

A Paradigm Shift From Two Year B. Ed Course To Four Year Itep: Challenges And Remedies

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ABSTRACT

An enormous paradigm change has occurred in India's teacher education landscape with the four-year Integrated Teacher Education degree (ITEP) replacing the two-year Bachelor of Education (B.Ed) degree. In line with the National Education Policy (NEP) 2020, this modification is made to improve the quality of teacher preparation starting from the undergraduate level by combining academic material with pedagogical training. Reorganizing courses, retraining teachers, making sure the necessary infrastructure is available, and bringing the new curriculum in line with regulatory frameworks are all obstacles that this change presents. Because of the additional time and money required, prospective applicants may be discouraged by the lengthening of the duration. Solutions to these problems include offering financial assistance or incentives to students, establishing partnerships between colleges and institutions that train teachers, and developing thorough programs for the professional development of both staff and students. To effectively implement the ITEP and tackle the nationwide shortage of competent teachers, it is crucial to strengthen institutional support and guarantee a seamless transition process.

Keywords: Education, B. ED, Four Year, Teacher, Classroom.

INTRODUCTION

In particular, the caliber of one's teaching staff is crucial to the educational system's ability to shape a nation's destiny. India has spent the better part of the last few decades working to strengthen its teacher education system, acknowledging the crucial role that teachers play in molding the minds of the next generation. The foundation of teacher preparation in India has traditionally been the Bachelor of Education (B.Ed) curriculum. If you want to teach in schools, you need to get a Bachelor of Education (B.Ed) degree, which is often provided as a two-year program that follows an undergraduate degree. Despite its usefulness, this approach has taken a lot of heat for failing to keep up with students' ever-changing demands, international benchmarks for education, and the complexities of today's classrooms. A new approach to training educators has been proposed in the form of the Four-Year Integrated Teacher Education Program (ITEP), which will be implemented as part of NEP 2020. An important change that will solve the existing system's deficiencies and bring teacher education in line with worldwide best practices is the transition from the two-year B.Ed program to a more thorough four-year ITEP. With its many changes, the NEP 2020 aims to revolutionize India's education system across all levels, making it a watershed moment in the country's educational history. The proposal calls for many reforms, including the establishment of a new four-year ITEP that combines undergraduate and teacher preparation into one cohesive curriculum. To better equip future teachers to meet the difficulties of today's classrooms, we want to establish a teacher education system that is more comprehensive, multidisciplinary, and practice-based. The current B.Ed program has taken heat for its overemphasis on theory and pedagogy, tardiness in incorporating student learning into the curriculum, and general disregard for teacher education in favor of more traditional undergraduate majors. The ITEP seeks to rectify these issues by creating a new program that is more closely aligned with current practices. The goal of the ITEP is to develop teachers who are knowledgeable in all areas of education and who are also able to critically think about their own practice via a more integrated and continuous approach to teacher preparation.

Teachers are increasingly seen as vital facilitators of learning, rather than just carriers of information, and this shift is based on that realization. Both subject matter expertise and the ability to actively involve pupils in their own learning are essential qualities in an effective educator. The expectations put on educators in today's technologically advanced and more globalized society are greater than in the past. Teachers in the modern day are required to educate kids from a wide range of socioeconomic backgrounds, accommodate diverse classrooms, incorporate technology into their lessons, and help their pupils develop important 21st-century skills like critical thinking, creativity, communication, and teamwork. Teachers are not adequately prepared to address these changing demands by the conventional two-year B.Ed curriculum, which places an emphasis on theory rather than practice and pedagogy rather than subject area knowledge. In this light, the ITEP's launch is revolutionary since it provides a more all-encompassing strategy for teacher preparation. The goal of the four-year ITEP is to help teachers become more well-versed in their subjects and more effective educators. The ITEP combines a bachelor's degree in a chosen field with professional training in pedagogy, psychology, and classroom management, as opposed to the two-year B.Ed., which is often undertaken after completing an undergraduate degree. Rather than being seen as an afterthought, this integrated method incorporates teacher education into every step of a student's academic career, beginning with their undergraduate studies. At the outset, this permits a more thorough investigation of both subject matter and pedagogical abilities. Critical for successful teaching in diverse classrooms, students may get a greater grasp of the social, cultural, and psychological dimensions of education via the ITEP's multidisciplinary character. In addition, students participate in classroom observation, internships, and teaching practice from the beginning of the ITEP program, demonstrating the curriculum's strong focus on practical experience. Teachers who are skilled at both the theory and practice of handling the complexity of the classroom will be produced via this ongoing and growing interaction with actual classroom contexts.

