



Review of ITEP (India) and Teacher Education Programmes in Norway's England And USA

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ABSTRACT

The Integrated Teacher Education Programme (ITEP) in our country is a revolutionary 4-year Programme under the N.E.P.2020, which is the bold step towards preparing 21st century teachers based on a holistic multidisciplinary, competency-based curriculum, inclusiveness, experiential learning, reflective practice techniques, integration, and continuous and comprehensive evaluation. It integrates general education with vocational teacher training. It was piloted by the N.C.T.E in 50 institutions from 2023-24 and will be expanded to 500 institutions from 2025 to 2030. The total credits are 240 (50% general and 50% vocational courses), and the internship Programme is typically scheduled for 20 to 25 weeks to prepare world-class teachers by 2030. It also focuses on challenges such as implementation gaps, quality, infrastructure, rural and regional languages, to ensure educational quality and equity in teacher education. The teacher training models of Norway, Britain and the U.S.A. are leading in the world. The Norwegian teacher education model is known as Initial Teacher Education (ITI) which is a five year integrated master's program which is fully based on integrated research-based, practice-oriented, experiential, inclusive education and digital competency framework. It helps teachers in general digital competence, practical training. It is the teachers here who establish the education system at the forefront in the world. The UK model of teachers education known as Initial Teacher Education (ITE) or Initial Teacher Training (ITT) emphasizes a more flexible, practical, reflective

practice policy framework and research-based pedagogy that balances professionalism within a decentralized, diverse, and practice-focused landscape. The United States' teacher education model is based on adaptability. Its decentralized nature promotes technology and innovation. This model is more flexible, professionally developed, innovation-oriented, competency-based, and inclusive. Teachers are trained with priority given to local experience. It is based on elementary, middles and secondary level models of education and is a practical model based on applied research. The teacher education model of India is uniform, that of Norway is research-oriented, that of Britain is practice-oriented and that of the United States is flexible. The Indian model emphasizes competency-based reflection, whereas the Norwegian model emphasizes research, autonomy, and leadership, while the UK focuses on practice leadership. The United States model follows the theme of outcome-based and data-driven. All models emphasize equity and digital competence.

KEY WORDS

ITEP, Norway, Teacher Education, Models, Approach.

INTRODUCTION

The teacher education system is a fundamental dimension of any nation's educational progress, and various roll of the teachers in building a new nation. Follow the basic principles of NEP 2020, an ITEP has been introduced as a revolutionary step in our country. Main objective of this programme to provide graduate teachers with 4-year subject knowledge, practical skills, and a multidisciplinary perspective. Its primary objective is to develop teachers equipped with 21st-century skills that are in keeping with ancient traditions, values, and world level in the construction of our country. ITEP's concept is outlined in Chapter 15 of Part II of the N.E.P. 2020, all states of our country that 21st-century teachers should be prepared in a way that emphasizes making teacher education futuristic and practical. This programme not only build teachers for teaching from level first to twelve but also emphasizes inclusive education, digital literacy, and the Indian knowledge tradition. Previously, teacher training was classified into single courses, which severely lacked subject depth and practical experience. As per 2020, 4-year integrated B.Ed will be made the minimum qualification for a teacher across India by 2030. Implementation of I.T.E.P. will not only revitalize the field of education but will also prepare quality teachers to contribute to New India or Developed India 2047.

Norway's teacher education model is considered a global leader. This teacher education model is inclusive, equity-based, research-oriented, and practical. Norway's education system is accepted the leader globally. This pragramme not only prepare teachers curriculum constructor but also prepares them for social justice, inclusive, and student-centered teaching. The key dimensions of this teacher education model are primarily research-based, intensive integration of practical training, inclusive and equity-based education, digital and continuing education, and student-centered and inquiry-based learning. England's teacher education model is centralized. This model emphasizes practical, disciplined training, diversity, independence, and foundational knowledge. The UK's teacher education model is based on undergraduate training, postgraduate training, and alternative pathways. The main objectives of this model is to put practice before theory.

The teachers programme of America is decentralized where state level policies play a main role in education. For example, for country level, institutions like Nation Council for Excellence in Teacher Education set standards, but in each state, the design, planning and implementation of teacher education program is done as per its requirement. Generally, teacher education here is based on three levels, parallel model, sequential model and alternative and innovative model are the main ones. Its main approach is to combine theory with practice, school cooperation and students should get real classroom experience. Special emphasis is given on these things. Concept of Integrated Teacher Education Programme: this programme is launched according the N.E.P. 2020 this motive to prepare teachers as per Indian needs so that teachers can be prepared for various stages of school education like Foundation, Preparatory, Middle and Secondary level. This is a 4-year dual

major undergraduate degree which integrates as a core subject of education and any specialized subject like Science, Mathematics, Language Arts, Physical Education, History etc. as secondary subjects. The aim of Integrated Teacher Education Programme is not only to make teachers subject experts but also to inculcate in them Indian values, inclusiveness and ethics embedded in latest pedagogies.

