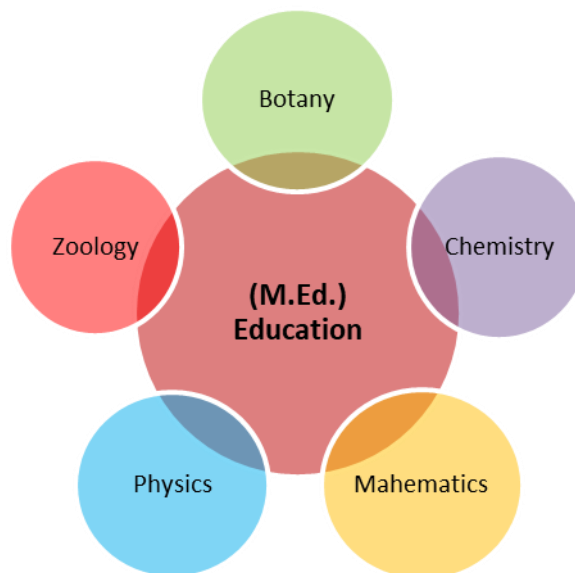
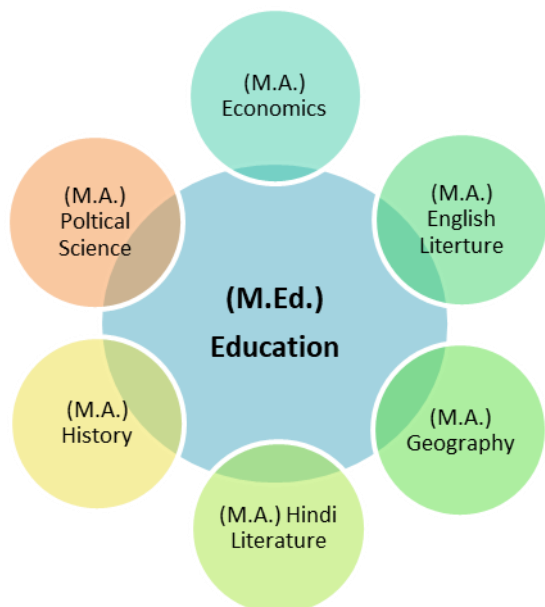
However, for improving the quality of teacher education, NCTE launches National Curriculum Framework for Teacher Education (NCFTE) time to time. In 2009, NCTE launches National Curriculum Framework for Teacher Education (NCFTE) by incorporating a newer vision of school education. The NCFTE (2009) deals with preparing and re-orienting teachers for enabling the child to learn through activities, discovery and exploration of his/her environment and surroundings in a child-friendly and child-centred manner. It focuses on inclusive education, perspective of equitable and sustainable development, gender perspectives, 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 our classrooms (Singh & Singh, 2015). 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. However, regulation introduces and promotes some new innovative and integrated programmes at undergraduate level i.e. B.A., B.Ed. / B.Sc. B.Ed. (04 Year Integrated programme). 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 (PMMMNMST) scheme. The scheme suggested that department/school of education should offer new academic programmes to meet the professional needs of teacher education. In the light of PMMMNMST scheme of MHRD and NCTE Regulation, 2014 the researcher proposed new integrated programmes.

### **Integrated & Innovative Programmes in Teacher Education: M.A. M.Ed. and M.Sc. M.Ed.**

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. 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.

The Master of Art and Education (M.Ed.) and Master of Science and Education (M.Sc. M.Ed.) 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. If any institution/ college 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 following departments (disciplines) to run successfully the above said programmes:

**Figure: Collaboration in M.A. M.Ed. programme****Figure: Collaboration in M.Sc. M.Ed. programme**

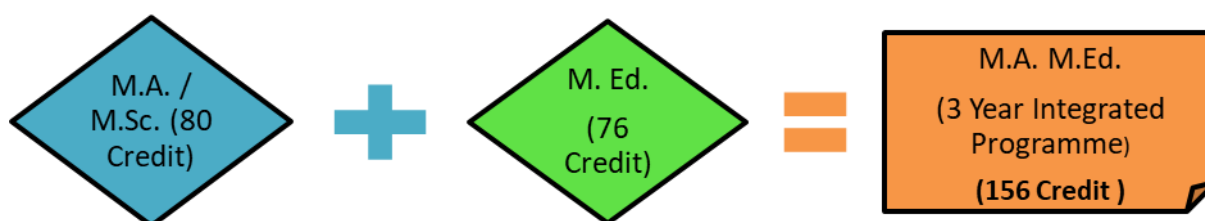
These programmes are integrated because student get dual degree in three years in place of four years and innovative in sense that student learns through multidisciplinary approach. This programme is comprises two components- M.A/ M.Sc. and M.Ed. (Education). For degree of M.A. M. Ed. students will earns 80 credits from one of the following subjects along with 76 credits from M.Ed. (Education):