By adopting a four-year ITEP, India is bringing its teacher training programs in line with global standards. Indian teacher preparation programs typically last two years, although in many other nations they are longer and more closely tied to undergraduate courses. Teacher preparation programs in Finland, for instance, combine academic knowledge with pedagogical training and substantial classroom experience over the course of five years. The country is renowned for its excellent education system. With the implementation of the four-year ITEP, teacher education in India is now more in line with international norms that value intensive training, cross-disciplinary study, and hands-on experience in the classroom. Due to the growing interconnection of educational systems and practices throughout the globe, it is more important than ever that Indian educators have the tools they need to succeed in today's globalized classrooms. Although there are several advantages to switching to the four-year ITEP, there are also some disadvantages. Changes on several fronts are necessary for this new program's rollout, including but not limited to: curriculum creation, teacher training, infrastructure building, and policy alignment. One of the most pressing issues is the lack of harmony and integration between subject knowledge and pedagogy in current teacher education curricula. A well-designed curriculum will provide pupils a solid foundation in both areas without overwhelming them. Because many schools that prepare teachers may not have the resources (such libraries, labs, and classrooms equipped with information and communication technology) to accommodate the new curriculum, investing much in infrastructure is another big obstacle. Moreover, for the ITEP to be a success, schools must be able to recruit and retain excellent teachers who can provide the multidisciplinary and hands-on training that the program requires. To guarantee that teacher educators are competent in leading their pupils and up-to-date on the most recent pedagogical techniques, faculty development programs are essential.

On top of all these practical issues, there's the matter of coordinating the changeover from the current two-year B.Ed program to the new four-year ITEP. It will need meticulous preparation and collaboration among institutions, regulatory agencies, and the state to implement the new program while simultaneously winding down the old one. Current students in the two-year Bachelor of Education degree should be reassured that their credentials will be recognized and that they will not be negatively affected by the change. There may also be pushback from groups like students and parents who see the ITEP's lengthier term negatively. Spreading the word about the ITEP's long-term advantages and making sure it's seen as a competitive alternative for those wanting to become teachers will need public awareness campaigns. Notwithstanding these obstacles, the four-year ITEP has the ability to bring about significant advantages. There is much hope that the ITEP may improve teacher quality in India by providing a curriculum that is more holistic, multidisciplinary, and grounded in practice. The NEP 2020 aims to build an educational system that is more adaptable, interdisciplinary, and focused on encouraging creative and critical thinking, therefore this fits in with those larger objectives. The ITEP's mission is to train the next generation of

Indian educators to meet the requirements of today's varied student body and to lead them into the success that will be required to confront the challenges of the contemporary world.

1.CURRENT TWO-YEAR B. ED PROGRAM

In India, prospective elementary and secondary school teachers are now prepared for the profession by completing the two-year Bachelor of Education (B.Ed) degree, which has long been considered essential. This master's degree program has long been the gold standard for anyone seeking a career in education, after an undergraduate degree. The program's goal is to provide future educators with the theoretical background and hands-on experience they'll need to successfully teach in a variety of classroom contexts by integrating theory and practice. Following years of change and at the advice of the National Council for Teacher Education (NCTE), the Bachelor of Education (B.Ed) curriculum was extended in 2014 from one to two years. With this change, we want to provide future educators more time to study pedagogy, student psychology, and best practices in the classroom. Notwithstanding these advancements, the existing two-year B.Ed program has been criticized for failing to meet the demands and expectations of an educational environment that is evolving at a fast pace.

The two-year Bachelor of Education degree emphasizes pedagogical theory as one of its key elements. Child development, learning theories, instructional techniques, educational psychology, and curriculum design are some of the fundamental educational ideas covered in the program. The idea is that this will provide future educators a solid theoretical grounding in the subject matter, allowing them to better comprehend student learning, motivation, and the impact of various teaching styles on student achievement. Teachers may get a thorough grasp of the elements that impact student learning via the program's basic components, which include constructivism, behaviorism, and cognitive development. Teachers also greatly benefit from educational psychologists' insights about children's emotional and mental growth, the value of unique traits, and strategies for accommodating pupils with a wide range of learning styles and abilities. The goal of this theoretically heavy curriculum is to better equip educators to meet the challenges of a multicultural classroom, which is especially important in a nation like India where kids hail from all walks of life and speak a wide range of languages.

