

REPORT ON IMPLEMENTATION OF INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP) IN KERALA

Submitted by
ITEP Curriculum Committee



**The Kerala State Higher Education Council
Thiruvananthapuram**

November 2024

**REPORT ON IMPLEMENTATION OF
INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)
IN KERALA**



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*We express extreme grief on the sudden demise of our beloved colleague Prof. (Dr.) K.P Suresh during the tenure of the committee. May his souls rest in peace.

Acknowledgement

The Committee extends its sincere gratitude to the Hon'ble Chief Minister of Kerala, Hon'ble Minister of Higher Education, Government of Kerala, and the Ministry of Higher Education, Government of Kerala, for their unwavering support and guidance throughout the process of formulating the curriculum for the Integrated Teacher Education Programme.

The committee sincerely appreciates the leadership and insights provided by Prof. Rajan Gurukkal, Vice Chairman, and Dr. Rajan Varughese, Member Secretary of the Kerala State Higher Education Council. The systematic organisation of meetings, workshops, and consultations facilitated by the KSHEC enabled extensive dialogue among stakeholders, creating an inclusive platform for sharing ideas and best practices. Their commitment to educational reforms has been pivotal in shaping this initiative.

The committee's heartfelt thanks also go to the Vice Chancellors and Registrars of Kannur University, University of Calicut, Mahatma Gandhi University, and University of Kerala, whose academic expertise and administrative support were invaluable in navigating the complexities of teacher education.

The insights shared by the Deans of the Faculty of Education, Heads of Departments of Education, Chairpersons, and members of the UG and PG Boards of Studies (Education) from these universities were crucial in ensuring that the curriculum aligns with current educational standards and practices.

Whole hearted acknowledgements are due to the Director and dedicated staff, of Department of General Education and the staff, State Council of Educational Research and Training (SCERT) Kerala, for their valuable contributions to the development of effective educational policies and frameworks.

The committee would also like to express profound gratitude to the managements, principals, IQAC coordinators, and faculty members of Farook Training College, Kozhikode; Al-Ameen College, Edathala, Ernakulam; St. Joseph College of Teacher Education for women, Ernakulam; and the School of Pedagogical Sciences, Mahatma Gandhi University, for their commitment towards excellence in teacher education

showcased by the active participation of these institutions in hosting the consultative meetings and discussions.

The support from the Principals of District Institutes of Education and Training (DIETs) across all districts of Kerala has provided a solid foundation for our work, enabling us to consider regional needs and perspectives.

Furthermore, the advocacy for teacher education which enriched the dialogue around this important initiative is recognised with immense gratitude to the efforts of the President, office bearers, and members of the All Kerala Private College Teachers' Association (AKPCTA) the Council for Teacher Education Foundation (CTEF) and Kerala Private College Teachers Association (KPCTA).

Appreciation is also extended to the academic fraternity of the Department of Education, National Institute of Technology Calicut and the Central University of Kerala Kasaragod, whose scholarly contributions have been instrumental in guiding the present approach.

Finally, the contributions of diverse group of stakeholders representing teachers, teacher educators, management representatives, and college teacher organizations are acknowledged. The engagement of teacher educators from secondary, primary, and pre-primary institutions—whether Government, Government-Aided, or Self-financed—has provided us with valuable insights and a broader understanding of the challenges and opportunities in the field of teacher education.

Their active participation in formal meetings organised across all regions of Kerala has remarkably enriched this report, ensuring that it reflects a comprehensive and inclusive perspective. The collective expertise, dedication, and collaboration of these individuals and organizations will undoubtedly enhance teacher education in Kerala, fostering a new generation of skilled and knowledgeable educators.

Abbreviations

B.A, B.Ed	:	Bachelor of Arts; Bachelor of Education
B.Com, B.Ed	:	Bachelor of Commerce; Bachelor of Education
B.Ed.	:	Bachelor of Education
B.Sc, B.Ed	:	Bachelor of Science; Bachelor of Education
BRC	:	Block Resource Center
CRC	:	Cluster Resource Center
CTEF	:	Council for Teacher Education Foundation
D.El.Ed	:	Diploma in Elementary Education
DEd	:	Diploma in Education
DGE	:	Department of General Education
DHE	:	Department of Higher Education
DIET	:	District Institute of Education and Training
DOE	:	Department of Education
HEI	:	Higher Education Institution
IQAC	:	Internal Quality Assurance Cell
ITEP	:	Integrated Teacher Education Programme
KSHEC	:	Kerala State Higher Education Council
M.Ed	:	Master of Education
MGU	:	Mahatma Gandhi University
MHEI	:	Multidisciplinary Higher Education Institution
NAAC	:	National Assessment and Accreditation Council
NCERT	:	National Council of Educational Research and Training
NCTE	:	National Council for Teacher Education

NEP	:	National Education Policy-2020
NIT	:	National Institute of Technology
PPTTC	:	Pre-Primary Teachers Training Course
RIE	:	Regional Institute of Education
SCERT	:	State Council of Educational Research and Training
SMOHE	:	State Ministry of Higher Education
SOE	:	School of Education
STEI	:	Standalone Teacher Education Institution
TEI	:	Teacher Education Institution
UGC	:	University Grants Commission
UMOE	:	Union Ministry of Education

Foreword

The Teacher education has been an academic Programme requiring serious updating at the level of both theory and practice. Teacher Science has been a very complex and challenging area of theory and practice, which is of crucial importance in the field of higher education. Being a profoundly enunciated knowledge field, like any other domain, Teacher Science has to be taught under the scheme of four year undergraduate programme. Addressing this situation, the National Education Policy recommended a radical reconstitution of the system and structure of Teacher education in the Country as a four year Programme.

In the above context the KSHEC has constituted a Committee headed by Prof. Mohan B. Menon for going into the ways and means of redesigning Teacher Education in alignment with the FYUGP Curriculum as well as according to what is nationally mandated by the Teacher Education Council. Menon Committee has produced a brilliant report that is thorough, comprehensive and eminently feasible to be considered as a model for the whole country. It is immensely gratifying for me to introduce the Document for the stakeholders and policy makers within the State and across the country.

Vice Chairman
KSHEC

Preface

The KSHEC-ITEP Curriculum Committee was constituted with the purpose of implementing the 4-Year Integrated Teacher Education Programme (ITEP) in Kerala. The adoption of ITEP is spearheading the transformation of higher education in India as envisioned by the National Education Policy (NEP) 2020 and the National Council for Teacher Education (NCTE), a statutory body of the Government of India to maintain the quality and standard of teacher education.

The Committee formulated its views and proposals based on primary and secondary sources of information gathered from existing literature and a broad range of representatives from stakeholder groups. Initial deliberations were guided by the NCTE-ITEP Curriculum Framework, Norms and Regulations, and other relevant official documents regarding ITEP implementation and the proposed transformation of school and teacher education in the country.

After intensive discussions with various stakeholders, the Committee articulated its perspectives on the concerns, issues, and potential solutions related to ITEP implementation in Kerala. These stakeholders included representatives from teacher education institutions, systems, and programmes at all levels. Information was also drawn from relevant policy documents and related literature. Thus, it can be confidently expected that the evidence obtained is fairly objective and valid with regard to the context of teacher education in Kerala.

The Committee adopted three critical standpoints to guide its discussions:

1. Both short-term and long-term implications were considered while deliberating on various issues and solutions related to curriculum and implementation.
2. Prioritised solutions that enhanced the quality of the programme and system while being realistic about the feasibility of implementation.
3. Identified areas where a shift in outlook and priorities among stakeholders would be essential.

All Committee members possess extensive knowledge and experience in education and teacher education in particular however, for reviewing the proposed NCTE-ITEP Curriculum Framework and developing a contextualised Kerala Curriculum Framework, additional expertise of subcommittees had been incorporated. All the members contributed actively in offline and online meetings, and each provided individual notes on specific aspects of the report. To ensure that the report is concise, accurate, and reader-friendly. These individual contributions are included in a summarised form as an annexures to the report.

The primary purpose of this Report is to communicate achievable recommendations and suggestions for contextualising the ITEP curriculum and its implementation within the unique realities of the Kerala education landscape. The Report is also intended to raise awareness about the ITEP and its role in transforming teacher education among all stakeholders involved in education.

The Committee Report is structured into four parts:

Part I: Executive Summary and Overview

Part II: ITEP Implementation in the Kerala Context

Part III: Apprehensions, Recommendations and Suggestions

Part IV: Kerala ITEP Curriculum Framework and Regulations

The Committee members, express deep sorrow and convey heartfelt condolences to the family of Prof. K.P. Suresh, an eminent educationist of national repute who passed away during his tenure in the Committee. Late Prof. Suresh is affectionately remembered with gratitude for his expert guidance and motivation, which greatly supported the Committee's work.

Chairman on behalf of all members of
KSHEC-ITEP Curriculum Implementation Committee

26 November 2024
Thiruvananthapuram.

Part 1

Executive Summary and Overview

1.1. Executive Summary

1.2. Overview

1.2.1. Terms of Reference

1.2.2. Approach and Procedural Details

1.2.3. Some conceptual issues related to teacher education

1.2.4. Status of Teacher Education in Kerala

1.2.5. Development of ITEP in India

1.2.6. Emerging issues in ITEP implementation in Kerala

1.2.7. Contextualising ITEP Curriculum and Transaction

1.1. Executive Summary

The Kerala State Higher Education Council, in accordance with Order No. KSHEC-A3/345(B)/Committee, dated Thiruvananthapuram, 22.12.2023, constituted the present Committee to adopt the ITEP Curriculum Framework developed by the National Council for Teacher Education (NCTE) and to contextualise the same in the state of Kerala.

1.1.1 The Committee had the following Terms of Reference:

- i. Customise the National Council for Teacher Education (NCTE)-ITEP Curriculum Framework through discussions with experts and stakeholders, and devise a Kerala State Curriculum Framework for its enactment in all Universities in Kerala and their affiliated institutions
- ii. Identify the challenges and opportunities existing in Kerala Teacher Education and Higher Education Scenario and develop a curriculum implementation strategy in alignment with the requisites and guidelines of the NCTE-ITEP Curriculum Framework and its Regulations, tailored to the realities and pertinent issues of the Kerala education system.
- iii. Offer specific recommendations and suggestions to the Government of Kerala, KSHEC and other stakeholders on how to effectuate the transformation of teacher education in Kerala in a smooth and quality ensured manner.

1.1.2 The primary purpose of the Committee's report is to appraise the KSHEC and the Government of Kerala about the current state of teacher education and the preparatory steps necessary for adopting the ITEP, aimed at transforming teacher education within the Kerala context. The report also provides recommendations on how the Government can cultivate a conducive environment for this purpose.

Followed intensive deliberations, the Committee developed a contextualised Curriculum Framework and Implementation Package for ITEP in Kerala. The rationale for implementing ITEP lies in the realisation that teacher education across the country has been in a disarray. There is a pressing need to establish multiple dimensions of integration within curriculum structure and delivery to address critical disconnects that undermine quality within the teacher education system.

1.1.3 Currently, pre-service teacher education programmes in Kerala include 2-year B.Ed. and 2-year M.Ed. programmes, as well as 2-year Pre-primary and 2-year D.El.Ed. programmes.

Elementary pre-service teacher education, specifically the 2-year D.El.Ed. programmes, are conducted by 14 District Institutes of Education and Training (DIETs), one in each district, along with other government, aided or self financing D.El.Ed. institutions under general education.

Secondary teacher education institutions are affiliated with four universities in the state: Kannur University, The University of Calicut, Mahatma Gandhi University, and the University of Kerala. These institutions include 4 government, 17 aided, and 167 self-financing institutions. The self-financing institutions comprise the B.Ed. centers operated by Kerala, Calicut, and Kannur Universities, as well as Teacher Education Colleges under the Center for Professional and Advanced Studies (CPAS) affiliated with Mahatma Gandhi University, Kottayam.

Additionally, the state has numerous Pre-Primary Teacher Training Institutes (PPTTI'S) including four government institutes.

1.1.4 The NCTE has initiated steps for the nationwide implementation of ITEP, aligning teacher education programmes with the new structure of school education, which includes the Foundational, Preparatory, Middle, and Secondary stages.

1.1.4.1 However, the NEP's school education structure (5+3+3+4) has not been implemented in Kerala. Since the entire ITEP curriculum is designed around this model, there is a significant misalignment with Kerala's existing educational structure.

1.1.5 The introduction of the 4-year ITEP in the state potentially jeopardises the current status of institutions offering the 2-year Pre-Primary Teacher education programme, D.El.Ed. programme, and B.Ed. programmes, as well as the teacher educators employed in these institutions.

1.1.5.1 Stakeholders have expressed concerns over the potential loss of identity for existing Standalone Teacher Education Institutions (STEIs) and emphasised the need to preserve the identity of these institutions, rather than shifting ITEP entirely to multidisciplinary institutions.

1.1.5.2 The situation is even more critical for elementary teacher education institutions, which currently operate within the school education sector under SCERT. With the

introduction of ITEP, certificate and diploma programmes will be phased out, and most of these institutions may struggle to transform into a multidisciplinary environment within the higher education sector.

1.1.6 The NCTE endorses adopting the 4-year Integrated Teacher Education Programme (ITEP) and recommends a dual-major bachelor's degree in Education and a specialised subject. According to the new school structure this programme aims to prepare teachers for the Foundational, Preparatory, Middle, and Secondary stages.

1.1.6.1 Beyond teaching advanced pedagogy, teacher education will include a grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, as well as knowledge of India's values, ethos, art, and traditions.

1.1.6.2 The NCTE regulation envisions that, by 2030, the 4-year integrated B.Ed., offered exclusively by Multidisciplinary Higher Education Institutions (MHEIs), will become the minimum qualification required for school teachers.

1.1.6.3 The primary focus of teachers' work is facilitating student's learning in the subjects prescribed for or chosen by them. Therefore, teachers are expected to have a deep understanding of the concepts and effective methods and pedagogical practices related to their subject areas.

1.1.6.4 Effective teaching and student learning are heavily influenced by what teachers know about teaching methods and the subjects they teach. Integrating and synthesising teachers' pedagogical and subject matter knowledge enables them to design diverse teaching, learning, and assessment strategies that create effective learning experiences for students.

