

# New Signature in Teacher Education

## Abstract

In India, generally there are three level of Education i.e. Primary, Secondary and Higher. Teacher education, medical education and engineering education are comes under higher education sector. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now- a- days the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education and its programmes. New world of teaching profession demands teacher with good understanding, investigative minds and creativity. In November 2014 NCTE regulation reforms teacher education programmes including pre-service and in-service teacher education. The new NCTE regulations have shown paradigm shift of teacher education with its emphasis on globalization and individualization. In 2014 regulation the NCTE reforms not only various previously running teacher education programmes but introduced some special innovative programmes. This new programme has some specific features like dual degree, innovative, and integrated degrees. This paper proposed and discusses the various aspect of integrated M.Sc. M.Ed. and M.A. M.Ed. programme like course structure, curriculum outline with credits and semester.

**Keywords:** Teacher Education, Integrated, Innovative, Programme, M.A. M.Ed., M.Sc. M.Ed.

## Introduction

Education is the process of holistic development of an individual. Generally, formal education is a tri-polar process. In this tri-polar process student, teacher and content or curriculum is situated at different poles. According to NCTE (1998) teacher is the most important element in any educational program. Teacher plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms." (Singh 2014) Education is instrumental in the preparation of teachers. 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 person for equipping them to teach at pre-primary, primary, secondary and senior secondary stages of education in schools includes non-formal education, part time education, adult education and correspondence courses (NCTE 1993). Teacher education is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment. Teacher education refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development (UNESCO 1990).

Education plays vital role in national development. All nations of the world are trying their best for survival in the race of development and progress and education is being considered as a key element for the purpose. Education reforms invariably accord highest priority to improve teacher effectiveness. India has one of the largest systems of teacher education in the world (Singh and Kaur 2016). Beside the university school and departments of education and their affiliated colleges, government and government aided institution; private and self-financing colleges and open universities are engaged in teacher education. Due to privatization and globalization of teacher education, teacher education requires consistent up gradation of teacher education. In recent years, India has witnessed a

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surge in the number of integrated degree programs at the undergraduate, master and doctoral levels. For a country that has survived with a rigid, conventional approach to higher education for decades, such changing trends are significant and noticeable. Due to increasing unemployment educationists as well as policymakers in India proposed reforms in Indian Education. The introduction of integrated programs by educationist in Indian Education is such a reform. 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 programs are to be given special support as part of the UGC's strategy. The plan recommends that university curricula should be reformed to provide both a foundation in basic skills and promotions of advance skills. UGC facilitates employability by equipping students with the skills currently required to meet the economic social and cultural needs of society. Integrated programmes fit in to this category. Integrated courses are more or less accepted by the Indian Education System, now top universities and institutions admitting students in these integrated programmes. Education experts and policy makers have been talking about it for long time with Prof. Yashpal recommending it few year back (Yashpal 2009). 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 better insight on subjects. *In india many integrated programmes running in reputed institutes and these integrated programmes runs not only in engeeneering and management but also in teacher education.*

The monitoring body of Teacher Education i.e. National Council for Teacher Education (NCTE) notified the revised Regulations 2014, along with Norms and Standards for 15 programmes on November 28, 2014 under Government of India Gazette Notification No.346 (F.No. 51-1/2014/ NCTE/ N&S) by following the recommendations of the Justice Verma Commission (JVC) appointed by the Government at the instance of the Hon'ble Supreme Court of India. The JVC had suggested wide range reforms in Teacher Education which the new Regulations 2014 have addressed. There are fifteen teacher education programmes runs in different teacher education departments in India e.g. Four year Integrated B.A., B.Ed. / B.Sc. B.Ed., Two year M.Ed. and B.Ed. DPSE (Diploma in Preschool Education), D.El.Ed., B.El.Ed., D.P.Ed., B.P.Ed., M.P.Ed. etc. (NCTE 2014). Some programmes are running before the establishment of NCTE and some programme emerges recently. Beside these programme suggested by NCTE, a new integrated and innovative programme i.e. M.A. M.Ed. and M.Sc. M.Ed. is suggested by researchers.

#### **Aim of the Study**

The main aim of this paper is to introduce an innovative and integrated programme in teacher education as per NCTE norms which are the highly necessary demand of emerging society in present era.