Although pedagogical theory is essential to teacher education, detractors of the Bachelor of Education (B.Ed) degree contend that it often prioritizes theoretical ideas over real-world application. Internships and classroom instruction are components of the curriculum, however students often only get a few months of this in their second year. Teacher candidates are required to participate in supervised teaching, class observation, and lesson planning during this time. Unfortunately, many aspiring educators do not have enough experience in actual classroom settings due to the short length of these practical components. Consequently, the course's emphasis on theory leaves little space for students to practice what they've learned in the classroom. A large number of student teachers graduate from the program without ever having had a chance to put their classroom knowledge into practice. New teachers often have difficulties in classroom management, lesson preparation, and student engagement due to a lack of practical experience, which makes them feel unprepared for the job.

Another point of contention with the present two-year B.Ed program is that it places too much emphasis on pedagogy and not enough on subject area competence. Candidates for the Bachelor of Education degree are presumed to have appropriate understanding of the topics they want to teach as it is pursued after an undergraduate degree. Consequently, the Bachelor of Education program places an emphasis on teaching methods and gives students limited opportunity to develop an in-depth knowledge of their majors. If a teacher intends to teach mathematics, for instance, they could focus more on expanding their understanding of the subject than on improving their own mathematical abilities. As a result, even at the secondary level, students may be taught by instructors who are knowledgeable in pedagogy but not in the subject matter. Teachers need to have a solid grasp of the material to convey complicated ideas to their pupils, which may be especially challenging in fields like languages, mathematics, and physics.

Because of these issues, there have been demands to change the two-year B.Ed program, mainly to make it more balanced between theory and practice, between pedagogy and subject area knowledge, and so on. To give future educators additional experience in authentic classrooms, some have suggested making the internship or practice component last longer. We can do a far better job of preparing teachers if we provide them with more chances to interact with children, try out new approaches, and get feedback from more seasoned instructors. Another proposal has been to broaden the scope of the Bachelor of Education program to include more interdisciplinary coursework. This would provide future educators the opportunity to learn about the interdependence of other fields and develop their skills in an integrated approach to the classroom. In addition to enhancing subject area competence, this

would inspire educators to embrace a more comprehensive pedagogical approach, highlighting the importance of creativity, critical thinking, and problem-solving.

In spite of these problems, the Bachelor of Education (B.Ed.) program has been rather fruitful in its production of teachers; many of these instructors have made important contributions to the field of education. Curriculum development, evaluation methods, and the use of technology into the classroom are just a few examples of how the program's expansion from one to two years has enhanced the training experience. An illustration of how these abilities are becoming more important in today's classrooms is the inclusion of digital literacy and technology integration modules in many teacher preparation programs. In addition, the program's focus on inclusive education has brought increased attention to the needs of students with disabilities, which in turn encourages aspiring educators to include more inclusive strategies into their own teaching.

But the present two-year B.Ed program is having trouble keeping up with the expectations put on teachers in a society that is becoming more international and tech-driven. A more adaptable and dynamic approach to teacher education is necessary in light of the increasing prevalence of online and blended learning, the significance of STEM (science, technology, engineering, and mathematics) education, and the necessity to cultivate 21st-century skills like critical thinking, creativity, and collaboration. The National Education Policy (NEP) 2020 has called for a complete reform of the current system of teacher preparation, which includes instituting the Integrated Teacher Education Program (ITEP) for a duration of four years. By merging content knowledge, pedagogical training, and practical experience into one comprehensive curriculum, the ITEP seeks to rectify the deficiencies of the two-year B.Ed program in teacher education.

As more and more people realize that good teacher preparation is strongly related to good teaching, the National Education Policy Plan (NEP) for teacher education reflects this reality. We expect that by moving to a four-year integrated curriculum, future teachers will get better training overall, which will make them better practitioners who are able to reflect on their own work and make informed decisions. An important step towards bringing India's teacher education system in line with global standards, where practice-based and integrated teacher education programs are the norm, is the change from the two-year B.Ed to the four-year ITEP. Careful preparation, sufficient financing, and a dedication to ongoing professional development for teacher educators are essential for this transformation to be a success.