1.1.6.5 Institutions may offer stage-specific programmes leading to three degree streams: B.A. B.Ed., B.Sc. B.Ed., and B.Com. B.Ed., resulting in a total of 12 possible programmes. However, institutions may select programmes based on their capacity and the demands of the field.

1.1.6.6 With the flexibility involved in ITEP curriculum, including multiple-entry and multiple-exit provisions in the Choice Based Credit System (CBCS), the higher education, institutions offering ITEP can also organise credit-bearing and non-credit-bearing short-term courses for in-service teachers. This flexibility enables a paradigm shift from pre-service training to a focus on continuous teacher professional development.

1.1.7 Several options are available for transitioning existing Teacher Education Institutions (TEIs) to Multidisciplinary Higher Education Institutions (MHEIs), as well as for

transforming existing Higher Education Institutions (HEIs) to MHEIs, based on the guidelines and recommendations provided by the UGC and NCTE.

1.1.7.1 Option 1: Establishment of an Education Department in Multidisciplinary Institutions

This option involves setting up a Department of Education (DoE) within colleges, universities, or other HEIs to promote multidisciplinary and holistic education and to strengthen research and development in the field of education.

1.1.7.2 Option 2: Transformation of Stand-alone TEIs

This option allows some existing stand-alone TEIs to independently transform into multidisciplinary HEIs without the need for support from other institutions.

1.1.7.3 Option 3: Twinning of a TEI and an MHEI

In this option, a standalone TEI and a Multidisciplinary HEI, affiliated with the same university and located nearby, form a twinning arrangement. This partnership benefits both institutions by enabling them to offer programmes and activities that serve the local community.

1.1.7.4 Option 4: Creating Institutional Clusters

This model is an extension of Option 4 by allowing multiple single-stream institutions, including TEIs and MHEIs, to form a cluster for offering multidisciplinary programmes, including ITEP. The responsibility for ITEP implementation lies with the Teacher Education institutions or the Education Department within an MHEI.

1.1.8 The reality in Kerala suggests that not all options for ITEP implementation may be equally feasible. Each institution will need to determine the most plausible option for implementing ITEP, taking into account the local context and available resources.

1.1.8.1 Currently, there is some reluctance among MHEIs to establish a Department of Education on their campuses and to adopt ITEP as envisioned by the NCTE. However, management and staff have expressed willingness to cooperate in ITEP implementation, primarily through a twinning arrangement (Option 4) with nearby TEIs. Some concerns regarding increased workload and the qualifications required to teach subject courses within ITEP will need to be addressed and resolved.

1.1.8.2 There is potential for a select number of well-resourced TEIs in Kerala, with solid infrastructure and human resource capabilities, to independently transform into MHEIs. This

model (Option 2) is similar to the ITEP model implemented in Regional Institutes of Education (RIEs). This option could be viable if the Government of Kerala supports eligible TEI under each university, enabling these institutions to adopt a multi-departmental structure within a multidisciplinary environment.

1.1.8.3 A twinning arrangement between a standalone TEI and an MHEI affiliated with the same university and located nearby could foster a mutually beneficial partnership, allowing them to offer programmes and activities that benefit the local community. This model preserves the existence of TEIs and protects staff positions within MHEIs. While institutional twinning may be straightforward when both institutions are under the same management, it is equally feasible when they are managed separately—whether one is government-run and the other government-aided or self-financed. In such cases, a formally structured governing and monitoring arrangement, would be practical as outlined by UGC Guidelines.

1.1.8.4 Institutional clusters (Option 5) extend the concept of twinning by allowing more than two TEIs and MHEIs to collaborate as a cluster. This arrangement enables these institutions to diversify their offerings and improve enrolment by providing multidisciplinary programmes, including ITEP. Clusters may include institutions across various stages of teacher training and HEIs, creating solid collaborations with clearly defined areas of responsibility. Kerala has prior experience with institutional clusters in higher education (refer to the Report on Scheme of Cluster of Colleges, 2008).

1.1.8.5 To transform all HEIs into large multidisciplinary institutions, colleges operating on the same campus, nearby, or even within a single district can form a cluster. This arrangement allows colleges with low enrolment and limited resources to offer or partner in multidisciplinary programmes, gaining access to improved facilities for the benefit of all. The aim of such clusters is to make courses more dynamic through collaborations with national and international universities/institutions, prestigious government bodies, and reputable industries, as well as to leverage online and Open and Distance Learning (ODL) modes. Institutional clusters also open opportunities for virtual collaboration in curriculum delivery.

1.1.8.6 With a flexible approach, cluster-based ITEP implementation can address the continuity of TEIs, including Pre-Primary Teacher Training Centers (PPTTCs) and D.El.Ed. institutions. Each of the four affiliating universities in the state could attach the DIETs, D.El.Ed. institutions, and PPTTCs within its jurisdiction. The Department or School of

Education at each university could be strengthened and empowered to assume responsibility for academic monitoring, capacity building, and awarding degrees through the Faculty of Education.

1.1.8.7 Under the affiliating Universities the DIET could serve as the nodal center of the cluster, collaborating with all primary and pre-primary teacher training institutions within the district to implement the Foundation and Preparatory stages of ITEP, and potentially offering the Middle stage as well. This cluster structure could be established and managed in line with the UGC Guidelines (2022) and Kerala's existing experience with the Cluster Scheme for Colleges.

1.1.8.8 In-service teacher training can also be organised within the cluster, with supervision and academic support from SCERT. Existing Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) may contribute to this training as determined by the cluster. Not all institutions need to offer every programme; each can contribute based on its capacity.

1.1.8.9 The adoption of the ITEP Curriculum is in its initial stages nationwide, with ongoing review and monitoring by NCTE, likely intended to refine the ITEP curriculum framework or amend some of the existing regulations. The present Committee has based its proposals and recommendations on the current framework and regulations, suggesting modifications for smoother implementation within Kerala.

1.2 Overview

The Executive Body of the Kerala State Higher Education Council, in its meeting held on 24 November 2023, resolved to establish a Committee to develop the curriculum for the 4-year Integrated Teacher Education Programme (ITEP). In accordance with Order No. KSHEC-A3/345(B)/Committee, dated Thiruvananthapuram, 22 December 2023, issued on behalf of the Government of Kerala, KSHEC constituted this Committee to adapt the ITEP curriculum formulated by the National Council for Teacher Education (NCTE) for the Kerala context.

The Committee's first meeting, held on 29 January 2024 and chaired by the Vice-Chairman of KSHEC, established the Committee's broad mandate, formulated its Terms of Reference, and discussed initial operational details. The meeting unanimously approved the Committee's Terms of Reference (TOR) as follows:

1.2.1. Terms of Reference (TOR)

The specific TORs for the Committee are to:

1.2.1.1 Customise the National Council for Teacher Education (NCTE)-ITEP Curriculum Framework through discussions with experts and stakeholders, and devise a Kerala State Curriculum Framework for its enactment in all Universities in Kerala and their affiliated institutions.

1.2.1.2 Identify the challenges and opportunities existing in Kerala Teacher Education and Higher Education Scenario and develop a curriculum implementation strategy in alignment with the requisites and guidelines of the NCTE-ITEP Curriculum Framework and its Regulations, tailored to the realities and pertinent issues of the Kerala education system.

1.2.1.3 Offer specific recommendations and suggestions to the Government of Kerala, KSHEC and other stakeholders on how to effectuate the transformation of teacher education in Kerala in a smooth and quality ensured manner.

1.2.2. Approach and Procedural Details

1.2.2.1 Recognising the importance of understanding the current status of the teacher education systems and programmes in the state, the committee decided to conduct a quick survey of secondary sources. This survey would examine the structure, programmes, and enrolment situation across all stages of teacher education, from pre-primary to higher secondary.

1.2.2.2 The Committee emphasises the need to review all relevant documents and regulations issued or forthcoming from the NCTE until the Committee's work is complete. It also highlights the necessity of seeking clarifications from the NCTE as needed, consulting experts on core curriculum and instructional matters, and gathering input from all stakeholders on implementation.

1.2.2.3 The primary goal of the Committee's report is to inform KSHEC and the Government of Kerala about the current state and preparatory measures required for adopting ITEP, aimed at transforming teacher education within the Kerala context. The report also intends to offer specific recommendations on how the Government can create an environment conducive to this purpose. Additionally, the Committee's recommendations may be communicated to the NCTE for any necessary actions on their part.

1.2.2.4 Through intensive deliberations, the Committee aims to develop a contextualised Curriculum Framework and Implementation Package for ITEP in Kerala. These discussions will involve Deans of Education, Board of Studies chairpersons, and representatives from all four affiliating universities in Kerala. This common framework can then be adopted by universities to create their own contextualised curricula for their departments and affiliated colleges.

1.2.2.5 The Committee initially planned to finalise the draft report for discussion by the end of July 2024, with the final report due for submission to KSHEC by the end of August 2024. However unforeseen events such as the National Election, delayed the Committee's proceedings.

1.2.2.6 The Committee reviewed related literature and official documents to understand the rationale behind the transformation process initiated by the NCTE. It also conducted extensive hearings and deliberations with representatives of all stakeholders directly involved in the transformation, addressing both the structure and content of the core ITEP curriculum and its implementation. Numerous meetings were organised to address issues concerning the implementation of ITEP within the state.

1.2.2.7 The Committee approached its Terms of Reference (TORs) with a constructive mindset, aiming to identify both challenges and opportunities that may arise during the process. It emphasised the importance of upholding the professional status of teacher education and recognised education as a comprehensive discipline with multiple sub-disciplines, of which teacher education is only one part. In its stakeholder discussions and

the development of recommendations and suggestions, the Committee focused on the following principles and priorities:

- **Assuring Quality in Teacher and School Education:** Establishing a long-term perspective to ensure high-quality standards in both teacher education and school education across the state.
- **Strengthening Sub-Disciplines and Interdisciplinary Areas:** Identifying and reinforcing key sub-disciplines and interdisciplinary areas within the field of education to foster a more holistic approach.
- **Enhancing Capacity and Professional Capabilities:** Developing the skills and professional capabilities of all stakeholders involved in the educational ecosystem.
- **Promoting a Multidisciplinary Learning Environment:** Creating a multidisciplinary environment within higher education institutions, in line with policy expectations and directives.
- **Addressing Current Educational Challenges:** Tackling the existing challenges faced by the state's educational system through strategic measures.
- **Formulating Innovative Solutions:** Developing creative solutions within the established regulations, norms, and guidelines set by UGC and NCTE.
- **Ensuring Flexibility in Regulatory Mechanisms:** Upholding flexible regulatory mechanisms and resource support from the Government of Kerala, Universities, and KSHEC to facilitate the transformation process.
- **Providing Feedback to NCTE:** Offering feedback to NCTE on areas where significant gaps exist between NCTE regulations and field realities in Kerala, to support effective ITEP implementation during its experimental phase.

1.2.3 Conceptual Issues Related to Teacher Education

1.2.3.1 The primary rationale for implementing ITEP is to improve the quality of teacher education in the country. There is a need to create and foster multiple dimensions of integration within the curriculum structure and delivery to address key disconnects that undermine the quality of the teacher education system. The most critical of these disconnects is the lack of integration between education and the subject disciplines.

1.2.3.2 Traditionally, students with the required subject qualifications undergo one or two years of training focused on education-related knowledge and skills before formally entering

the teaching profession. A significant issue affecting teacher quality is the separation between Education departments or institutions and other academic departments within universities. Teacher education departments or standalone TEIs often operate in isolation, lacking connections with other subject departments within the university system. This disconnect is a key reason why the NCTE has emphasised the transformation of standalone TEIs into multidisciplinary institutions.

1.2.3.3 The teacher education system also faces other areas of disconnect that need to be addressed. One major concern is the lack of continuity across teacher education stages, from pre-primary through primary, elementary, secondary, senior secondary, to higher education. ITEP largely aims to rectify this issue.

1.2.3.4 Additional challenges include the gap between theory and practice, the mismatch between field expectations and teacher preparation, and the divide between technology-averse teachers and digitally native students. Traditionally, teachers focus primarily on syllabus completion and exam preparation due to pressures from administration, parents, and the community. Meanwhile, students are increasingly inclined to explore both natural and virtual environments, often without adequate facilitation or direction.

1.2.3.5 The need for professionalism in teaching is rarely taken seriously, and a systematic teacher support system in schools has yet to be fully embraced. Teacher education as a profession has struggled to demonstrate the specialised expertise required in areas such as curriculum planning and development, instructional design, timetable preparation, assessment and evaluation, stakeholder engagement, special education, art education, counselling, and more. Often, a single teacher is expected to fulfill all these roles, as specialists in these areas are seldom available, impacting school quality.

1.2.4 Status of Teacher Education in Kerala

1.2.4.1 Currently, pre-service teacher education programmes in Kerala include 2-year Pre-primary and 2-year D.El.Ed as well as 2-year B.Ed. and 2-year M.Ed. programmes. The curriculum for the 2-year B.Ed. programme follows the NCTE 2014 regulations and includes syllabus components developed by the respective Universities' Boards of Studies.

Secondary teacher education institutions are affiliated with four universities in the state: Kannur University, University of Calicut, Mahatma Gandhi University (MG University), and the University of Kerala. There are 188 secondary teacher education institutions, comprising 4 government colleges, 17 aided colleges, 36 university teacher education

centers, and 131 self-financing teacher education colleges. The B.Ed. centers run by MG University are managed under the Center for Professional and Advanced Studies (CPAS).

The curriculum and syllabus for these programmes undergo periodic updates, with a notable revision in 2015, when the transition from 1-year to 2-year B.Ed. programme was implemented. Subsequent modifications have continued to align with educational standards and requirements.

Secondary Teacher Education Colleges in Kerala (B. Ed)					
University	Govt	Aided	University Centers	Self Financing	Total
Kannur University	1	2	3	10	16
University of Calicut	2	2	11	57	72
Mahatma Gandhi University	0	7	12	29	48
University of Kerala	1	6	10	35	52
Grand Total	4	17	36	131	188

1.2.4.2 Elementary pre-service and in-service teacher education programmes, specifically the 2-year D.El.Ed. programmes, are conducted by 14 District Institutes of Education and Training (DIETs), with one in each district, as well as various Teacher Training institutions. This sector is managed by SCERT and operates largely independently from the secondary teacher education system.