#### **Historical Background**

Teacher education is expected to develop humane and professional teachers who realize identity of education. The development and rapid advances in Teacher Education come with the establishment of National Council for Teacher Education (NCTE). The National Council for Teacher Education (NCTE), a statutory body set up by an Act of parliament in 1993 and started functioning in 1995 has mandate to ensure planned and coordinated development of teacher education in the country, for which it lays down norms and standards for the recognition of various teacher education programme.

In sixties, four years B.A. B.Ed. and B.Sc. B.Ed. integrated course found in United States were introduced in the country. A higher secondary passed student takes four years to complete either this course or one year B.Ed. course after graduation. In 1998, NCTE recommends two- years B.Ed. Course, which were introduced in last decade in four Regional Institutes of Education (RIEs) in last decade in four regional institutes of education of NCERT (Mysore RIE withdraw it after a few years), without increasing the duration of integrated B.A. / B.Sc. B.Ed. course from four years to five years (Mohanty 2016)

National Curriculum Framework for Teacher Education (NCFTE, 2009) bring changes in teacher education for professional and humane teachers in our classrooms (Singh & Singh 2015). The recognition norms are revised periodically to meet the changing needs of the teacher education system in response to the new demands of the society in general and of the education system in particular. At the instance of the Hon'ble Supreme Court of India, the Government of India appointed a commission on teacher education under the chairmanship of Justice J S Verma in 2011 to rejuvenate the system of teacher education in the country. The commission made several recommendations relating to the duration and curriculum of various teacher education programmes and also the qualifications and preparation of teacher educator responsible for conducting teacher education programmes in recognised teacher education institutions. The new regulation of NCTE 2014 presents a big change in teacher education. This framework proposed many innovative courses in teacher preparation programme like the three year B.Ed. M.Ed. programme along with four year integrated B.A. B.Ed. and B.Sc. B.Ed. courses. It is felt that longer duration of teacher preparation will provide enough time and opportunity for self- study, reflection and engagement with teachers, students, classrooms and pedagogic activities that is essential for developing professionalism in teachers. These regulations change not only the name, duration of teacher education programme but it changes whole structure of teacher education programmes. These changes implemented from 2015-16 session in all teacher education colleges, institutions, department and faculty/ schools of universities.

#### **M.A. M.Ed. and M.Sc. M.Ed.: Three Years Integrated and Innovative Programme**

Most teacher education starts with initial training such as a degree programme at a college or

university, though other paths are available for a candidate to begin teacher education. Once a teacher has completed a degree programme, and he or she has obtained certification, a teacher may continue his or her education while teaching full-time. Continuing education courses, seminars, and professional development activities are all considered part of ongoing teacher training. A teacher must complete some sort of teacher education before becoming a full-time teacher. In most cases, a teaching candidate will enrol in a teacher training program at a college or university, thus allowing them the opportunity to earn a bachelor's degree in education. A student may then choose to continue his or her teacher education by obtaining a master's degree, doctoral or professional certificate. Once a bachelor's degree is completed, however, a teacher may instead choose to take the necessary exams for certification and begin teaching immediately. Most school districts require a teacher work full-time to fulfil other educational requirements as he or she teaches; this often involves earning a master's degree in education or other field that will improve the teacher's knowledge, skills, and techniques for delivering instruction in the classroom. Once a teacher secures a position teaching in a school, the first few years of teaching may be spent under the tutelage of a more experienced teacher or administrator. This is sometimes considered part of teacher education and is meant to allow the teacher a mentor under whom he or she can learn new skills and adapt to a new environment. Once that phase is over, or while that phase is underway, a teacher will be responsible for developing short and long-term goals for furthering his or her education. This process of continuing education within the teaching realm is sometimes known as professional development, and it may include any number of activities that improve the teacher's ability to teach. Many teachers take part in online or distance learning classes that adapt to his or her teaching schedule, while others may participate in on-site classes at a community college, four-year college, or university. These classes may be credit classes or non-credit classes, and a teacher may or may not work toward a higher degree.