The two-year Bachelor of Education (B.Ed) degree has long been the foundation of India's teacher education system, but it is struggling to keep up with the demands of today's schools. There are issues regarding the program's ability to prepare instructors for the needs of the contemporary classroom due to its emphasis on pedagogical theory, lack of practical experience, and inadequate attention to subject area competence. We hope that these issues will be resolved as the nation prepares to implement the NEP 2020 and the four-year ITEP, so that our teacher education system may be stronger and better equipped for the future.

II.FOUR-YEAR INTEGRATED TEACHER EDUCATION PROGRAM

A more comprehensive, practice-oriented, and multidisciplinary system is needed to address the changing needs of contemporary classrooms, and the Four-Year Integrated Teacher Education Program (ITEP) represents a major step in that direction in India. The ITEP is an all-encompassing four-year undergraduate program that the National Education Policy (NEP) 2020 launched. Its goal is to provide students with a solid foundation in their chosen field of study as well as professional training in areas like as psychology, classroom management, educational theory, and pedagogy. Several long-standing issues in teacher preparation, such as a lack of practical teaching experience, inadequate interdisciplinary learning, and the disconnect between subject knowledge and pedagogical practice, are expected to be addressed by the shift from the traditional two-year Bachelor of Education (B.Ed) program to this integrated program. The goal of the Four-Year ITEP is to create educators who are competent in their fields and who also possess the character traits, worldview, and knowledge to cater to the wide range of student requirements in today's complicated classrooms.

The primary tenet of the ITEP is that a teacher-to-be's academic preparation should begin with an integration of subject knowledge and pedagogical skills. When students enroll in the ITEP, they are able to start their teacher education right after they finish high school, as opposed to the standard two-year B.Ed program that follows the completion of an undergraduate degree. Future educators will have a more thorough and consistent grasp of the relationships between subject matter expertise and pedagogical practices thanks to this integrated approach, which immerses them in both fields at the same time. For instance, a candidate who chooses to focus on mathematics in the ITEP will have a thorough understanding of mathematical ideas as well as the skills necessary to instruct

pupils from all backgrounds and abilities. This two-pronged approach guarantees that educators are masters of both their fields of study and the science and art of education.

The Four-Year ITEP is beneficial since it encourages students to study across disciplines. Aspiring educators are urged to embrace a more comprehensive perspective on education by the curriculum, which goes beyond the confines of certain topics. Teachers in today's linked and multidisciplinary world must be well-versed on the interconnections between many disciplines and the best methods to teach them so that students develop skills in critical thinking, creativity, and problem-solving. For instance, a history or literature teacher may be obligated to include ideas from sociology, philosophy, or the arts into their classes, or they may be asked to incorporate STEM (science, technology, engineering, and mathematics) education into their lessons. In order to help future educators deal with these challenges and provide a more dynamic and integrated learning environment for their pupils, the ITEP provides them with the interdisciplinary knowledge and abilities they need.

The ITEP is notable for its emphasis on practical experience and hands-on learning, as well as its emphasis on interdisciplinary learning. The lack of opportunity for actual teaching experience throughout the two-year B.Ed program has been a prominent issue. Most applicants only participate in short-term internships or classroom observation during their latter stages of training. Practical teaching experiences are included throughout the four-year ITEP curriculum to tackle this problem. As early as their first year of school, aspiring educators are required to participate in supervised teaching, lesson preparation, and classroom observation to hone their abilities in a realistic context. Involvement in classrooms on an ongoing basis helps students make the transition from classroom theory to classroom practice, preparing them to be effective educators in a variety of settings.

In addition, the ITEP acknowledges that it is critical to comprehend how students' social, cultural, and psychological contexts impact their learning. In order to prepare future educators to meet the requirements of their varied student bodies, the curriculum places a heavy emphasis on educational psychology, child development, and inclusive education. Teachers in India, a nation with a rich history of social and economic diversity, need to be ready to engage with students from all walks of life, especially those from underrepresented groups. To guarantee that all children, irrespective of their socio-economic situation, language proficiency, or learning ability, have access to a high-quality education, the ITEP trains educators to tackle problems of social justice, equality, and inclusion in the classroom.