There are 201 elementary teacher education institutions in Kerala, which include 37 government institutions, 64 aided institutions, and 100 self-financing institutions, spread across the 14 districts of the state.

Elementary Teacher Education institutions in Kerala (D.El. Ed)				
District	Govt	Aided	Self Financing	Total
Kasaragod	2	1	1	4
Kannur	4	1	5	10
Wayanad	2	1	4	7
Kozhikode	3	2	9	14
Malappuram	2	3	21	26
Palakkad	3	4	9	16
Thrissur	2	7	4	13
Ernakulam	4	10	6	20
Idukki	3	0	1	4
Kottayam	3	7	2	12
Pathanamthitta	1	11	0	12
Alappuzha	3	6	1	10
Kollam	2	6	20	28
Trivandrum	3	5	17	25
Grand Total	37	64	100	201

1.2.4.3 According to NCTE's 2023 notification, a selected number of institutions—with or without prior teacher education experience—were chosen to implement ITEP on a pilot basis, starting from the 2023-24 academic year. In Kerala, the programme was launched at the Central University of Kerala, Kasaragod, and the National Institute of Technology (NIT) Calicut. NCTE considers this phase experimental (pilot). Applications for ITEP from state institutions were invited only in May 2024, with a limited number of multidisciplinary universities and colleges submitting applications this year. Currently, none of the teacher education institutions meet the NCTE criteria to apply.

1.2.4.4 In Kerala, all B.Ed., D.El.Ed., and 2-year pre-primary teacher education programmes are expected to transform in to an integrated format, aligning with the 5+3+3+4 structure proposed by the NEP for schools. As a result, institutions associated with DIETs in the state's 14 districts and all Elementary Teacher Education Institutions (ETIs) will also need to adopt the four-year integrated structure.

1.2.4.5 The state of Kerala follows a school structure that differs from the national pattern. Following NCTE's amendment to the 2014 regulations and a subsequent amendment in

2018, the Government of Kerala assigned the Kerala State Higher Education Council to develop an action plan for the Integrated Teacher Education Programme (ITEP) and its implementation in the state. In response, KSHEC constituted a Committee, which submitted an interim report. However, the Committee's work was paused when NCTE amended the regulations again in 2021 and decided to implement the current version of ITEP.

1.2.5 Development of ITEP in India

1.2.5.1 The pioneering efforts in offering four-year Integrated Teacher Education Programmes (ITEP) for various stages of teacher education date back to the 1960s. During this period, the four Regional Colleges of Education under NCERT introduced B.Sc.Ed and B.A.Ed programmes for secondary teacher education, recognising the importance of integrating content and pedagogy within teacher education.

1.2.5.2 The B.El.Ed. programme is a four-year integrated professional degree in elementary teacher education, conceptualised by the Department of Education at the University of Delhi. Launched in the 1994-95 academic year, this programme aimed to address the need for professionally qualified elementary school teachers. The B.Sc.Ed., B.A.Ed., and B.El.Ed. programmes were later recognised as innovative teacher education programmes when the NCTE became a statutory body under the Government of India.

1.2.5.3 Recognising the value and quality of four-year integrated programmes in teacher education and the need to attract young learners to the teaching profession, the NCTE established norms and standards for these programmes in its 2014 Regulations. Since then, many state governments, deemed universities, and central universities have begun offering four-year integrated teacher education programmes. The nomenclature of existing B.Sc.Ed. and B.A.Ed. programmes was updated to B.Sc. B.Ed. and B.A. B.Ed. following UGC guidelines.

1.2.5.4 In alignment with NEP 2020, the NCTE amended the earlier ITEP regulations in 2021, introducing changes to support the NEP's recommendations. NCTE has since initiated steps for nationwide implementation of ITEP, which now emphasises stage-specific teacher education programmes. These include ITEP for the Foundational stage, Preparatory stage, Middle stage, and Secondary stage, following the new structure of school education.

1.2.6 Emerging Issues in ITEP Implementation in Kerala

1.2.6.1 The immediate effects of this transformation will significantly impact Standalone Teacher Education Institutions (STEIs) offering the 2-year Pre-Primary Teacher

programmes, D.El.Ed., and B.Ed. programmes across the state. The positions of a substantial number of teacher educators employed at these institutions may be at risk.

1.2.6.2 Stakeholders have expressed concerns about the potential loss of identity for existing STEIs. They unanimously advocated for measures to retain and preserve teacher education programmes within these institutions, rather than shifting ITEP entirely to Multidisciplinary Higher Education Institutions (MHEIs).

1.2.6.3 Another issue is whether Government Aided Institutions in Kerala will be classified as Government or Private by the NCTE, as NCTE categorises higher education institutions solely as either Government or Private. This classification could have significant consequences for the 17 Aided Institutions in the state if they are not recognised as Government Institutions. The Committee suggests that Aided Teacher Education Institutions should be categorised under Government Institutions for this purpose.

1.2.6.4 Among teacher educators, there is a perception that introducing ITEP in all MHEIs could dilute the professional integrity of teacher education programmes in Kerala. Given the long-standing credibility of certain STEIs in the state, stakeholders advocate for preserving these institutions and programmes. They recommend that established STEIs be given the opportunity to transform into MHEIs with the necessary multi-departmental structure, fostering a multidisciplinary environment suitable for adopting ITEP.

1.2.6.5 NCTE has stipulated that government institutions offering teacher education programmes on the same premises as their multidisciplinary counterparts can implement ITEP through twinning arrangements. The stakeholders strongly demanded that this provision should be extended to Government Aided and self-financed institutions also.

1.2.6.6 The situation of elementary teacher education institutions is particularly challenging, as they currently fall under the school education sector managed by SCERT. With the introduction of ITEP, existing certificate and diploma programmes will be phased out, and most of these institutions may face difficulties transitioning to a multidisciplinary environment within the higher education sector.

1.2.6.7 These issues stem from concerns about whether existing institutions and programmes will continue, potentially creating a sense of crisis. They also relate to the need to shift stakeholders' rigid mindsets, challenges in transforming TEIs into multidisciplinary institutions, a lack of clarity on the long-term impact of the proposed changes, and apprehensions about student response to the new programme.

1.2.6.8 While NCTE regulations and UGC guidelines address some aspects of the transformation to multidisciplinary institutions, certain ambiguities remain. NCTE has stated that ITEP implementation is currently in the pilot phase, and based on feedback from the initial experiences of selected institutions, amendments to NCTE regulations may be expected to address emerging challenges.

1.2.7 Contextualising ITEP Curriculum and Implementation

1.2.7.1 NCTE, as endorsed by NEP 2020, promotes the adoption of the 4-year Integrated Teacher Education Programme (ITEP) as a dual-major, holistic bachelor's degree in Education and a specialised subject, such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. This programme is designed to prepare teachers for the Foundational, Preparatory, Middle, and Secondary stages in the new school structure. In addition to advanced pedagogy, teacher education will provide a foundation in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, and knowledge of India's values, ethos, art, and traditions.

1.2.7.2 Policymakers expect that this integrated programme will attract outstanding students to the teaching profession. The policy envisions that, by 2030, the 4-year integrated B.Ed. offered by Multidisciplinary Higher Education Institutions (MHEIs) will become the minimum qualification required for school teachers.

1.2.7.3 The core responsibility of teachers is to teach the subjects prescribed for or chosen by school students. Thus, teachers are expected to have a deep understanding of the conceptual structures and practices related to their subjects. They must develop their own understanding and skills to restructure subject matter and concepts in ways that make them accessible and meaningful to students. To achieve this, teachers need to design content and subject-specific teaching, learning, and assessment strategies.

1.2.7.4 Research in educational indicates that both subject matter expertise and pedagogical knowledge—what teachers know about teaching and about their subject areas—are essential for effectively facilitating student learning. Integrating and synthesising pedagogical and subject matter knowledge enables teachers to create diverse teaching, learning, and assessment strategies, providing rich learning experiences for students. This integration is a critical curricular innovation in the ITEP something not adequately achieved in the current 2-year B.Ed. programme. This gap is the primary reason for NCTE's decision to phase out

or transform all 2-year teacher education programmes, such as B.Ed. and D.El.Ed., in favour of the 4-year ITEP.

1.2.7.5 Teachers at the Foundational, Preparatory, Middle, and Secondary stages will require a dual-major bachelor's degree, such as ITEP. This approach aims to ensure that teachers at all levels possess a stronger conceptual understanding in a chosen major subject related to a school discipline, while also bridging the gap between pedagogical and subject matter knowledge. Additionally, students will have the opportunity to study a minor subject, which could benefit their further education and career and enable them to teach an additional subject in schools.

1.2.7.6 Institutions have the option to offer all four stage-specific programmes across three streams, leading to degrees such as B.A. B.Ed., B.Sc. B.Ed., and B.Com. B.Ed., allowing for a total of 12 possible programmes within ITEP. However, institutions are expected to choose a limited number of programmes based on their capacity and field demand. Academically, it is advantageous and more cost-effective for institutions to focus on one stream and offer programmes across multiple stages. This focus promotes inter-stage interaction among student teachers, helping to bridge gaps that currently exist between different educational stages.

1.2.7.7 According to NCTE guidelines, the ITEP curriculum transaction approach will focus on enabling student teachers to achieve the defined competencies and learning outcomes associated with each curriculum component, ultimately helping them attain the expected Graduate Attributes. The NCTE curriculum emphasises practice and activity-based learning. While contextualising courses across different categories, a practical component has been incorporated by allocating one credit in each 4-credit course for learner activities.

1.2.7.8 In ITEP curriculum delivery, there should be regular opportunities for students specialising in different stages to engage in collaborative reflection on the similarities and differences in teaching at various stages. This interaction helps develop a holistic perspective that transcends stage-specific boundaries. To facilitate such inter-stage collaborative reflection, appropriate transactional modalities must be designed and implemented in the ITEP curriculum.

1.2.7.9 It is essential to leverage the multidisciplinary exposure offered by ITEP by designing an effective instructional environment. This can make the learning experience more learner-centered and productive through situated and scenario-based approaches. Practicum, linking theory with practice, will be a crucial aspect of the teaching-learning

process, encompassing both real school and community experiences as well as virtual scenarios that foster self-learning and collaborative teamwork.

1.2.7.10 With the flexibility of the ITEP curriculum, which includes multiple-entry and multiple-exit options and the adoption of the Choice-Based Credit System (CBCS) in higher education, institutions offering ITEP can also organise credit and non-credit short-term courses for in-service teachers. This flexibility supports a paradigm shift by expanding the role of these institutions beyond pre-service training to continuous in-service development, offering ongoing professional support for teachers throughout their careers and linking teacher performance with student learning. This approach will help reduce the disconnect between pre-service and in-service teacher education.

1.2.7.11 The proposed contextualised Kerala Curriculum Framework will ensure that the quality of curriculum inputs and transactions is maintained or enhanced wherever possible. All courses within the Education major, including stage-specific courses, should be taught by teacher educators who hold dual postgraduate degrees—one in the basic discipline and another in education—with a doctoral degree in Education and NET qualification in Education as a desirable qualification. Subject major courses can be taught by faculty with a postgraduate degree in the subject area, with a doctoral degree and NET qualification in the subject as desirable qualifications, aligning with the FYUGP standards.

1.2.7.12 The Kerala contextualised curriculum includes additional credits, allowing student-teachers to choose a minor subject and strengthening the research component to align with the Honours requirements of the FYUGP.

Part II

ITEP Implementation in Kerala Context

2.1 Implementation Options

2.2 Approaches towards creating of MHEIs

2.3 Options for Transformation to MHEIs

2.4 Options plausible in Kerala context

2.5 Networked Clusters of Institutions affiliated to a University

2.6 Conclusion

2. ITEP Implementation in Kerala Context

2.1 Implementation Options

2.1.1 The teacher education landscape in Kerala includes programmes for teachers and teacher educators at pre-primary, elementary and, secondary stages. Implementing the NCTE-ITEP curriculum framework must take into account the current situation in the state. It is essential that ITEP implementation does not entirely replace the existing teacher education system and programmes but rather integrates and accommodates the prevailing structures and institutions as much as possible, in alignment with the NCTE Curriculum Framework and Regulations.

2.1.2 The implementation of NCTE-ITEP is currently in an experimental phase, with approval for programme adoption being granted gradually. NCTE has primarily communicated its phased implementation plan and related requirements online, aiming to inform institutions of the criteria they must meet. However, there has been limited effort to engage in dialogue with state governments, state universities, and colleges. The implementation process has been largely top-down, involving central-level experts and administrators, which has resulted in some areas of ambiguity in the criteria and guidelines.

2.1.3 The current transformation of teacher education is highly complex, unlike the periodic changes introduced since independence. There has been minimal resistance from universities and colleges where ITEP adoption was initiated in the first three phases, largely because most of these institutions are centrally governed. It was only with the Phase 4 notification in May 2024 that the ITEP was opened to state-level multidisciplinary universities and colleges.

2.1.4 The extensive interaction that the present Committee conducted with various stakeholders revealed broad support for enhancing the quality of teacher education in Kerala and general approval for the adoption of ITEP. However, there is a lack of clarity and awareness among stakeholders regarding the transformation process initiated by NCTE. These interactions highlighted major challenges and concerns for adopting the programme in the state, affecting both MHEIs and TEIs. The meetings also helped identify emerging opportunities, challenges, and potential solutions.

2.1.5 Transforming the domain-specific standalone colleges and universities, including all teacher education institutions in Kerala, into multidisciplinary institutions within NCTE's suggested timelines is a significant challenge. A positive development in Kerala this year

(2024-25) has been the statewide adoption of FYUGP, which opens up the possibility of creating and strengthening a multidisciplinary environment in the higher education system.

2.1.6 The essence of a Multidisciplinary Higher Education Institution (MHEI), as envisioned by NEP 2020, is to build vibrant communities of scholars and peers, break down rigid silos between disciplines, and enable students to become well-rounded individuals. However, many HEIs across the country are still either single-stream institutions or multidisciplinary institutions with only a few departments and rigid disciplinary boundaries.