Meaning of Integrated Teacher Education

Integrated Teacher Education is a program that prepares teachers in an integrated and holistic manner for various stages of school education. It is a four-year undergraduate program that integrates B.Ed. and BA, B.Sc., B.Com. Its goal is to equip teachers with practical skills, multi-disciplinary knowledge, and ethical values to find the educational needs of future in the Indian context, that is, to develop teachers as reflective practitioners who can refine the teacher as an intellectual and ethical profession. Under the N.E.P. 2020, by 2030, and minimum eligibility for primary to senior secondary level teachers. The traditional two-year B.Ed. program will gradually be phased out and an I.T.E.P. will be implemented. Integrated Teacher Education Program integrates education and subject expertise. This is the blend of theoretical knowledge, value-based education, and practical experience, which is in accordance with the structure of education, i.e., the Foundation Level. Preparatory level provides specialized training for middle and secondary level teachers. The program incorporates Indian values, traditions and languages. Integrated teacher education program combines ICT technology and modern pedagogy.

Concept of Integrated Teacher Education Programme

This programme launched guidance of N.E.P. 2020 in this objective to prepare teachers as per Indian needs so that teachers can be prepared for various stages of school education of Indian education system according to N.E.P.2020. It is a 4-year dual major undergraduate degree which integrates Education as a core subject and any specialized subject like Science, Math, Lang. Arts, , History and another school subject as secondary level. Main objective of Integrated Teacher Education Programme is not only to make teachers subject experts but also to inculcate in them Indian values, inclusiveness and ethics embedded in latest pedagogies.

The I.T.E.P. based on paragraphs 15.1 to 15.5 of the N.E.P. 2020, aims to re-evaluate and empower teacher education. This approach aims to equip teachers with deep subject knowledge, ethical values, and multi-disciplinary expertise. Education is envisioned not only as a knowledge disseminator but also as a holistic leader, mentor, and vehicle of social change. The I.T.E.P. is a multi-disciplinary approach, training teachers in specialized fields such as psychology, history, science, arts, and sociology. It helps teachers understand the diverse needs of students and develop multifaceted educational strategies. It also incorporates Indian knowledge traditions, tribal culture, multilingualism, and VasudevKutumbakam. It encourages the adoption of culturally appropriate teaching methods. The I.T.E.P. offers a unique combination of theory and practical knowledge, combining multidisciplinary knowledge with school experience, internships, and community engagement, so that all teacher educators are triads for real-world challenges and learning .

Norway's Teacher Education Programme Model and Approach

Norway's teacher education programme is the mainstay of national development. This programme prepares teachers for primary, secondary and higher secondary levels. This programme emphasizes quality education, practical training, social equality as well as related to knowledge. For this reason, Norway's teacher education programme is known as a model models globally.

Key concepts are as follows:

- 1. Research-based Training:** Teachers strive to develop research skills in students so that emerging educational problems can be solved based on their competence.

2. **Digital and Sustainable Development:** Environmental education and ICT have been integrated for pupils to use technology to address environmental problems and to create socially useful inventions. The university can also seek the support of schools and communities and provide them with support as needed.
3. **Integrated Master's Scheme:** 5-year degree that combines Bachelor's with Master's, emphasizing depth and development of research skills.
4. Under behavioral focused, special emphasis is given on gaining real classroom experience through mentorship model in 20-30 hours of field work.
5. Inclusiveness and diversity with the children with special needs, multiculturalism, gender balance

Teacher Education Programme of England

Teacher Education Programme in England is very diverse and leading models for developing quality on the world. In England, it is mainly known as Initial Teacher Training Programme. This programme for primary, secondary and further education levels. This country programme is prepares all level of teachers based on professional standards. This programme is based on clinical practice and partnership model. Its main concepts are as follows:

1. **Evidence-Based Teaching:** This program seeks to develop skills in teachers using research and data.
2. **Inclusivity:** Plans important and necessary activities from diverse backgrounds to teach special children.
3. **High Standards:** This model sets various professional standards to equip teachers with the professional skills to achieve proficiency in behavior management and assessment.

Key approaches to teacher education programmes in England:

1. **Collaborative Approach:** University-school partnership approaches are used such as group teaching, team teaching, tea group teaching, peer teaching, etc.
2. **Digital and Blended Approach:** This approach uses innovative approaches like online modules, virtual reality simulations and online-offline learning.

Key features of the English teacher education model:

1. This teacher education program has high standards in the world.
2. Special provisions for the education of special children.

Teacher Education Program of USA

The teacher education program of USA is based on progressive education theory and John Dewey is considered the father of progressive education. In this model, the teacher is considered a reflective practitioner. This program considers the teacher not only as a knowledge provider but also as a facilitator who fulfils the various needs of the students like cultural, social and linguistic needs. Along with this is a focus on student-centeredness and inclusion etc. Main component of this program.