A more adaptable, interdisciplinary, and future-focused educational system is the objective of the NEP 2020, and the ITEP is in line with these larger ambitions. In order to help students think critically, creatively solve issues, and participate with the world in meaningful ways, the NEP stresses that education must go beyond simple memorization and rote learning. Teachers who have completed the ITEP will be better equipped to provide their pupils with the knowledge and abilities necessary to succeed in today's technologically advanced and ever-evolving world. Among these skills are the ability to successfully teach fundamental academic topics as well as the integration of digital technologies, the promotion of cooperation, and the encouragement of creativity in the classroom.

There are a number of obstacles that must be overcome in order for the Four-Year ITEP to be successful, despite its many benefits. A major obstacle is the need for a complete revision of the curricula for teacher preparation. Collaboration between lawmakers, educators, and subject matter specialists is necessary to develop a curriculum that integrates practical experience, interdisciplinary learning, pedagogical training, and subject expertise. To make sure that preservice teachers don't burn out under the program's rigorous requirements, the curriculum has to be well-structured to prevent overload. Also, students from all walks of life and all corners of the globe have various demands, thus the curriculum has to be adaptable.

Massive expenditure on infrastructure and resources is another obstacle. The new curriculum may not be able to function well at many teacher education institutions due to a lack of resources, such as libraries, labs, and classrooms equipped with information and communication technology. This is especially true in rural and underprivileged regions. These institutions must be improved in order for the ITEP to be implemented effectively. They must be given the means and assistance to train future teachers to a high standard. In today's technology-driven education system, physical infrastructure is only one part of the puzzle; access to digital learning tools, instructional materials, and other resources is just as important.

Major funding for faculty development is also required, in addition to infrastructure. The ability of teacher educators to implement the program's required interdisciplinary and practice-based curriculum is crucial to the ITEP's success. It is possible that many educators may need continuing education in order to become proficient

in the latest pedagogical practices, technological resources, and interdisciplinary frameworks. To guarantee that teacher educators are prepared to successfully lead their pupils and stay up with the newest innovations in education, continuous professional development programs are going to be crucial.

In addition, educational institutions, regulatory agencies, and the government will need to prepare and coordinate extensively for the four-year ITEP to replace the current two-year B.Ed program. For the sake of a seamless transition, it may be required to implement a phased strategy in which institutions provide both programs concurrently for a certain duration. In order to keep students enrolled in the two-year program informed and make sure they aren't negatively impacted by the transition, it is necessary to provide clear rules on timeframes, resources, and expectations.

Lastly, it will be necessary to launch public awareness efforts in order to inform educators, parents, and students about the ITEP's advantages. Some may be concerned about the apparent delay in joining the workforce due to the prolonged time of study and the increased intensity of the ITEP program compared to the typical two-year B.Ed. Better employment opportunities, higher-quality training, and conformity to international standards in teacher education are some of the program's long-term advantages that should be emphasized.

III.SIGNIFICANCE OF THE PARADIGM SHIFT

Because of its potential to revolutionize the efficacy and quality of teacher education in India, the four-year Integrated Teacher Education curriculum (ITEP) represents a paradigm change from the two-year Bachelor of Education (B.Ed) curriculum. Aside from the obvious difference in time, this update represents a thorough reorganization with the goals of fixing the present system's flaws and bringing it in line with international standards. Despite its merits, the conventional two-year Bachelor of Education (B.Ed) degree has taken heat for failing to adequately prepare students for the classroom, putting too much emphasis on theory and too little on practice. The ITEP aims to address these concerns by providing a more comprehensive and multidisciplinary approach to teacher education, as outlined in the National Education Policy (NEP) 2020.

In order to help prospective educators build competence in both subject matter and classroom instruction, the ITEP places an early emphasis on integrating topic knowledge with pedagogical abilities. The program lasts for four years. By doing so, we can be confident that our educators are well-versed in their fields and skilled at breaking down difficult concepts for their students. The longer program length also allows for more practical teaching experience via ongoing internships and classroom engagements, which helps students make the transition from theory to practice. Important for encouraging more pragmatic, adaptable, and student-centered pedagogical practices and better equipping educators to deal with real-world classroom issues.

In addition, the change emphasizes the significance of interdisciplinary learning, which provides educators with the tools to educate students across disciplines, encourages critical thinking, and boosts creativity. In addition to preparing prospective educators to engage with kids from a wide range of socioeconomic backgrounds, the curriculum stresses the need of diversity in the classroom. The rising expectations of the modern educational system necessitate this paradigm change because teachers in the twenty-first century need to be able to do more than just know their subject and how to teach it; they also need to be able to incorporate technology into their lessons, encourage creativity among their students, and focus on their students' overall growth and development. Improving the quality of education in India and preparing teachers for the difficulties of contemporary classrooms are two important goals of the ITEP, which aims to provide a more thorough and practice-oriented framework.