2.2 Approaches Towards Creating MHEIs

2.2.1 NEP 2020 proposes ending fragmentation in higher education by transforming HEIs into multidisciplinary universities, colleges, institutional clusters, and knowledge hubs. The UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions outline approaches for establishing MHEIs or creating a multidisciplinary environment within a single institution or a local community cluster of institutions.

2.2.2 The UGC Guidelines suggest several approaches for forming MHEIs, including “academic collaboration between institutions through HEI clusters, fostering multidisciplinary education and research in different modes, merging single-stream institutions with other multidisciplinary institutions under the same or different managements, and strengthening institutions by adding departments in various subjects” as well as creating institutional clusters.

2.2.3 The UGC Guidelines recommend that all existing standalone TEIs should aim to become multidisciplinary HEIs. This transformation will significantly improve the preparation of qualified teachers by ensuring that teacher trainees receive high-quality training within a multidisciplinary environment. Given that teacher education requires multidisciplinary inputs, all programmes for the initial preparation of professionally trained teachers will be transitioned into a multidisciplinary setting in a phased manner.

2.3 Options for Transformation to MHEIs in the Keral Context

2.3.1 There are several options for transitioning existing TEIs and HEIs to MHEIs, based on the guidelines and recommendations from UGC and NCTE.

2.3.2 Option 1: Incorporating Education Departments in HEIs

NEP 2020 envisions the establishment of Education Departments in colleges and universities to support multidisciplinary and holistic education, while also strengthening research and

development in education. This approach has primarily been adopted by NCTE in the first three phases of ITEP implementation as an experimental trial. In Kerala, the Central University of Kerala (CUK), Kasaragod, and the National Institute of Technology (NIT), Calicut, received approval to start ITEP from the 2023-24 academic year. A new Department of Education was established at NIT, Calicut, while CUK already has a School of Education, meeting NCTE's criteria for a multidisciplinary environment.

2.3.3 Interactions between the Committee and stakeholders from multidisciplinary colleges in Kerala revealed an initial reluctance to establish Departments of Education and adopt ITEP as envisioned by NCTE. While NCTE's Phase-4 ITEP implementation notification in April 2024 prescribed criteria that could have encouraged many multidisciplinary colleges to apply for ITEP approval, the response was lukewarm. This hesitancy stemmed from the lack of precedence for Education departments within general education colleges in Kerala (unlike in some other states) and concerns about the potential workload on existing faculty in these institutions.

2.3.4 Many MHEIs have expressed a willingness to support ITEP implementation by forming twinning arrangements with nearby teacher education colleges, provided that the TEI takes the lead in applying for ITEP. Such cooperation could facilitate the adoption of ITEP in some HEIs.

2.3.5 Option 2: Transformation of Stand-alone TEIs

In earlier phases of ITEP implementation, NCTE directed eligible institutions to establish a Department of Education within their existing multidisciplinary environments, with an exception made for Regional Institutes of Education (RIEs). NCTE likely granted ITEP approval to RIEs based on their long history of offering 4-year integrated secondary teacher education programmes and their multi-departmental structures, which cover school-related subjects, even though RIEs traditionally offered degrees or diplomas solely in Education/Teacher Education and not in other disciplines.

2.3.6 If NCTE extends this model to other institutions, it may allow certain standalone TEIs in Kerala to transform into MHEIs independently, without support from other HEIs. Only a select few teacher education institutions in Kerala may have the infrastructure and human resources necessary to evolve into multi-departmental institutions capable of fostering a multidisciplinary environment.

2.3.7 Option 3: Twinning of a TEI and an HEI

A twinning arrangement between a standalone TEI and a nearby MHEI affiliated with the same university can establish a mutually beneficial partnership for offering programmes and activities that serve the local community. This arrangement may be easier to implement if both institutions are under the same management, with an appropriate governance structure. Even if the institutions are under different managements—such as one government and the other government-aided or self-financed—a formalised governing and monitoring structure, as outlined in the UGC Guidelines (2022), can make the arrangement feasible.

2.3.8 Option 4: Creating Institutional Clusters

This model builds on Option 4 by allowing more than two single-stream institutions, including TEIs and multidisciplinary institutions to form a cluster. Through this arrangement, institutions can offer innovative, employment-oriented multidisciplinary programmes, including ITEP, in a collaborative setting. These clusters may include institutions involved in teacher education at various stages, fostering strong collaboration with clearly defined areas of responsibility.

2.3.9 The institutional cluster model may enhance NAAC accreditation scores, as suggested by the UGC Guidelines (2022). To transform all HEIs into large multidisciplinary institutions, colleges operating on the same campus or in close proximity could form a cluster. This would enable colleges with low enrolment and limited resources to participate in offering multidisciplinary programmes and gain access to improved facilities, benefiting all involved.

Clusters of colleges should aim to make courses more dynamic by collaborating with national and international universities/institutions, prestigious government bodies, and reputable industries, and by leveraging online and Open and Distance Learning (ODL) offerings. For private colleges forming a cluster, each participating entity must be run by a charitable, not-for-profit trust, society, or company.

2.4 Options Plausible in the Kerala Context

2.4.1 The Committee engaged in discussions with stakeholders from both TEIs and HEIs that have shown interest in initiating ITEP, focusing on the challenges and opportunities in the transformation process. The situation in Kerala includes a few well-established TEIs under Government and Government-aided categories, along with numerous self-financed TEIs of varying sizes. Not all options for ITEP implementation are equally feasible within

the Kerala context. Each institution will need to select the most suitable option for implementing ITEP, taking into account local factors.

2.4.2 Currently, MHEIs are generally less inclined to establish a Department of Education on their campuses and adopt ITEP as outlined by NCTE. However, management and staff are open to cooperating in ITEP implementation, primarily through twinning arrangements (Option 4) with nearby TEIs. Concerns about faculty workload and the qualifications required to teach subject courses within ITEP will need to be addressed and resolved.

2.4.3 There is potential for transforming a select few TEIs in Kerala with strong infrastructure and human resource capacity into independent MHEIs. This model (Option 2), similar to the ITEP implemented in Regional Institutes of Education (RIEs), could be feasible if the Government of Kerala decides to support eligible TEIs under each university to transform into a multi-departmental structure, creating a multidisciplinary environment. Additionally, one or two self-financed colleges with adequate private investment might be inclined to adopt this model.

2.4.4 Internationally, centers of excellence provide models for such transformation. For instance, the National Institute of Education (NIE) in Singapore operates within the campus of Nanyang Technological University (NTU) but is administratively and functionally autonomous under the Ministry of Education. As Singapore's national teacher education institute, NIE is a core component of the country's education system. It features a multi-departmental structure and offers a range of interdisciplinary and multidisciplinary courses within the broad field of Education. (For more details, visit NIE at NTU).

2.4.5 A twinning arrangement between a standalone TEI and a nearby MHEI affiliated with the same university can establish a mutually beneficial partnership for both the institution and the community. This model addresses the continuity concerns for TEIs and helps protect staff positions within MHEIs. While twinning may be easier within institutions under the same management, it is also feasible between institutions with different managements if structured governing and monitoring arrangements are established, as outlined by the UGC Guidelines.

2.4.6 Institutional Clusters (Option 5) extend the concept of twinning by allowing more than two TEIs and MHEIs to join a cluster, enabling them to diversify and improve enrolment through multiple programme offerings, including ITEP. These clusters may include institutions across different stages of teacher training and HEIs, fostering strong collaboration with clearly defined areas of responsibility. Kerala has previous experience

with institutional clusters in higher education (as outlined in the Report on Scheme of Cluster of Colleges, 2008), and insights from this initiative could be beneficially integrated into the proposed clusters.

2.4.7 To transform all HEIs into large multidisciplinary institutions, colleges operating on the same campus, in close proximity, or even within the same district can form a cluster. This arrangement would allow colleges with low enrolment and limited resources to participate in programmes and access improved facilities. The technology infrastructure for a cluster could be more robust and cost-effective by avoiding duplicate investments.

2.4.8 With a flexible approach, the cluster-based ITEP implementation option can address the continuity concerns for TEIs, including Pre-Primary Teacher Training Centers (PPTTCs) and D.El.Ed. institutions. Each of the four universities in the state could affiliate DIETs, D.El.Ed. institutions, and PPTTCs within their respective districts. The Department/School of Education at each university could be strengthened and given responsibility for academic monitoring and capacity building, with the university awarding degrees through its Faculty of Education.

2.4.9 The DIET could serve as the nodal center of a cluster, collaborating with all primary and pre-primary teacher training institutions in the district to implement Foundation and Preparatory stages of ITEP, and potentially the Middle stage as well. This cluster could be created and managed in line with the UGC Guidelines (2022).

2.4.10 In-service teacher training could also be organised by the cluster, under the supervision and academic support of SCERT. Existing Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) could play a supporting role as determined by the cluster. Not all institutions would be required to offer every programme; each could contribute according to its capacity and community needs.

2.4.11 The adoption of the ITEP curriculum is still in its initial stages, with ongoing review and monitoring by NCTE. This process aims to refine the ITEP curriculum framework and possibly amend some existing regulations. The present Committee has based its proposals and recommendations on the current framework and regulations, suggesting adjustments for smoother implementation in Kerala.

2.4.12 The cluster model recommended in the UGC Guidelines can be effectively utilised to transform various types of TEIs—such as Pre-Primary Teacher Training Centers (PPTTCs), D.El.Ed. institutions, DIETs, Teacher Training Institutes, Training Colleges, Institutes of

Advanced Studies in Education, and HEIs—into multidisciplinary environments. Forming clusters with appropriate regulations and a specific governing body could provide a cost-effective solution for creating a collaborative, multidisciplinary setting.

2.4.13 Each teacher education institution, either individually or in collaboration with nearby institutions, can select one of the proposed models to transition to or establish a multidisciplinary environment. The responsibility for applying for ITEP and leading its implementation should remain with the Teacher Education/Education institutions or the Education Department within a Multidisciplinary HEI.

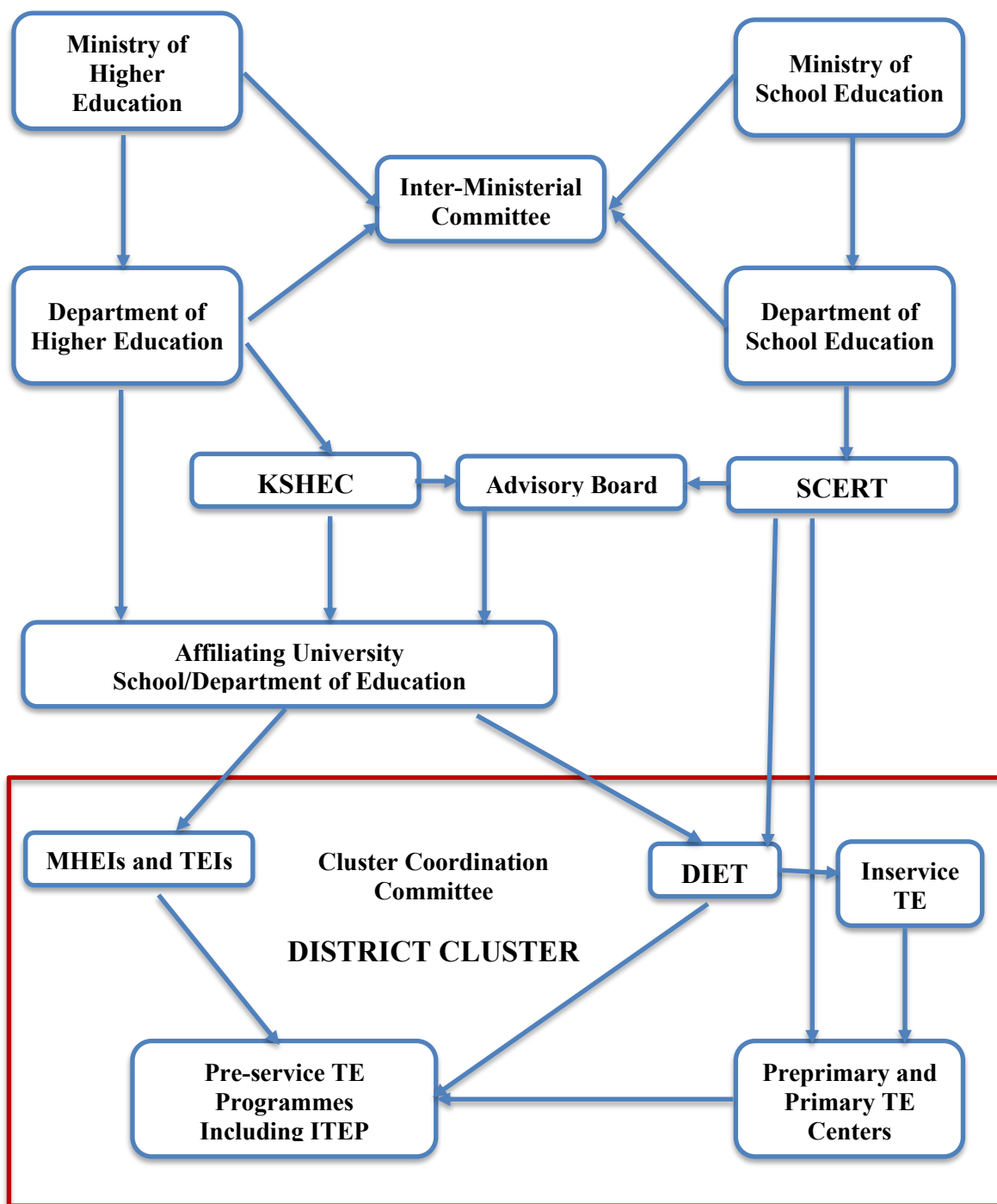
2.4.14 Organisational arrangements for models like clustering and twinning will require endorsement from state and central authorities. Memorandums of Understanding (MoUs) should be signed between partnering institutions to offer the dual degree, with the necessary approvals from the university, State government, and/or regulatory bodies. These MoUs should address key aspects such as seat allocation, modalities for student transition between institutions, and degree awarding. The norms and standards set by NCTE must be adhered to, covering areas such as programme duration, intake, eligibility, admission procedures, fees, curricula and programme implementation, assessment and evaluation, staff qualifications, and infrastructure and instructional facilities.