Proposed Integrated Programme of Teacher Education M.A. M.Ed. and M.Sc. M.Ed. will be of three year duration organized on the semester pattern with two semesters in a year. Each semester will consist of sixteen weeks of instruction excluding examination. It is an integrated and innovative programme. Integrated in the sense of dual degree and innovative in sense of student get dual degree in three years in place of four years. This programme is of six semester and has total 146 credit. In 146 credits student earns 80 credit from different department (Hindi, English, Geography, History, Political Science, Economics, Mathematics, Physics, Chemistry, Zoology and Botany) and 66 credits from department of education. This programme will run through collaboration with different departments. Department / school of education should collaborate with different department like Hindi, English, Geography, History, Political Science, Economics, Mathematics, Physics, Chemistry, Zoology and Botany. The student take

admission in this programme through entrance test/ merit or decided by university, institution or college. Only those university/ institution and colleges successfully run this programme which have different teaching departments/ schools/ faculty. Student basically enrolled in department/ school of Education and earns credit from different department/schools. This programme promotes self- study, reflection, engagement in creative activity, and pedagogy of various school subjects in pupil teachers that is essential for developing professionalism in teachers.

#### **Programme Structure**

Master of Art Education (M.A. M.Ed.) and Master of Science Education (M.Sc. M.Ed.) is a pedagogy and research oriented programme. The purpose of introducing this programme is to prepare committed and competent teacher educator, educational researcher, educational administrator and educational planners who can develop education according to national aspiration and global trends. Structure of M.A. M.Ed. and M.Sc. M.Ed. (Six Semesters) along with proposed grade distribution and total credits for semester-I and semester II is given in table 1-6. Total credit earn by student during this course are also given.

**Table -1**  
**Proposed Grade Distribution of M.A. M.Ed. & M.Sc. M.Ed. Programme for Sem. I Semester- I**

Domain	Course Title	Credits
<b>M.A.</b> (Hindi, English, Political Science, Geography, Economics & History)	Student earn 20 Credit with Hindi, English, Political Science, Geography, Economics & History	<b>20</b>
<b>M.Sc.</b> (Zoology, Botany, Chemistry & Mathematics)	Student Earn 20 Credit with Zoology, Botany, Chemistry & Mathematics	<b>20</b>
<b>M.Ed.</b>	<b>Paper I-</b> Philosophical, Sociological, Political and Economic Bases of Education <b>Paper II-</b> Communication & Expository Writing	<b>04</b> <b>02</b>
<b>Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)</b>		<b>26</b>

**Table -2**  
**Proposed Grade Distribution of M.A. M.Ed. & M.Sc. M.Ed. Programme for Sem. II Semester- II**

Domain	Course Title	Credits
<b>M.A.</b> (Hindi, English, Political Science, Geography, Economics & History)	Student earn 20 Credit with Hindi, English, Political Science, Geography, Economics & History	<b>20</b>

<b>M.Sc.</b> (Zoology, Botany, Chemistry & Mathematics)	Student Earn 20 Credit with Zoology, Botany, Chemistry & Mathematics	<b>20</b>
<b>M.Ed.</b>	<b>Paper I-</b> Methodology of Educational Research <b>Paper II-</b> Life Skill Education and Self Development	<b>04</b> <b>02</b>
<b>Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)</b>		<b>26</b>

**Table-3****Proposed Grade Distribution of M.A. M.Ed. & M.Sc. M.Ed. Programme for Sem. III Semester- III**

Domain	Course Title	Credits
<b>M.A.</b> (Hindi, English, Political Science, Geography, Economics & History)	Student earn 20 Credit with Hindi, English, Political Science, Geography, Economics & History	<b>20</b>
<b>M.Sc.</b> (Zoology, Botany, Chemistry & Mathematics)	Student Earn 20 Credit with Zoology, Botany, Chemistry & Mathematics	<b>20</b>
<b>M.Ed.</b>	<b>Paper I-</b> Statistical Methods in Educational Research <b>Paper II –</b> Preparation and Presentation of Research Proposal	<b>04</b> <b>02</b>
<b>Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)</b>		<b>26</b>