IV.CHALLENGES IN IMPLEMENTING THE FOUR-YEAR ITEP

There are several obstacles to overcome in terms of structure, logistics, finances, and institutions while putting the Four-Year Integrated Teacher Education Program (ITEP) into action. With the goal of creating more capable and diverse educators, the ITEP is a part of the National Education Policy (NEP) 2020's proposal to revamp the conventional two-year B.Ed curriculum. Although the goals of this new initiative are commendable, there are substantial obstacles to achieving its full potential. Problems with institutional preparedness, curriculum creation, faculty training, funding limitations, and public perception become apparent when the B.Ed program expands from a two-year to a four-year format. If the ITEP is serious about improving teacher education as promised, it must give careful consideration to each of these elements.

The absence of preparedness on the part of institutions is one of the main obstacles to executing the ITEP. The ITEP's proposed curriculum is more demanding, multidisciplinary, and practice-oriented than what many teacher education institutes in India already provide, especially in less developed or rural regions. Significant investment is needed to upgrade infrastructure to support the extended program. This includes better libraries, labs, and

classrooms that are equipped with technology for contemporary teaching. Institutions may already be feeling the burden of having more students occupy campus or use resources for longer periods of time under the four-year program, adding to the problem. Colleges that provide programs to prepare teachers will have to raise their funding, personnel, and physical space to accommodate the increasing enrollment and rigor of a four-year curriculum.

Making a curriculum that covers a lot of ground while yet being comprehensive is another major obstacle. In order to guarantee that teacher candidates acquire both subject knowledge and teaching abilities, the ITEP necessitates a well-structured curriculum that incorporates pedagogical training, actual teaching experiences, and subject knowledge from the very beginning. Making a curriculum like this is no easy feat. There has to be enough time for students to get hands-on experience in real-world classrooms, as well as an emphasis on both basic and advanced concepts in the areas covered. Curriculum planners, topic specialists, educational psychologists, and actual teachers must work together to strike a balance between material knowledge and pedagogical instruction, which is vital. To ensure that future educators in India are ready to tackle the specific problems posed by the country's culturally and linguistically varied education system, the ITEP curriculum should be adaptable enough to satisfy the demands of different regions and languages.

The issue of faculty development is another major obstacle. Due to its multidisciplinary nature and heavy emphasis on technology-enhanced teaching, the new ITEP curriculum may be too complex for many of the current teacher educators to successfully implement. To meet the new standards set by the ITEP, many faculty members will need to refresh their own knowledge and abilities; this is especially true if they are themselves graduates of more conventional teacher education programs. The effectiveness of the ITEP depends on teacher educators engaging in continuous professional development. The incorporation of interdisciplinary and experiential learning into teacher education, as well as training in new teaching approaches and digital literacy, might be part of this solution. It will take a lot of time, energy, and money from institutions and governing bodies to create and execute these programs for professional growth. Mentoring and guiding teacher candidates through the increasingly difficult four-year curriculum may be challenging for faculty without proper training and assistance.

The execution of the ITEP is also plagued by the problem of budgetary restrictions. Large sums of money will be required to renovate existing facilities, educate new teachers, and create innovative course offerings at both public and private universities. As a result, state and federal governments would have to boost their budget allocations to teacher education institutions, which might be challenging considering the conflicting demands on public resources. Conversely, students from lower-income households may have less access to teacher education at private schools that raise tuition to cover the higher expenses of running the four-year program. It is very difficult to maintain teacher education inexpensive and accessible while also improving its quality. Given teaching's historical reputation as a low-paying profession in comparison to others, it may be necessary to increase scholarship, financial assistance, and loan programs to guarantee that qualified applicants can participate in the ITEP.

Managing public opinion of the ITEP is another major obstacle, especially considering the extended length and the career setbacks it may cause. After finishing an undergraduate degree, many people who wanted to become teachers already had to devote a lot of time and money to the two-year Bachelor of Education program. Students may be discouraged from pursuing a career in teaching due to the extra years of training required under the new four-year curriculum. A public awareness campaign is necessary to convince educators, parents, and students of the ITEP's long-term advantages, which include greater teaching abilities, better employment opportunities, and alignment with international standards. Institutions of higher learning and the government should highlight the ITEP's superior training and the better opportunities it offers for long-term professional progression. Attracting brilliant minds to the ITEP will depend on elevating the status of teaching to that of a noble and satisfying occupation.