1. **Subject Matter Expert:** Provides in-depth subject knowledge
2. **Practical skills:** It mainly uses progressive teaching methods.
3. **Moral awareness:** This includes inclusive social justice.

Which are described as follows:

1. **Foundation Training:** Foundation training is the first stage of the teacher education model. It provides knowledge of the basic principles of education such as psychology, educational philosophy, further education etc.

2. **Content Repository:** This is the second stage of the model. It serves the purpose of subject specialization, that is, to enhance the curriculum in mathematics or science and to help students acquire expertise that will enable future students to use mathematics and science in their lives.
3. **Clinical Placement:** This is the third stage of the teacher education model. Under this, practical training and mentorship programmes of required hours are implemented in schools so that pupils not only gain theoretical knowledge but also develop practical and experimental skills. This stage is implemented and organized for this purpose.
4. **Clinical Approach:** This approach emphasizes practical experience and recommends adopting the progressive approach of John Dewey to develop and refine various essential skills of the child.
5. **Reflective Approach:** This approach is used by teachers to develop self-reflection, which in turn helps them develop creativity and nurturing skills.
6. **Inclusive Approaches:** Teacher education programs in the U.S.A. are renowned for their diversity. This approach implements individualized education programs for the pupil with special needs so that they can gain behavior knowledge and skills like normal children.
7. **Technology Integrated Approach:** This approach is completely based on ICT (Information Communication Technology) tools such as AI-based simulations, Google Classroom, online classes.
8. **Collaborative Approaches:** Under this approach, teachers develop skills through student participation, such as group teaching, team teaching, tea group teaching, etc. Two or more teachers jointly use this approach to fully fill the needs of their students.
9. **Project West Approach:** This model is based on solving real-life problems faced by pupils so that they can solve their problems in the 21st century effectively. Their skills are developed under this model, such as community service projects.

Key Features of Teacher Education Programs in the United States:

1. Teacher education programs in the United States emphasize practical openness.
2. **Diversity and Inclusivity:** Focuses on joint responsiveness aspects.
3. **Flexibility:** The main feature of this model is that teachers can modify it as per their circumstances and needs.

ITEP's relationship with Teacher Education Programs in Norway, England and the United States

The I.T.E.P. under the N.E.P. 2020 is an effort to qualitatively transform teacher education in our country. ITEP aims to prepare inclusive and competent teachers equipped with 21st-century skills. The programme is inspired by global standards, particularly models from Norway, England, and the USA, making ITEP more effective and relevant.

Norway's model is based on an "educational" model, emphasizing 4-5 year, university-based integrated programs. Training here is required at the master's level. It involves theoretical reflection, ethical leadership and a structured learning environment. ITEP is inspired by this as both adopt a multidisciplinary approach – practical application of educational principles in Norway, while ITEP incorporates Indian culture and inclusive education. The emphasis on school-based practice is similar to Norway's partnership model in the NEP. ITEP's 'holistic' focus is derived from Norway's ethical curriculum. However, Norway's teacher education programme has a centralized feel while ITEP reflects decentralization.

England's Teacher Education programme focuses on the England Curriculum. The 1-year PGCE or apprenticeship emphasizes classroom management and QTS. ITEP complements this as it adopts a practical focus (internship), but adds subject specialization through a 4-year integration. The NEP's 'school-based

assessment' is inspired by the English model. However, England has greater autonomy, while ITEP is governed by the N.C.T.E. This relationship makes ITEP practical.

The USA Teacher Education Programme decentralized model is state-based, with a 4-year BA/BS + 1-year certification program. There's an emphasis on diversity, social justice, and multicultural education. ITEP closely resembles this incorporating an integrated structure, hands-on training, and STEM/digital skills. ITEP's inclusive approach aligns with the USA's emphasis on social justice. However, the USA's program offers greater flexibility, while ITEP is more centralized.

CONCLUSION

ITEP is a transformative and revolutionary step towards reforming teacher education in India. It will ensure that future teachers are not only knowledgeable and skilled, but also adaptable, empathetic, and innovative. As envisaged by the NEP 2020, this four-year integrated program will become the standard for all teacher education institutions by 2030, developing professionally trained teachers who can promote the holistic development of students, encourage equity in education, and contribute to building a vibrant, knowledge-based society. Ultimately, ITEP will shape teachers into confident, creative, and responsible global citizens, thereby strengthening India's educational landscape and realizing the broader goals of sustainable national progress and international competitiveness.

Our country's Integrated Teacher Education Model (ITEP) incorporates balanced, fact-based pedagogy from various global models: core theoretical principles from Norway (emphasis on strong foundational knowledge, value-based, and inclusive teaching frameworks), pragmatism from England (focus on practical, application-oriented teaching methods and real classroom effectiveness), and diversity from the United States (promoting multicultural inclusiveness, equity, differentiated instruction for diverse learners, and respect for diverse backgrounds). By integrating these strengths, ITEP aligns with the vision of NEP 2020, providing a truly global approach to teacher education and preparing qualified, high-quality teachers for the demands of the 21st century.

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