2.4.15 Proposals by institutions to offer multidisciplinary programmes in a cluster mode must be approved by the statutory bodies of a university in accordance with the regulations or guidelines set by relevant regulatory bodies. HEIs, including TEIs—whether operating individually or in a twinning/cluster setup—should ensure they have adequate educational infrastructure, including books, journals, study materials, audio-visual resources, e-resources, virtual classrooms, and studios. High-bandwidth internet connectivity is essential to support various delivery modes such as face-to-face, Open & Distance Learning (ODL), online education, and hybrid formats.

2.5 Networked Clusters of Institutions Affiliated to a University

2.5.1 With a flexible approach, cluster-based ITEP implementation can help address the continuity concerns of Pre-Primary Teacher Training Centers (PPTTCs) and D.El.Ed. institutions. Each of the four affiliating universities in the state can affiliate the DIETs, PPTTCs, and D.El.Ed. institutions within their respective districts. The Department or School of Education at each university could be strengthened and empowered to assume responsibility for academic monitoring, capacity building, and awarding degrees through its Faculty of Education.

2.5.2 DIETs could serve as the nodal centers of these clusters, collaborating with all primary and pre-primary teacher training institutions within each district to implement the Foundation and Preparatory stages of ITEP, and potentially the Middle stage as well. Clusters can be created and managed in alignment with UGC Guidelines (2022). Additionally, in-service teacher training could be organised by the cluster under the supervision and academic support of SCERT, with support from existing Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) as determined by the cluster. Not all institutions need to offer every programme; each can contribute based on its capacity.



Network of clusters DIET, PTTCs and other Primary/Pre-primary/Secondary TE institutions in a District affiliated to the concerned University with support of the Department of Education for ITEP and with support of SCERT for In-service training leading to Certificates and Diplomas

2.6 Conclusion

2.6.1 The adoption of the ITEP curriculum in India is in its early stages, with implementation currently limited to nationally governed institutions under NCTE's approval, with ongoing review and monitoring. In making its recommendations, the Committee has considered both NCTE regulations and UGC guidelines for multidisciplinary institutions, carefully assessing their applicability within Kerala's specific teacher education context. The Committee has thoroughly evaluated these frameworks in light of the unique challenges and concerns expressed by numerous stakeholders across the state.

2.6.2 Quality assurance in teacher education programmes and the enhancement of professionalism among teachers and teacher educators have been central considerations for the Committee. It underscores the need for modifications in the implementation process to ensure compliance with NCTE standards and to maintain quality in ITEP delivery.

2.6.3 The Ministry of Higher Education, Government of Kerala, KSHEC, and the universities offering teacher education programmes must play a pivotal role in implementing the ITEP curriculum over the coming years. Strategic policy decisions and resource support will be essential to ensure a smooth transformation of teacher education in the state, fostering a high-quality, multidisciplinary environment for teacher preparation.

Part 3

Apprehensions, Recommendations and Suggestions

- 3.1 *Introduction*
- 3.2 *Apprehensions*
- 3.3. *Recommendations*
- 3.4 *Suggestions with a futuristic perspective*
- 3.5 *Conclusion and Way Forward*

3. Apprehensions, Recommendations and Suggestions

3.1 Introduction

The Ministry of Higher Education, Government of Kerala, KSHEC, and the universities are the primary stakeholders responsible for overseeing and facilitating the adoption of ITEP, ensuring a smooth transformation of teacher education in the state. Other key stakeholders include the management and faculty of TEIs and MHEIs, University and college faculty associations, as well as students and parents within both the higher and school education systems.

The KSHEC-ITEP Curriculum Committee conducted consultative meetings with stakeholders, inviting representatives from all teacher education and multidisciplinary institutions across all the major universities in Kerala. A detailed presentation was made during these meetings to sensitise stakeholders on the structure and significance of Integrated Teacher Education Programme (ITEP) as formulated by NCTE. Suggestions and discussion points were formally documented, while inputs from various teacher education organizations, experts, and other individuals were consolidated and analyzed. Based on these insights, the committee drafted the following apprehensions, recommendations and suggestions in respect to the implementation of ITEP in Kerala. The committee strongly recommends that these apprehensions, recommendations and suggestions be submitted to the NCTE through the KSHEC and the Department of Higher Education, Government of Kerala.

3.2. Apprehensions

3.2.1. Stakeholders from Teacher Education sector have unanimously expressed their concerns over the potential loss of identity for existing Stand-alone Teacher Education Institutions (STEIs) and emphasised the need to preserve the identity of these institutions, rather than shifting ITEP entirely to multidisciplinary institutions.

3.2.2. NCTE has stipulated that government institutions offering teacher education programmes on the same premises as their multidisciplinary counterparts can implement ITEP through twinning arrangements. Stakeholders are strongly demanded that this provision should be extended to Government Aided and self-financed institutions also.

3.2.3. The situation is particularly critical for elementary teacher education institutions, which currently function under the school education sector through SCERT. With the introduction of ITEP, certificate and diploma programmes such as D.El.Ed. are set to be

phased out. Many of these institutions may face significant challenges in transitioning to a multidisciplinary environment within the higher education sector. Clear guidelines and support from NCTE are essential to address the transformation of D.El.Ed. institutions and ensure their effective integration into the new framework.

3.2.4. The introduction of the 4-year ITEP in the state potentially jeopardise the current status of Stand-alone Teacher Education Institutions (STEIs) that offer 2-year Pre-Primary Teacher programmes, D.El.Ed., and B.Ed. programmes. This raises critical concerns regarding the survival of these institutions, the job security of the teacher educators employed there, and the optimal utilisation of the physical infrastructure already established in these institutions.

3.2.5. The teacher educator community has unanimously expressed concerns regarding the qualification structure of ITEP for subject teachers. They strongly advocate that an M.Ed. should be made a mandatory qualification for all educators teaching in the ITEP. Additionally, the proposed ITEP qualification structure of a postgraduate degree combined with a B.Ed. should be replaced with a postgraduate degree combined with an M.Ed. to ensure higher professional standards and enhanced expertise in teacher education.

3.2.6. Kerala has implemented the Four-Year Undergraduate Programme (FYUGP) across all universities starting from June 2024, and multidisciplinary institutions are currently undergoing a transformational phase in their undergraduate programmes. Representatives from these institutions have expressed concerns about the operational challenges of running two distinct four year degree programmes on the same campus. Given that ITEP is an exclusive professional teacher preparation programme, maintaining an operational and functional balance between teacher education and liberal arts and science programmes may pose significant difficulties.

3.3. Recommendations

3.3.1. The Committee recognises that the coming years are critical for implementing ITEP, which must preserve the identity and quality of teacher education at all stages in Kerala while adhering to UGC and NCTE regulations and guidelines, with necessary contextual adaptations for the state. The Ministry of Higher Education, Government of Kerala, KSHEC, and the universities and colleges offering teacher education programmes will play pivotal roles in ensuring effective implementation of Integrated Teacher Education Programme (ITEP) over the next few years.

3.3.2. The implementation of ITEP should complement rather than replace the existing teacher education systems and programmes. It is essential to integrate, accommodate, and strengthen the current structures and institutions wherever possible, while ensuring alignment with the NCTE Curriculum Framework and Regulations.

3.3.3. NCTE has sanctioned ITEP for Regional Institutes of Education (RIEs) by recognising them as multidisciplinary Higher Education Institutions (HEIs). While RIEs may lack traditional liberal arts and science courses, they have subject departments across various disciplines. This RIE model should, therefore, be extended to teacher education institutions in Kerala that have adequate infrastructure and faculty. These institutions could then be permitted to offer ITEP alongside B.Ed., M.Ed., and Ph.D. programmes, fostering a comprehensive approach to teacher education.

3.3.4. The Government of Kerala may issue a ‘No Objection Certificate (NOC)’ to eligible Multidisciplinary Higher Education Institutions (MHEIs) for starting the ITEP, with the preferred condition of establishing a twinning or cluster arrangement with a nearby Stand-alone Teacher Education Institution (STEI) affiliated with the same university. This collaborative model would benefit both MHEIs and STEIs by enabling them to jointly offer the ITEP. To safeguard the role of STEIs, the responsibility for managing the ITEP should rest with the STEI or the Department of Education (DOE), while subject-specific courses could be taught by the MHEI. This approach addresses the issue of declining enrolments in core disciplines at many HEIs, helping to retain existing staff positions. Such a directive from the Government would facilitate the adoption of ITEP in the state while protecting the interests of STEIs and ensuring compliance with the amended NCTE regulations.

3.3.5. The Government should discourage the establishment of new Departments of Education within MHEIs, as recommended by NCTE. Creating additional positions in education could impose a significant financial burden on the Government, particularly since the existing four Government TEIs and 17 Government-aided TEIs already have adequate staff positions to handle education courses effectively.

3.3.6. Some well-established self-financed Higher Education Institutions (HEIs) or Stand-alone Teacher Education Institutions (STEIs) may opt to transform into Multidisciplinary Higher Education Institutions (MHEIs) by establishing new departments in subject disciplines or Education, as required. This transformation should be permitted, as it does not impose any financial burden on the Government. Additionally, the management of such institutions may aspire to achieve autonomous college or private university status, adhering

to the norms and guidelines set by the Government of Kerala and the University Grants Commission (UGC).

3.3.7. The Government and affiliating public universities should adopt a flexible approach to facilitate twinning, or clustering arrangements between Higher Education Institutions (HEIs) and Teacher Education Institutions (TEIs), including those at the elementary, primary, and pre-primary levels, for the implementation of ITEP. In the context of Kerala, twinning and clustering models are particularly preferred. To ensure the effectiveness of these arrangements, Memorandums of Understanding (MOUs) and governance structures must be established in compliance with UGC and NCTE requirements.

3.3.8. Institutional clusters can be established by allowing more than two single-stream institutions, including Teacher Education Institutions (TEIs) and multidisciplinary institutions with low enrolment and limited financial resources, to collaborate as a cluster. This arrangement enables the participating institutions to pool resources and expertise, facilitating the delivery of innovative, employment-oriented multidisciplinary programmes, including the Integrated Teacher Education Programme.

3.3.9. Teacher Education Clusters can be formed by bringing together multiple institutions involved in teacher training at various stages. These clusters would foster strong collaboration with clearly defined roles and responsibilities, enabling a cohesive and efficient approach to teacher education. Through such clusters, the Integrated Teacher Education Programme can be effectively implemented, enhancing the overall quality and integration of teacher training programmes.

3.3.10. The Government may consider approving the addition of new disciplines, departments, and staff positions in government and government-aided Stand-alone Teacher Education Institutions (STEIs) to facilitate their transformation into Multidisciplinary Higher Education Institutions (MHEIs), thereby making them eligible to adopt the Integrated Teacher Education Programme. However, this transition should be approached cautiously and gradually, given the limited clarity provided in the UGC Guidelines and amended NCTE regulations regarding such transformations.

3.3.11. There is a pressing need to identify short-term and medium-term courses in the field of education to enable existing Stand-alone Teacher Education Institutions (STEIs) to diversify their course offerings. This diversification will support STEIs in aligning with market demands, addressing both pre-service and in-service teacher training needs, and catering to the broader professional development requirements of educational practice.

3.3.12. Institutions planning to implement the Integrated Teacher Education Programme in partnership with one or more institutions within their community should initiate discussions to formalise these collaborations. Dedicated committees should be constituted to facilitate the design and development of twinning, or clustering models, ensuring a seamless and effective approach to ITEP adoption.

3.3.13. The Kerala State Higher Education Council should provide financial support to the four affiliating universities to organise meetings and seminars aimed at briefing field-level stakeholders. This support will also assist in formulating and contextualising the Kerala ITEP Curriculum Framework and Regulations as outlined in this report.

3.3.14. The four affiliating universities should review the Kerala ITEP Curriculum Framework and develop detailed content, syllabi, instructional methods, and assessment procedures for all courses. This process should be completed within each university to ensure that the curriculum is ready for implementation starting from the 2025-26 academic year.

3.3.15. The Government of Kerala should formally clarify the concept and operational framework of Government-Aided Colleges in the state to the NCTE, distinguishing them from private colleges as currently defined by NCTE. It is essential to provide NCTE with supporting evidence and documentation to demonstrate that Government and Government-Aided institutions in Kerala maintain comparable quality standards, with no significant qualitative differences between them.

3.3.16. All Teacher Education Institutions (TEIs) and Multidisciplinary Higher Education Institutions (MHEIs) should start preparing to meet the eligibility criteria for adopting the Integrated Teacher Education Programme in accordance with one of the proposed transformation models. Additionally, these institutions should strive to achieve NAAC accreditation ahead of the next NCTE notification for ITEP enrolment, anticipated in April-May 2025.

3.3.17. Kerala has a well-structured educational network that spans general education, higher education, and technical education. Consequently, all the aforementioned suggestions can be effectively implemented with the support of an established monitoring mechanism involving the Department of Education of affiliating universities, Institutes of Advanced Studies in Education (IASes), the State Council of Educational Research and Training (SCERT), and District Institutes of Education and Training (DIETs).

3.4. Suggestions with a Futuristic Perspective

3.4.1. After review, the Final Report should be shared with representatives from stakeholders in Higher Education, School Education, and civil society to raise awareness and gather feedback. The Kerala State Higher Education Council can then incorporate any necessary amendments based on the feedback before submitting the report to the Government.

3.4.2. The Kerala State Higher Education Council may consider forming a small standing committee for a period of 2-3 years to oversee and monitor the initial implementation phase of the Integrated Teacher Education Programme in Kerala, with the option to extend the tenure if required.

3.4.3. The contextualised Kerala ITEP Curriculum Framework should be distributed to all universities by the Kerala State Higher Education Council, enabling each university to make necessary adjustments through their respective statutory bodies.

3.4.4. The Kerala State Higher Education Council may consider developing a strategic roadmap, endorsed by the Government, to facilitate the gradual transition of existing Stand-alone Teacher Education Institutions (STEIs) to the 4-Year Integrated Teacher Education Programme (ITEP) model by 2030. This roadmap would provide STEIs with a structured approach to adopt one of the recommended transformation options outlined in the Report.