The ITEP's rollout in India also has to take into consideration the wide range of regional and socioeconomic gaps that exist within the country's educational system. Although the ITEP's overarching goal is to establish a national benchmark for teacher education, in practice, things look quite different from one state or area to another. Problems including inadequate infrastructure, a lack of competent instructors, and restricted access to good teacher training programs are more acute in rural and distant locations. To make sure that teachers-to-be in underprivileged regions get the same high-quality training as their urban counterparts, more work will be needed to implement the ITEP in these settings. Creating regional centers for teacher education, promoting the use of online resources, or

offering financial incentives to schools in remote areas are all ways to improve teacher preparation programs for students.

Careful preparation is also required to overcome the logistical obstacles of changing from the current two-year B.Ed program to the four-year ITEP. Students and teachers may get confused since many schools keep providing the two-year B.Ed program and phase in the ITEP at the same time. The National Council for Teacher Education (NCTE) and other regulatory organizations need to provide clear standards and institutions need to work together to make sure that teacher education programs don't get interrupted during the transition. The success of the ITEP will also rely on the continued political determination and administrative cooperation, and it is important to make sure that students in the two-year B.Ed program do not suffer during this time of change. Many parties will need to work together to implement this massive transformation, including federal and state governments, regulatory agencies, schools, and unions representing educators. In order to overcome the implementation obstacles, it is vital that all of these stakeholders be committed to the ITEP's goals. Because improvements to teacher education reforms often take a while to fully materialize, and because shifts in government or policy objectives might impede the ITEP's long-term effectiveness, policy continuity is another key issue.

V.REMEDIES FOR SUCCESSFUL IMPLEMENTATION OF ITEP

The Four-Year Integrated Teacher Education Program (ITEP) is a key component of India's National Education Policy (NEP) 2020, which aims to achieve educational transformation. It is the goal of ITEP to train future educators with superior content understanding and pedagogical abilities, marking a radical departure from the conventional two-year Bachelor of Education (B.Ed) curriculum. But there are a lot of obstacles to overcome on the way to putting this program into action, including things like public opinion, budgetary limitations, faculty training, institutional preparedness, and curriculum creation. In order to overcome these obstacles and guarantee the effective implementation of the ITEP, a set of well-planned and targeted remedies must be implemented. Among these solutions are new forms of infrastructure, improved methods of curriculum design, programs to support faculty growth, new approaches to financing, campaigns to raise public awareness, and solid systems of governance.

In order to tackle the issue of institutional preparedness, one solution is to improve the infrastructure of institutions that train teachers. Unfortunately, many schools that do provide teacher preparation do not have the funding to provide a full four-year curriculum. The government should prioritize funding for the improvement of physical infrastructure, such as classrooms equipped with information and communication technology, libraries, and labs, in order to fix this. Teacher training laboratories, where aspiring educators may work with various digital resources and interactive pedagogies, are another specialized resource that institutions could provide. It is possible to provide teacher candidates in underserved or rural regions with the same high-quality education as their urban counterparts by establishing regional hubs. Connecting students in far-flung areas to high-quality teacher education may be a reality if these centers used digital and mixed learning strategies. Institutions may improve their ITEP delivery infrastructure via forming collaborations with commercial organizations and tech businesses, which can allow them access modern resources and knowledge at a reduced cost.

To guarantee the ITEP's effective implementation, curriculum creation is another issue that needs quick attention. It is a difficult but essential job to design a curriculum that incorporates in-depth topic knowledge with pedagogical competence, interdisciplinary study, and real-world teaching experience. In order to cater to students' interests and the demands of their specific regions, a well-designed curriculum should be modular and provide a wide range of electives. Incorporating interdisciplinary studies into the curriculum would be a great way to represent the NEP's focus on holistic education by mixing various disciplines and abilities. In addition, the ITEP should include internships and practical classroom experiences into each year so that aspiring teachers may hone their craft in authentic contexts. The gap between classroom learning and real-world experience may be filled using this. To guarantee that the ITEP offers a comprehensive, future-ready teacher education that is in line with worldwide standards, curriculum designers must collaborate closely with educators, child psychologists, and subject matter specialists.