**Table-4****Proposed Grade Distribution of M.A. M.Ed. & M.Sc. M.Ed. Programme for Sem. IV Semester- IV**

Domain	Course Title	Credits
<b>M.A.</b> (Hindi, English, Political Science, Geography, Economics & History)	Student earn 20 Credit with Hindi, English, Political Science, Geography, Economics & History	<b>20</b>
<b>M.Sc.</b> (Zoology, Botany, Chemistry & Mathematics)	Student Earn 20 Credit with Zoology, Botany, Chemistry & Mathematics	<b>20</b>
<b>M.Ed.</b>	<b>Paper I-</b> Psychology of Development and Teaching Learning Process	<b>04</b> <b>04</b>

	<b>Activity 1-</b> Internship in Teacher Education Institute ( <b>Summer Vacation</b> )	
<b>Total Credit (M.A. M.Ed. or M.Sc. M.Ed.)</b>		<b>28</b>

**Table-5****Proposed Grade Distribution of M.A. M.Ed. & M.Sc. M.Ed. Programme for Sem. V Semester- V**

Domain	Course Title	Credits
<b>M.Ed.</b>	<b>Paper I-</b> Statistical Methods in Educational Research <b>Paper II-</b> Environmental Education & Management <b>Paper III-</b> Curriculum Studies and Reforms <b>Paper IV -</b> Professional Development in Teacher Education	<b>04</b> <b>04</b> <b>04</b> <b>04</b>
<b>Specialization</b>	<b>Paper V</b> Introduction about Elementary Education OR Introduction about Secondary Education	<b>04</b>
<b>Total Credit (M.Ed.)</b>		<b>20</b>

**Table-6****Proposed Grade Distribution of M.A. M.Ed. & M.Sc. M.Ed. Programme for Sem. VI Semester- VI**

Domain	Course Title	Credits
<b>M.Ed.</b> <b>(Specialization)</b>	<b>Paper I-</b> Curriculum and Evaluation in Elementary Education OR Curriculum and Evaluation in Secondary Education <b>Paper II-</b> Inclusive Strategies and Education for Children with Special Needs OR Advance Educational Technology	<b>04</b> <b>04</b> <b>04</b>

	<b>Paper III-</b> Educational Management & Administration OR Educational Measurement and Evaluation	
<b>M. Ed. (Research)</b>	<b>Practicum A-</b> Internship with School Based Experiences <b>Practicum B-</b> Dissertation & Viva-voce	<b>04 04</b>
<b>Total Credit (M.Ed.)</b>		<b>20</b>

**Key Features of M.A. M.Ed. & M.Sc. M.Ed.**

The key features of this programme are as:

1. Collaboration is the spirit of this programme. This integrated programme will run through the collaboration of the various departments/ schools. If an institution has only education department / school or institution then this programme will not successful on this discussed pattern. So for the successful implementation of this programme it is mandatory that the college / institution / university has various department or school of the school subjects.
2. If students will enrolled in this integrated programs can spend at least one year less than if he/ she peruse two programs separately. This integrated programme facilitate the award of two integrated degrees.
3. This integrated programme designed on the base of Choice Based Credit System (CBCS) but it runs on semester system also. Choice based credit system provides a lot of opportunity to learn interdisciplinary.
4. The main attractions of this integrated programme is their multidisciplinary approach to learning. For example, students of integrated M.Sc. M.Ed. programme will learn pedagogy of Physics, Mathematics, chemistry, Zoology and Botany.
5. This integrated programme specially designed for identify young talented students who are committed for teaching and research in pedagogy. The research project and internship are the important component of the integrated programmes.
6. This integrated programme promote internship in schools/ colleges and teacher education institution and training skills in teaching profession.
7. Modular curricula of the programme facilitate wider choices for students ensuring cross-disciplinary education. This programme also offer flexibility and allow lateral movement across disciplines.
8. Training programs such as the Practice teaching, school administration and management bring the reality of a professional environment in the educational process.

**Conclusion**

Due to increasing level of globalization and privatization, there is a dire need of a teacher education programme which prepare professional teacher educator. Seeing this critical problem researcher proposed M.A. M.Ed. and M.Sc. (six semester) integrated programme. This programme is an innovative approach in teacher education which enhance student engagement through experiential and active learning. If a student is enrolled in this programme he/ she found three year duration degree in the place of four year. Student not only spent less one year but also he/she learns a deep pedagogical content knowledge in this course. Universities and institution which has relevant department and schools will run this programme successfully.

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