3.4.5. The State Government and the Kerala State Higher Education Council should view the ongoing transformation of teacher education through the adoption of ITEP as a valuable opportunity to elevate the quality of teacher development in Kerala. This initiative has the potential to make the sector more systematic, evidence-based, and aligned with contemporary educational needs.

3.4.6. The Kerala State Higher Education Council and the Kerala Government may consider establishing a committee to develop at least one Center for Excellence in Education within each university, modelled after the National Institute of Education in Singapore. These centers could be physically located on university campuses while retaining administrative and academic autonomy. Featuring a multi-department structure, they would offer a range of interdisciplinary and multidisciplinary courses within the broader field of Education, aiming to set new benchmarks for teacher education and research in the state.

3.4.7. With the integration of the entire pre-service teacher education sector into the higher education system, this presents an opportune moment to formulate a comprehensive teacher

development policy. Such a policy should encompass all stages of education, from pre-primary to higher education, ensuring a cohesive and systematic approach to teacher preparation and professional growth.

3.4.8. Currently, there is a lack of projections for teacher requirements in Kerala over short and long-term periods. The Government should monitor any indiscriminate expansion of teacher education in the state to ensure it aligns with realistic demand projections.

3.4.9. The Kerala State Higher Education Council could sponsor research studies to regulate and systematise the expansion and diversification of education-related programmes across the state. These studies would provide evidence-based insights to support informed and sustainable growth in the education sector.

3.4.10. With Government approval, the Kerala State Higher Education Council may share an executive summary of the Report with the National Council for Teacher Education (NCTE). This would help inform NCTE about the specific field realities in Kerala and the contextual adaptations made by the state in the curriculum and implementation of the Integrated Teacher Education Programme.

3.5. Conclusion and Way Forward

3.5.1 The adoption of the Integrated Teacher Education Programme curriculum in India is still in its initial stages, with implementation currently approved by NCTE only for nationally governed institutions. This process involves ongoing review and monitoring by NCTE to refine the ITEP curriculum framework and amend existing regulations as needed. The present Committee has developed its proposals and recommendations based on the existing framework and regulations, suggesting necessary changes to ensure the smooth implementation of ITEP in Kerala.

3.5.2 In formulating its recommendations for implementation, the Committee has carefully considered the requirements outlined in NCTE regulations and UGC guidelines for multidisciplinary institutions. The applicability of these guidelines within the Kerala context has been thoroughly analyzed, with special attention to the state-specific teacher education landscape and the concerns raised by a diverse range of stakeholders across the state.

3.5.3 Quality assurance in teacher education programmes and the enhancement of professionalism among teachers and teacher educators have been key priorities for the

Committee. It emphasises the need for modifications in the implementation process to ensure strict adherence to NCTE requirements while maintaining high standards in the ITEP and its execution.

Part 4

Kerala State Teacher Education Curriculum Framework and Regulations- 2024 For Integrated Teacher Education Programme (ITEP)

4.1. ITEP Curriculum Framework 2024

4.2. ITEP Regulations 2024



4.1. ITEP Curriculum Framework 2024

4.1.1. Curriculum Vision

The vision of this curriculum framework is to cultivate a new generation of educators who are not only well-versed in pedagogical knowledge but are also imbued with the values, life skills, and adaptive competencies needed to guide learners from foundational to secondary stages. This program aspires to shape educators who are professionally adept, technologically proficient, and socially responsible, enabling them to navigate and address the evolving challenges of the future. Our aim is to prepare teachers who serve as catalysts, inspiring students' lifelong pursuit of knowledge, critical thinking, and holistic personal growth.

In alignment with this vision, the curriculum will emphasise the integration of practical teaching strategies, ethics, and reflective practices that foster both intellectual and emotional development in students. The graduate outcomes for this program will be strategically crafted by the respective universities, ensuring alignment with the overarching goals while accommodating regional educational needs and priorities.

4.1.2. Introduction

The four-year Integrated Teacher Education Programme is a professional programme designed to prepare teachers for foundational, preparatory, middle, and secondary levels, including the senior secondary level. It aims to create passionate, motivated, qualified, and professionally trained teachers who are well-equipped to design and implement developmentally appropriate learning experiences for students at various stages of school education. The ITEP seeks to ensure that prospective teachers receive the highest quality education in content, pedagogy, values, and practical experience.

In the state of Kerala, the four-year Integrated Teacher Education Programme will be implemented in alignment with the provisions of the NCTE Regulations 2014 and its amendments, as well as the features of the Four-Year Undergraduate Programme (FYUGP) adopted in Kerala. However, the concerned universities may modify the structure and scheme of the ITEP according to their own rules and regulations. The features, objectives, and purpose of the four-year ITEP will be as stipulated by the NCTE and adapted to the Kerala State ITEP Curriculum Framework.

4.1.3 Broad Structure of ITEP

The Integrated Teacher Education Programme (ITEP) is a four-year program spread across eight semesters. It is structured as a dual-major bachelor's degree, with one major in Education and another major and minor in a disciplinary or interdisciplinary field. Additionally, the program aims to cultivate professionalism, social engagement, and essential skills among student-teachers, including problem-solving, critical thinking, creative thinking, communication skills, and ethical and moral reasoning, which are vital for effective teaching.

The ITEP offers two broad pathways:

- 1) A three-year undergraduate (UG) degree in a disciplinary or interdisciplinary major, and
- 2) A four-year ITEP (Integrated Teacher Education Programme)

The three-year UG degree will be awarded in the chosen major upon the successful completion of required courses totalling 133 credits. For the four-year ITEP, a degree will be awarded in the two chosen majors, (one major in education common to all and other major in respective subject areas as per the choice of the learner) which includes a specific set of courses totalling 177 credits, including 12 credits from the selected minor.

4.1.3.1. Stage-Specific Specialisation and Streams

The ITEP is designed to prepare proficient teachers with the knowledge, skills, values, and dispositions necessary for effective teaching at specific stages of school education: the Foundational Stage, Preparatory Stage, Middle Stage, or Secondary Stage. This program seeks to build a pool of competent teachers capable of creating and implementing developmentally appropriate teaching, learning, and assessment practices that meet the diverse needs and interests of students at various stages of development. Each student-teacher will specialise in one of these stages of school education, qualifying them to teach at that specific level.

4.1.3.1.1 ITEP with Foundational Stage Specialisation

The ITEP with a Foundational Stage specialisation prepares student-teachers to educate children aged 3 to 8 years, covering three years in Anganavadi centers, Balavatikas, or other preschools, as well as Grades 1 and 2 in schools. The Foundational Stage encompasses five years of flexible, multi-level, play-based, activity-based, and inquiry-based learning aimed at enabling young children (ages 3-8) to achieve optimal developmental outcomes. These outcomes are focused on key areas of growth: physical development, socio-emotional-

ethical development, cognitive development, aesthetic and cultural development, foundational literacy and numeracy skills, and the formation of positive learning habits.

Teaching-learning activities at the Foundational Stage are designed to ease the transition from the child's home environment to the formal school setting. This includes facilitating a gradual shift from the home language to the medium of instruction, fostering a smooth adaptation to the structured learning environment.

4.1.3.1.2 ITEP with Preparatory Stage Specialisation

The ITEP with a Preparatory Stage specialisation qualifies student-teachers to teach children in Grades 3 to 5. The Preparatory Stage builds upon the play-based, discovery, and activity-oriented pedagogical approaches introduced at the Foundational Stage, integrating more interactive classroom learning to establish a strong foundation in curricular areas. Vocational exposure will also be incorporated within various subjects, focusing on experiential learning that encourages exploration within the child's familiar context. This approach places emphasis on hands-on learning, fostering curiosity, and engagement as central components of the teaching-learning process.

4.1.3.1.3 ITEP with Middle Stage Specialisation

The ITEP with a Middle Stage specialisation qualifies student-teachers to educate children in Grades 6, 7, and 8. This stage builds upon the pedagogical and curricular foundation established at the Preparatory Stage, with the introduction of more specialised subjects and subject-specific teachers. The Middle Stage curriculum includes Languages, Mathematics, Arts Education, Physical Education, Science, Social Science, and an introduction to Vocational Education. The teaching-learning activities at this stage are designed to help students engage with abstract concepts and explore unfamiliar contexts, presenting content in a more structured and systematic way.

4.1.3.1.4 ITEP with Secondary Stage Specialisation

The Secondary Stage covers Grades 9 through 12. In Grades 9 and 10, students engage with a wide range of subjects across eight curricular areas to ensure a broad foundation of study, building on the knowledge gained during the Middle Stage. The curriculum at this level includes three languages, Arts Education, Physical Education, Vocational Education, Social Sciences and Humanities, Interdisciplinary Areas, Mathematics and Computational Thinking, Commerce, and Sciences.

In Grades 11 and 12, students have more subject choices, allowing them to select courses that provide depth in specific areas of interest. To ensure a balanced education, students must select subjects from at least two of the following three groups:

- Arts Education, Physical Education, and Vocational Education,
- Social Sciences & Humanities, Commerce, and Interdisciplinary Areas, and
- Mathematics and Sciences.

This requirement to choose subjects across at least two groups promotes breadth of study, enabling students to gain a comprehensive understanding across diverse fields of human knowledge.

4.1.3.2 Three Streams of ITEP and Nomenclature of Degree Awarded

The four stages—Foundational, Preparatory, Middle, and Secondary—are offered in three streams: Bachelor of Arts (BA), Bachelor of Science (B.Sc), and Bachelor of Commerce (B.Com). As the ITEP is a Dual-Major program, students will be awarded one of the following degrees depending on their chosen discipline of study, stage-specific specialisation, and subject focus. Thus, the ITEP is available across four stages and three streams, creating twelve distinct degree pathways with the following nomenclature.

B.A.B.Ed. (Foundational Stage with Major in)	B.A.B.Ed. (Preparatory Stage with Major in....)	B.A.B.Ed. (Middle Stage with Major in)	B.A.B.Ed. (Secondary Stage with Major in)
B.Sc.B.Ed. (Foundational Stage with Major in)	B.Sc.B.Ed. (Preparatory Stage with Major in....)	B.Sc.B.Ed. (Middle Stage with Major in)	B.Sc.B.Ed. (Secondary Stage with Major in)
B.Com. B.Ed (Foundational Stage with Major in)	B.Com. B.Ed (Preparatory Stage with Major in....)	B.Com.B.Ed (Middle Stage with Major in)	B.Com. B.Ed (Secondary Stage with Major in)

To foster a comprehensive approach, the disciplinary major for each group is encouraged to be multidisciplinary, with an option to pursue an interdisciplinary major based on manpower requirements. In the context of Kerala's school education system, the ITEP may be offered in disciplines such as Sciences, Arts, Commerce, Languages, or any other relevant fields as prescribed by the State or University.

4.1.4 Institutional Eligibility to Offer ITEP

The Integrated Teacher Education Programme (ITEP) shall be offered by Higher Education Institutions (HEIs) that provide a multidisciplinary environment, standalone Teacher Education Institutions (TEIs) with a multidisciplinary focus, or TEIs in collaboration with multidisciplinary institutions. Eligibility to offer ITEP will be based on the UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions (2022), along with Kerala state government regulations and directives, as well as NCTE rules and regulations as updated periodically.

This structure enables HEIs and TEIs offering the ITEP to incorporate disciplinary and interdisciplinary majors and minors, alongside all courses relevant to education. These may include foundational subjects in education, ability enhancement and value-added courses, content-specific pedagogy across school subjects, assessment and evaluation of student learning outcomes, curriculum and material development, school leadership and management, as well as psychological, philosophical, sociological, historical, and economic perspectives on education.

4.1.5 Curricular and Pedagogical Principles Guiding ITEP

The guiding principles of the Integrated Teacher Education Programme (ITEP) emphasise a well-rounded curriculum that integrates theoretical foundations with practical experience. Key characteristics include:

- **Comprehensive Curriculum:** The curriculum combines a strong theoretical foundation in educational principles, perspectives, subject knowledge, ability enhancement, and pedagogy with extensive hands-on practice.
- **Engagement with Educational Concepts and Society:** Student-teachers have ample opportunities to engage deeply with educational concepts, connect with societal and ethical values, and gain a thorough understanding of the schools and communities they will serve.

- **Cultural Awareness and Contextual Understanding:** The curriculum emphasises an understanding of India's cultural diversity and the various social contexts of education, fostering a conceptual understanding of the subjects student-teachers will instruct.
- **Developmentally Appropriate Learning Experiences:** Student-teachers receive guidance in designing and creating learning experiences that are developmentally suitable for specific stages of school education.
- **Focus on Child Development and Social Context:** The program highlights the importance of understanding child development and the broader social context of education, helping student-teachers address these areas in their teaching practice.
- **Mastery of Content and Pedagogy:** Learning activities are designed to help student-teachers gain command over subject content and pedagogy for the designated school stage. This includes understanding the nature of knowledge within these subject areas, exploring stage-specific learning methods, and practicing effective classroom management and practices that are sensitive to each child's social environment.
- **Cohesiveness and Integration:** A cohesive curriculum establishes connections within and across courses, as well as between theory and practice. For instance, practicums embedded within taught courses can strengthen student-teachers' grasp of theoretical concepts.
- **Integration of Theory and Practice:** The curriculum emphasises a meaningful integration of theory with continuous, guided, and graded practice. This approach helps student-teachers understand that teaching goes beyond applying theories from various disciplines; it requires making educational judgments grounded in perspectives developed through engagement with diverse disciplinary and interdisciplinary studies.
- **School Experience and Internships:** School experiences and internships are core components of the ITEP curriculum, providing student-teachers with opportunities to connect theory to real-world situations. Through full-time engagement in schools, student-teachers gain extensive experience in planning teaching-learning-assessment activities, participating in various school functions, developing instructional

materials and resources, and fulfilling the roles expected of a typical teacher, including emerging responsibilities in the educational landscape.