For the ITEP to be a success, faculty development is crucial. This is because teacher educators need to be prepared to teach the new curriculum. The existing faculty may lack familiarity with the ITEP's essential transdisciplinary, practice-oriented, and technology-driven methods due to their training under earlier forms of teacher education. Launching extensive faculty development programs to assist educators in enhancing their abilities might be a solution to this problem. Digital tool integration, student-centered pedagogies, inclusive education practices, and

interdisciplinary learning approaches should be the focal points of these programs. Because of the critical role they play in assisting student teachers throughout their internships and first experiences in the classroom, faculty members should also get training in coaching and mentoring. To keep up with the newest innovations in teacher education, schools should also encourage faculty members to participate in continual professional development via workshops, seminars, and conferences. Faculty members might be further motivated to consistently upgrade their skills and expertise via incentives like research funding or promotions.

Another important solution to guarantee the ITEP's success is financial backing. Large sums of money will be required to renovate existing facilities, educate new teachers, and create innovative course offerings at both public and private universities. To guarantee a seamless and well-supported transition to the ITEP, the government should enhance its financial investment in teacher education, especially in public institutions. Institutions creating new approaches to teacher education might be eligible for research grants, funds to improve physical facilities, and salaries for teaching staff. To assist private institutions in meeting the financial requirements of adopting the ITEP, the government might provide subsidies or low-interest loans. Additionally, there has to be an expansion of scholarship programs, financial assistance, and student loan schemes to address concerns about the high expense of a four-year degree for students. This would make sure that children from low-income families aren't put off from applying to the ITEP because they can't afford it. More bright students may be enticed to become teachers if the ITEP offered financial incentives like stipends or guaranteed job placements.

The effectiveness of the ITEP implementation depends on public perception and awareness. Some may worry about the financial effects and the potential delay in entering the field due to the ITEP's decision to add two years to the length of teacher education. To address this, it is recommended to initiate a nationwide awareness campaign that highlights the merits of the ITEP and reaches out to educators, parents, and students. Improved employment opportunities, higher-quality training, and conformity to international standards in teacher education are some of the program's long-term benefits that should be emphasized in this campaign. Further, it should be stressed that the ITEP will train the next generation of educators to succeed in a technologically advanced and dynamic society, increasing their marketability as educators. Collaborative efforts between the government, educational institutions, and teacher unions are necessary to raise public awareness of the ITEP's worth and the prestige and satisfaction of teaching.

Resolving the wide range of regional and socioeconomic inequalities present in India's educational system is another critical step in the right direction. While it is true that many areas encounter unique obstacles, the ITEP's goal of standardizing teacher education remains elusive. It is also important to make sure that the ITEP reaches rural and distant regions since there is a lack of access to good teacher education there. Making regional centers for teacher education, designing online and distant learning modules, and incentivizing teacher educators to work at rural institutions are all possibilities. The educational system in India is quite varied in terms of culture, language, and background, hence the curriculum should be adaptable to meet the needs of all students. Students from all around the nation may have equal access to high-quality teacher education via making sure the ITEP can be adjusted to meet the requirements of different regions.

To monitor the ITEP's rollout and guarantee that institutions adhere to the new requirements, robust governance frameworks are essential. The National Council for Teacher Education (NCTE) and other regulatory organizations need to lay out specific requirements for the four-year ITEP program as a means to ease students into the change from the two-year B.Ed. degree. In order to make sure that institutions are fulfilling the criteria, these rules should contain things like timetables, how resources are to be allocated, and ways to guarantee quality. In order to keep tabs on how institutions are doing with the ITEP implementation and deal with any problems that crop up, the government should set up monitoring and assessment tools. To keep the program current and successful in fulfilling the demands of the education system, it is important to continuously update it based on input from stakeholders such as students, instructors, and lawmakers.

VI.CONCLUSION

Improving the efficiency and quality of teacher education in India necessitates a change from the conventional two-year B.Ed program to the new four-year Integrated Teacher Education Program (ITEP). Strategic investments, innovative curricula, ongoing professional development, and strong governance can tackle issues including public perception, institutional preparedness, curriculum development, faculty training, and budgetary limits. Improving educational results and strengthening the country's education system are possible consequences of the ITEP's efforts to overcome these challenges and increase the number of highly qualified, flexible, and well-

rounded educators entering the profession.

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