*Economics/ English literature/ Geography/ Hindi literature/ History or Political Science*

Whereas for the degree of M.Sc. M.Ed. students will earn 80 credits from one of the following subjects along with 76 credits from M.Ed. (education):

*Botany/Chemistry/Mathematics/Physics or Zoology*

. However, university/institute may increase the credits of course as per the requirements. The following diagram depicts the clear picture about the component wise credit based distribution:



It is essential to mention here that student will earn credits in M.A. /M.Sc. component till four semesters along with the proposed credit of M.Ed. (education). After successful completion of the I-IV semesters, students will enrol in V and VI semester, where they will earns credits from the M.Ed. component only. Here, one thing makes it clear that only those institution and colleges can successfully run these programmes which have different particular teaching departments/ faculty. Student basically enrolled in department/ faculty of Education and earns credits from different department/faculty.

### **Suggested Programme Structure: Based on Choice Based Credit System**

Master of Arts and Education (M.A. M.Ed.) and Master of Science and Education (M.Sc. M.Ed.) are pedagogy and research oriented programmes. The purpose of introducing these programmes is to prepare



committed, competent, professional teacher educator, researcher, administrator and educational planners with in short duration. The prepared teacher educators will develop education according to national aspiration and global trends. The semester wise components along with credits distribution are given in the following table (1-6):

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

Component	Course Title	Credits
<b>M.A.</b> (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)	<b>20</b>
<b>M.Sc.</b> (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)	<b>20</b>
<b>M.Ed.</b> (Education)	Students will earn credits from the following courses-	<b>04</b>
	<b>Course I-</b> Philosophical and Sociological Bases of Education	<b>02</b>
	<b>Course II- Practical-</b> Life Skill Education and Self Development	
<b>Total Credits for M.A. M.Ed. or M.Sc. M.Ed.</b>		<b>26</b>

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

Component	Course Title	Credits
<b>M.A.</b> (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)	<b>20</b>
<b>M.Sc.</b> (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)	<b>20</b>
<b>M.Ed.</b> (Education)	Students will earn credits from the following courses-	<b>04</b>
	<b>Course I-</b> Advance Educational Psychology	<b>02</b>
	<b>Course II- Practical-</b> Expository Writing and Effective Communication	
<b>Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)</b>		<b>26</b>

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

Component	Course Title	Credits
<b>M.A.</b> (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)	<b>20</b>
<b>M.Sc.</b> (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)	<b>20</b>

<b>M.Ed.</b>	Students will earn credits from the following courses- <b>Course I</b> -Fundamentals of Educational Research <b>Course II</b> – Internship In Teacher Education Institution (TEIs)	<b>04</b> <b>04</b>
<b>Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)</b>		<b>28</b>

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

<b>Domain</b>	<b>Course Title</b>	<b>Credits</b>
<b>M.A.</b> (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)	<b>20</b>
<b>M.Sc.</b> (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)	<b>20</b>
<b>M.Ed.</b>	Students will earn credits from the following courses- <b>Course I</b> - Teacher Education <b>Course II Practicum</b> - Preparation and Presentation of Dissertation Proposal	<b>04</b> <b>04</b>
<b>Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)</b>		<b>28</b>

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

<b>Discipline</b>	<b>Course Title</b>	<b>Credit</b>
<b>(M.Ed.) Education</b>	<b>Course I</b> - Studies in Education	04
	<b>Course II</b> - Data Analysis and Interpretations	04
	<b>Course III</b> - Curriculum Studies and Development	04
	<b>Course IV</b> -Professional Development of Teacher Educators	04
	<b>Course V</b> - Elementary Education in India or <b>Course VI</b> - Secondary Education in India	04
	<b>Course VII- Practicum</b> – Internship : Elementary and Secondary School Experiences	04
<b>Total Credits</b>		<b>24</b>

<b>Discipline</b>	<b>Course Title</b>	<b>Credit</b>
<b>(M.Ed.) Education</b>	<b>Course I</b> - History and Political Economy of Education	04
	<b>Course II</b> - Advance Pedagogy Practices	04
	<b>Course III</b> - Educational Planning, Management & Administration or <b>Course IV</b> - Value and Peace Education	04
	<b>Course V</b> – Advanced Educational Technology or <b>Course VI</b> - Educational Assessment, Measurement and Evaluation	04
	<b>Course VII</b> - Education for Children with Special Needs	04

	or	
	Course VIII – Comparative Education	
	Course IX Practicum– Dissertation and Viva-Voce	04
Total Credits		24

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

These integrated & innovative programmes are designed as per the Choice Based Credit System (CBCS). 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. For promoting the teaching, training and research skill, provision of research projects and internship in elementary schools as well as teacher education institution (TIEs) has been made. 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

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. Seeing the long duration teacher education programmes, researcher proposed M.A. M.Ed. and M.Sc. M.Ed. (Six Semesters) integrated programmes. 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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