- **Opportunities for Professional Interaction:** During their internships, student-teachers are provided ample opportunities to interact with teachers, students, school administrators, and the community, including parents and caregivers. These interactions help them gain a deeper understanding of school and student issues, support their development as professional educators, and enable them to participate in and organise various school activities that promote children's learning and development.
- **Diversity and Inclusivity in Learning:** Learning activities and experiences are designed to help student-teachers recognise and appreciate India's diverse socio-economic and linguistic landscape. By viewing this diversity as an asset, student-teachers learn curricular and pedagogical approaches that honour and respond to students' varied learning needs and levels. This includes identifying and supporting children with disabilities and other learning challenges, thus fostering an inclusive classroom and learning environment.
- **Innovative Pedagogy and Assessment:** The program promotes a pedagogy that combines peer-facilitated, expert-led, and self-learning processes, with an emphasis on conceptual understanding, collaborative learning, and creativity. Student-teachers engage with various assessment methods such as projects, rubrics, portfolios, concept mapping, and mock classroom observations, supplementing traditional written tests. This approach supports continuous assessment of student learning and development, making it an integral part of the learning process.
- **Practical, Hands-On Teaching Experience:** The teaching-learning-assessment processes within the institution offering the ITEP are designed to prepare student-teachers to become competent and effective educators. These processes provide opportunities for direct experience, simulating tasks they will perform in preschools and schools, such as organising events, creating teaching-learning materials and resources, and taking responsibility for daily practices within the institution.
- **Education as a Public Service:** Learning experiences emphasise that education is a public service aimed at contributing to the well-being of individuals and society. Student-teachers are encouraged to embody qualities essential to the practice of education, such as open-mindedness, empathy, care, humility, patience, respect, and

a love for learning. The curriculum enables reflective dialogue, allowing student-teachers to examine their belief systems and mindsets while learning to collaborate effectively with diverse groups of students and teachers.

- **Intellectual and Ethical Engagement in Teaching:** Learning activities are crafted to help student-teachers recognise education as a process of meaningful human interaction, requiring deep intellectual and moral engagement rather than merely a set of techniques. Teaching is presented as an intellectually and ethically demanding profession, and all teacher preparation is framed on this foundational principle.
- **Grounding in Indian Values and Traditions:** The program provides experiences that give student-teachers a grounding in Indian values, languages, ethos, literature, and traditions, fostering a strong sense of cultural identity and appreciation for the rich heritage they will bring into their future classrooms.

4.1.6 Outcome-Based Approach of ITEP

The Integrated Teacher Education Programme (ITEP) is founded on an outcome-based approach to education, focusing on the Graduate Attributes that student-teachers are expected to demonstrate and the achievement of learning outcomes associated with each curricular component and course.

Graduate Attributes reflect the qualities, knowledge, skills, values, and dispositions expected of ITEP graduates. These attributes include capacities that help student-teachers expand their knowledge base, acquire new competencies, pursue further studies, excel as teachers, and contribute positively as responsible citizens. Graduate Attributes encompass both specific learning outcomes tied to each curricular component and course, as well as general learning outcomes that all Stage-Specific ITEP graduates should attain and demonstrate. These attributes are developed progressively through a comprehensive range of learning experiences, critical reflection, and the overall college or university experience.

In designing the curriculum, the Board of Studies of the respective universities will define the Programme Educational Outcomes (PEOs), Programme Outcomes (POs), and Course Learning Outcomes (CLOs) to effectively implement the Outcome-Based Education approach, with a particular focus on stage-specific content and pedagogy.

4.1.6.1 Attributes of ITEP Graduates

Graduate attributes in the Integrated Teacher Education Programme are specific to each student-teacher's chosen disciplinary or interdisciplinary major/minor, as well as to other

curricular components of the ITEP. These attributes are to be demonstrated by all student-teachers, regardless of their chosen major, minor, or stage specialisation.

The ITEP graduate attributes are structured to be stage-specific, including:

- Attributes expected to be demonstrated by student-teachers upon completion of ITEP with a Foundational Stage Specialisation.
- Attributes expected to be demonstrated by student-teachers upon completion of ITEP with a Preparatory Stage Specialisation.
- Attributes expected to be demonstrated by student-teachers upon completion of ITEP with a Middle Stage Specialisation.
- Attributes expected to be demonstrated by student-teachers upon completion of ITEP with a Secondary Stage Specialisation.

Universities or institutions offering the four-year ITEP should develop these graduate attributes and competencies, tailoring them to the specific area of study and stage in accordance with the Outcome-Based Education (OBE) approach.

4.1.7 Curricular Thrusts

4.1.7.1 Core Focus of the ITEP Curriculum

The primary focus of the Integrated Teacher Education Programme curriculum is to ensure that every student-teacher is equipped to perform the roles and responsibilities expected of teachers in diverse social, economic, linguistic, cultural, and technological settings. The ITEP curriculum is designed and implemented to deliver a quality teacher education program that is:

- i) Relevant and Responsive to the learning needs and demands of diverse groups of student-teachers.
- ii) Effective in meeting the stated objectives of the ITEP.
- iii) Supported by Adequate Resources and teaching-learning-assessment processes.
- iv) Equitable and Inclusive, providing access and opportunity for all.
- v) Outcome-Oriented, ensuring that all student-teachers achieve the expected learning outcomes, competencies, and graduate attributes necessary to meet professional standards.

4.1.7.2 Preparing Student-Teachers for a Changing Educational Landscape

Another key thrust of the curriculum is to prepare student-teachers for their role in adapting to the evolving characteristics of learners, emerging curricular priorities at different stages of school education, and the varied knowledge needs at local, regional, and national levels. The ITEP curriculum aims to equip student-teachers with the knowledge and skills necessary to respond to the unique needs of a generation born and raised in technology-rich environments, who will use tools and technologies yet to be invented and engage in jobs that may not exist today. These learners are digitally literate, eager to learn relevant and meaningful content, and possess the "learning to learn" skills essential for lifelong learning to adapt to shifting professional demands.

4.1.7.3 Preparing for Expanding Roles of Teachers

The ITEP curriculum aims to equip student-teachers for the evolving and expanding roles required of modern educators. Teachers today are not only transmitters of knowledge but also serve as navigators and guides, mentors, counsellors, subject experts, content creators, pedagogical experts, and designers of learning experiences. They are also creators of learning resources, ICT experts, skilled communicators, systematic and ongoing assessors of student learning outcomes, reflective practitioners, and lifelong learners.

The ITEP prepares prospective teachers to meet the learning needs of students from diverse cultural, linguistic, social, and economic backgrounds. It encourages sensitivity to gender issues, promotes tolerance and social cohesion, and ensures special attention for students with learning disabilities. Student-teachers are trained to adopt new pedagogical approaches, leverage emerging technologies, stay current with educational developments, and remain professionally engaged. They are also encouraged to participate in programs aimed at updating and enhancing their knowledge and practice.

4.1.7.4 Guiding Aspects for ITEP Curriculum Design

The design of the ITEP curriculum is guided by the need to equip student-teachers to function effectively in various educational contexts. Key considerations include:

- **Expanding Educational Domains:** Recognising that learning extends beyond the classroom and is increasingly influenced by media (both electronic and print), information and communication technologies, books, journals, and other resources. These non-institutionalised sources allow learners access to current knowledge, enriching the educational process.

- **Rapidly Evolving Knowledge and Applications:** Introducing student-teachers to the latest advancements across various fields of learning to prepare them for a world where knowledge is constantly evolving.
- **Technology Use and Integration:** Emphasising the importance of integrating technology in education, as it drives significant changes in teachers' roles. This includes a shift towards technology-enabled teaching, learning, and assessment processes.
- **Social Contexts of Education:** Preparing student-teachers to address the learning needs of students from diverse cultural, linguistic, social, and economic backgrounds. This requires adopting inclusive teaching-learning practices that honor and celebrate student diversity.

4.1.8 Curricular Structure and Components

The ITEP curriculum comprises several core components, including an Induction Programme, Foundations of Education, Disciplinary/Interdisciplinary Courses, Stage-Specific Content and Pedagogy, Ability Enhancement and Value-Added Courses, School Experience, and Community Engagement and Service. The distribution of credits across these components totals 177 credits, as follows:

Education (Major I): 68 Credits

Disciplinary/Interdisciplinary Courses: 76 Credits (including Major II with 64 credits and Minor I with 12 credits)

Ability Enhancement and Value-Added Courses: 31 Credits

Community Engagement and Service: 2 Credits

In addition to the 177 credits, students have the option to acquire additional credits through foundation courses, including electives, disciplinary/interdisciplinary courses, ability enhancement, and value-added courses as per respective university guidelines.

Curricular Structure and Components

Curricular Components	Sl. No	Courses	Credits per Semester								Total Credits per course	Total Credits
			Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8		
1. Induction	1	Two Weeks Student Induction Programme	-	-	-	-	-	-	-	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	4	-	-	-	-	-	-	-	4	30
	2.2	Educational Psychology and Child Development	-	4	-	-	-	-	-	-	4	
	2.3	Philosophical & Sociological Perspectives of Education	-	-	4	-	-	-	-	-	4	
	2.4	Assessment and Evaluation	-	-	-	-	-	2	-	-	2	
	2.5	Inclusive Education	-	-	-	-	2	-	-	-	2	
	2.6	Schools Leadership and Management	-	-	-	-	-	-	2	-	2	
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-	-	-	-	-	-	2	-	2	
	2.8	Education in Kerala: Retrospect and Prospects	-	-	-	-	-	-	-	4	4	
	2.9	Psychology of Learning	-	-	2	-	-	-	-	-	2	
	2.10	Elective Course (any one) 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health 4. Communicative English										

		5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. Or any other relevant course decided by the University/Institution	-	-	-	-	-	-	-	4	4	
3. Disciplinary/ Inter disciplinary Courses	3.1	One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits) 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology,	12	12	12	14	12	14	-	-	76	76

		Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education 13. Or any other school/general subject										
4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	-	-	4	4	4	4	-	-	16	16
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	4	-	-	-	-	-	-	-	4	31
	5.2	Language – II (English or any other than Language I)	-	4	-	-	-	-	-	-	4	
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-	2	-	-	-	-	-	-	2	
	5.4	Guidance and Counselling	-	-	-	-	-	-	2	-	2	
	5.5	ICT in Education & AI Tools for Teaching and Learning	-	-	2	-	-	-	-	-	2	
	5.6	Mathematical and Quantitative Reasoning	-	-	-	-	-	-	-	2	2	
	5.7	Sports, Nutrition, Fitness & Recreation	2	-	-	-	-	-	-	-	2	

	5.8	Yoga and Understanding Self	-	-	-	-	-	-	-	4	4	
	5.9	Art Education (Performing and Visual)		-	-	-	-	-	2	-	2	
	5.10	Citizenship Education and Environment Education	-	-	-	-	-	-	-	3	3	
	5.12	Research Methodology	-	-	-	4	-	-	-	-	4	
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-	-	-	-	2	-	-	-	2	22
	6.2	School Observation (Field Practice)	-	-	-	-	-	2	-	-	2	
	6.3	School/Society/Discipline-based Research Project/Action Research	-	-	-	-	-	-	2	-	2	
	6.4	Internship in Teaching	-	-	-	-	-	-	12	-	12	
	6.5	Post Internship (Review and Analysis)	-	-	-	-	-	-	-	2	2	
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-	-	-	-	2	-	-	-	2	
7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-	-	-	-	-	-	-	2	2	2
Total			22	22	24	22	22	22	22	21	177	177

4.1.9 Approaches to Curriculum Transaction

The approach to the transaction of the ITEP curriculum is focused on enabling student-teachers to attain the competencies and learning outcomes associated with each curriculum component, ultimately helping them achieve the expected Graduate Attributes. This process will employ learner-centered pedagogies and structured pedagogical practices that support a well-sequenced acquisition of knowledge and skills.

A key aspect of the teaching-learning process will be a practicum that bridges theory with practice. The instructional approach will include lectures complemented by tutorials, practicum, and field-based learning. Various teaching-learning materials, including e-learning resources and self-study materials, will support the learning process. Project work, including team-based activities, will promote the development of both generic/transferable and subject-specific skills.

Student-teachers will gain exposure to different types of schools, teacher education institutions, and/or research facilities, as well as school-based internships, all of which are integral to preparing them for real-world teaching contexts.

4.1.10 Approaches to Assessment, Evaluation, and Certification

A diverse array of assessment methods and tools will be employed to evaluate progress toward the defined learning outcomes, competencies, and Graduate Attributes. Emphasis will be placed on formative assessment, with a focus on assessing all domains of learning to provide meaningful and constructive feedback to both faculty and student-teachers on the teaching-learning process and outcomes.

Assessment tasks and tools will be designed to evaluate students' ability to analyse and synthesise new information and concepts, rather than merely recall previously presented material. The assessment process will be structured to foster better student engagement and rigorous study.

A range of tools and methods will be used in addition to traditional written tests, such as open-book tests, portfolios, assignments, projects, presentations, dissertations, and peer and self-assessment. Written tests will be rigorously developed, utilising a variety of tools and question formats, including constructed responses, open-ended questions, and multiple-choice questions with more than one correct answer.

Faculty will provide opportunities for students to improve their performance through continuous assessment modes, supporting ongoing progress and mastery.

Since School Experience is a core component of teacher preparation in the ITEP, assessment tools will be specially tailored to evaluate student-teachers in this area. The assessment weightage for School Experience will be divided into two main categories:

1. **Actual Practice:** This category encompasses assessment of hands-on practice across various components, including school observation, pre-internship practice, internship, post-internship review and analysis, and the creation of teaching-learning materials.
2. **Reflective and Consolidating Work:** This category involves assessment of all reflective and summarising activities, presented in both written and oral formats.

Assessment Criteria for Actual Practice

- **Professional Conduct and Accountability:** Assessment items in this area will include regular and punctual attendance, quality of participation and engagement, quality and timeliness of submissions, and responsiveness to feedback.
- **Effective Teaching:** Assessment items will include planning and preparation for teaching, development and use of appropriate materials, effective use of resources, classroom engagement and management, assessment of student learning, and demonstration of concepts, strategies, and skills acquired through the program.

Capacity to Build Relationships and Engagement Outside the Classroom

The assessment approach will also evaluate the student-teacher's ability to build relationships and engage with individuals and groups outside the classroom setting. This includes assessment of their interactions and engagement in the following areas:

- i) With Students: Ability to interact effectively across different age groups.
- ii) With Colleagues: Relationships with other student-teachers and teachers in the school, as well as support staff.
- ii) In Other Curricular Engagements: Participation in activities such as assemblies, mealtimes, library, lab, sports, art, music, and other extracurricular areas within the school.
- iv) With Parents, Caregivers, and Families: Building connections with the broader community.

Assessment Criteria for Reflective and Consolidating Work

In the second category of assessment, reflective and consolidating work will include:

- i) Journal Entries: Daily observations and reflections on school engagement.
- ii) School Portrait and Portfolio: Documentation and collection of work throughout the School Experience.
- iii) Seminar Participation: Preparation for seminars through assigned readings and active participation.
- iv) Reflective Essay/Video Documentary/Photo Essay and Final Presentation: A final reflective piece or presentation capturing insights and learning from the School Experience.

For non-credit courses or activities, such as the Student Induction Programme, a designation of "Satisfactory" or "Unsatisfactory" will be given instead of a letter grade, and this will not be included in the calculation of the Semester Grade Point Average (SGPA) or Cumulative Grade Point Average (CGPA).

The Semester Grade Point Average (SGPA) measures a student's performance for work completed in a given semester. It is calculated as the ratio of total credit points earned by a student in all courses registered during that semester to the total course credits taken.

Universities or autonomous colleges may determine the grade or percentage of marks required to pass a course, as well as the CGPA necessary for the award of the degree, based on the recommendations of the relevant standard-setting body.

The Cumulative Grade Point Average (CGPA) reflects a student's cumulative performance across all semesters. It is the ratio of the total credit points earned by a student in all courses across semesters to the sum of the total credits of all courses. The CGPA is expressed up to two decimal places.

4.2. ITEP Regulations 2024

4.2.1 Title

These regulations shall be known as the “Regulations for the Four-Year Integrated Teacher Education Programme (ITEP)” 2024, under the Credit and Semester System with Grading.

4.2.2 Scope

These regulations apply to all institutions in Kerala eligible to offer the ITEP, in accordance with NCTE regulations and State government/University rules, effective from the academic year 2025 onwards. Programs conducted via distance, off-campus, or private registration, if any, are excluded from the scope of these regulations.

4.2.3 Definitions

Academic Year: Refers to two consecutive semesters (one odd and one even), followed by a vacation, within a single academic year.

Semester: The Stage-Specific ITEP follows a semester pattern, with two semesters in an academic year. Each semester consists of 15-16 weeks of teaching-learning activities, excluding end-semester examinations. A semester includes a minimum of 96 working days, not counting examination days, with each working week providing at least 40 hours of instructional / contact time.

Academic Week and Workload: An academic week consists of five working days, with each day including seven hours. A sequence of 20 such academic weeks constitutes a semester. Faculty workload shall be as per the NCTE Staff pattern.

Programme: Refers to a structured combination and sequence of courses within the discipline of education, spanning eight semesters, according to the regulations. Successful completion of the program leads to the award of a dual degree.

Course: A course is a comprehensive, integrated series of instructional content or lessons identified by a common title, taught and evaluated within a semester. This may include Foundations of Education, Disciplinary/Interdisciplinary Courses, Stage-Specific Content-Cum-Pedagogy Courses, Ability Enhancement & Value-Added Courses, School Experience, Community Engagement and Service, or any other courses offered by the respective University/Institution.

Credit: Taught courses involving classroom teaching and structured interaction require a minimum of 15 hours of instructional or contact time per credit within a semester. Practicum activities, where students engage in an approved project or practical activity, require a minimum of 30 hours of student engagement per credit in a semester. This applies to seminars, internships, lab-based activities, studio activities, workshop-based activities, field-based learning/projects, community engagement, service, and other similar activities.

Choice-Based Credit System (CBCS): A system that allows students to select courses from a prescribed list of courses, providing flexibility in course selection.

Credit-Based Semester System (CBSS): A system in which the requirements for earning a degree are defined in terms of the total number of credits a student must accumulate.

Induction Programme: A two-week, zero-credit program designed to orient student-teachers to the teaching profession and bridge the gap between school education and higher education in the field of teacher education.

College Coordinator: A teacher appointed by the college staff council to coordinate the continuous evaluation conducted by various course coordinators within the college. The College Coordinator is also a member of the college-level monitoring committee.

Course Coordinator: A teacher designated by the college to oversee and coordinate the continuous evaluation for a specific course.

Faculty Advisor: A teacher from the college, nominated by the staff council, who advises students on academic and curricular matters.

Grace Marks: Grace marks will be awarded to candidates in accordance with University Orders issued periodically.

Grade: A grade is a letter symbol (e.g., A, B, C) that represents the general level of a student's performance in a course, semester, or program.

Grade Point: A numerical indicator of the percentage of marks a student has achieved in a course.

SGPA (Semester Grade Point Average): A measure of a student's performance in a particular semester, calculated based on the grades earned in that semester.

CGPA (Cumulative Grade Point Average): A measure of a student's overall performance across all semesters, calculated based on the grades earned throughout the program.

Academic Bank of Credits (ABC): The University will establish a digital repository for academic credits, facilitating credit accumulation and transfer in line with the Academic Bank of Credits (ABC) guidelines.

Outcome-Based Approach: The curriculum will follow Outcome-Based Education (OBE) practices. Graduate Attribute (GA) and Programme Outcomes (PO) and Course Outcomes (CO) for the ITEP will be thoroughly prepared by the respective universities and institutions.

4.2.4 Major Features of ITEP

Duration: 4 years, spread across 8 semesters.

Dual-Major Bachelor's Degree: One major in Education and the other in a disciplinary or interdisciplinary field.

Degree Nomenclature: Degrees awarded will be B.A. B.Ed., B.Sc. B.Ed., or B.Com. B.Ed.

Two Pathways:

- i) **Three-Year Undergraduate Degree:** This degree program spans three years and focuses on a disciplinary or interdisciplinary major. It is awarded upon completion of a minimum of 133 credits across required courses.
- ii) **Four-Year ITEP Degree:** A four-year ITEP program awarded in two major subjects, requiring the successful completion of a minimum of 177 credits, including 12 credits from an elective minor.

Four Stages of Specialisation:

Stage I - ITEP Foundational: Qualification for teaching children aged 3-8 years, covering three years in Anganavadi and other preschools, and Grades 1 and 2 in schools

Stage II - ITEP Preparatory: Qualification for teaching Grades 3 to 5.

Stage III - ITEP Middle: Qualification for teaching Grades 6 to 8.

Stage IV - ITEP Secondary: Qualification for teaching Grades 9 to 12.

Three Streams of Specialisation:

Stream 1: B.A. B.Ed.

Stream 2: B.Sc. B.Ed.

Stream 3: B.Com. B.Ed.

This structure results in 12 distinct program options (4 stages x 3 streams), each with a specific degree nomenclature (B.A. B.Ed., B.Sc. B.Ed., B.Com. B.Ed.).

Stage-Specific Content-Cum-Pedagogy Course: A course selected by the student-teacher focusing on the pedagogical analysis of school subjects tailored to specific school stages: foundational, preparatory, middle, and secondary.

Ability Enhancement & Value-Added Courses: These courses aim to enrich the four-year ITEP by developing essential skills and competencies among student-teachers. Topics include languages and communication, understanding India, guidance and counseling, ICT in education, mathematical and quantitative reasoning, sports, yoga, art education, citizenship training, and research skills.

Multiple Entry and Exit, and Re-entry Options: The ITEP provides multiple entry and exit points, along with re-entry options and appropriate certifications. Students may exit after three years with a degree in a subject discipline. After four years, they are awarded the ITEP degree. Completion of the four-year ITEP will be mandatory for teaching positions in India after 2030.

Eligibility/Entry Requirements: Successful completion of Grade 12 with a minimum aggregate of 50% marks. Additionally, candidates must clear the NATA NCET (National Common Entrance Test). If provisions are made for states, a statewide common entrance examination, University specific entrance examination, or other methods may also be considered, in alignment with the requirements of the state of Kerala.

Intake and Admission Procedure: Each unit will consist of 50 students, with options for different subject specializations (e.g., B.Sc. B.Ed. with Physics, Chemistry, Zoology, Mathematics). Institutions may offer one or more streams (Arts, Science, or Commerce) and may be permitted to add multiple units as appropriate, provided they meet eligibility requirements.

Vertical Mobility Opportunities: Graduates who successfully complete the four-year ITEP will be eligible to pursue a master's degree in education (M.Ed.) as well as in their chosen major discipline from the ITEP, such as M.A., M.Sc., or M.Com.

Choice of Stage-Specific Specialisation and Major/Minor Areas of Study: Student-teachers are expected to select their stage specialisation at the time of application to the ITEP. They must also choose their major and minor areas of study when applying to the program.

Network of Schools for Practice: All institutions offering the ITEP shall establish partnerships with a network of schools to foster a strong connection between theory and practice. These partnerships will allow student-teachers to gain school experience through observation and hands-on practice with teaching, learning, and assessment processes. Additionally, institutions are encouraged to promote collaborative action research involving both schools and Higher Education Institutions (HEIs) and to provide continuous professional development opportunities for HEI faculty and school teachers.

Outcomes-Based Approach of ITEP: The ITEP follows an outcomes-based approach to education. Graduate attributes represent the qualities, knowledge, skills, values, and dispositions expected of an ITEP graduate. These attributes include both specific learning outcomes tied to each curricular component and general outcomes that all graduates of Stage-Specific ITEP programs should achieve. Graduates are expected to have a strong sense of responsibility in a changing world and a deep-rooted pride in being Indian—not only in thought but also in spirit and action. Dispositions such as a positive work ethic, curiosity, gender sensitivity, empathy, a service orientation, and a sense of pride and rootedness in India are emphasised.

Curricular Components of ITEP:

1. Student Induction Programme
2. Foundations of Education
3. Disciplinary/Interdisciplinary Courses
4. Stage-Specific Content-Cum-Pedagogy Courses
5. Ability Enhancement and Value-Added Courses
6. School Experience, including Internship in Teaching
7. Community Engagement and Service

Approach to Assessment and Evaluation: Formative assessment will be prioritised. A variety of assessment methods will be employed, including open-book tests, portfolios, assignments, projects, dissertations, presentations, peer and self-assessment, and standard written tests.

Community Engagement and Service: Community service activities aim to raise student-teachers' awareness of community involvement and social responsibility, encouraging them to understand the rights and duties of good citizenship. Participation in activities such as

NSS-related initiatives, the New India Literacy Programme, Disaster Management, and Clean Kerala will provide valuable orientation and experience for future teachers.

Community Living/Citizenship Training Camp: This camp is designed to develop civic awareness, citizenship skills, and social competencies as outlined in the Indian Constitution, helping participants understand their rights and duties as responsible citizens. The camp, which can be held alongside NSS or other community engagement programs, carries two credits. All institutions offering ITEP are required to organise a residential camp at a convenient location or on-campus of four days. The main theme of the camp can focus on topics such as Education, Society, Culture, Environment, Citizenship Training, and Community Engagement. Outcomes should be clearly framed based on the theme, and a module should be prepared to guide the camp activities.

Assessment of Participation in Community Living Camp: Assessment will be based on criteria such as attendance, active participation, responsibility, teamwork, discipline, and contributions to community service.

Study Tour/Field Visit: A study tour or field visit is organised to a location of educational, historical, cultural, or socio-economic significance. The primary outcomes of this activity are to develop skills in organising and conducting tours and to provide student-teachers with hands-on learning experiences and an understanding of their surrounding environment. Each student-teacher must prepare a report on the tour. The institution can organise the study tour or field visit as a general program or as a stage-specific curriculum requirement, for a minimum two days to a maximum of ten days including holidays and journey time.

Research: School, society, or discipline-based research focuses on addressing practical problems or generating knowledge that directly impacts teaching, learning, and related processes. Unlike theoretical research, this type of research is geared towards actionable insights. During their teaching internship, all student-teachers are required to undertake a two-credit research project on school, society, discipline, or education-based research.

4.2.5. Semester wise structure of ITEP

Structure for Semester 1

Curricular structure and components					
Curricular Components	Sl. No	Courses	Sem 1	Total Credits per course	Total Credits
1. Induction	1	Two Weeks Student Induction Programme	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	4	4	4
	2.2	Educational Psychology and Child Development	-		
	2.3	Philosophical & Sociological Perspectives of Education	-		
	2.4	Assessment and Evaluation	-		
	2.5	Inclusive Education	-		
	2.6	Schools Leadership and Management	-		
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-		
	2.8	Education in Kerala: Retrospect and Prospects	-		
	2.9	Psychology of Learning	-		
	2.10	Elective Course (any one) 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health 4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education	-		

		15. Or any other relevant course decided by the University/Institution			
3. Disciplinary/ Inter disciplinary Courses	3.1	One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits) 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education 13. Or any other school/general subject	12		12
4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	-	0	0
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	4	4	6
	5.2	Language – II (English or any other than Language I)	-		
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-		
	5.4	Guidance and Counselling	-		
	5.5	ICT in Education & AI Tools for Teaching and Learning	-		
	5.6	Mathematical and Quantitative Reasoning	-		
	5.7	Sports, Nutrition, Fitness & Recreation	2	2	
	5.8	Yoga and Understanding Self	-		
	5.9	Art Education (Performing and Visual)			

	5.10	Citizenship Education and Environment Education	-		
	5.12	Research Methodology	-		
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-		
	6.2	School Observation (Field Practice)	-		
	6.3	School/Society/Discipline-based Research Project/Action Research	-		
	6.4	Internship in Teaching	-		
	6.5	Post Internship (Review and Analysis)	-		
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-		
7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-		
Total			22		22

Structure for Semester 2

Curricular structure and components					
Curricular Components	Sl. No	Courses	Credits per Semester	Total Credits per course	Total Credits
			Sem 2		
1. Induction	1	Two Weeks Student Induction Programme	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	-		4
	2.2	Educational Psychology and Child Development	4	4	
	2.3	Philosophical & Sociological Perspectives of Education	-		
	2.4	Assessment and Evaluation	-		

	2.5	Inclusive Education	-		
	2.6	Schools Leadership and Management	-		
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-		
	2.8	Education in Kerala: Retrospect and Prospects	-		
	2.9	Psychology of Learning	-		
	2.10	Elective Course (any one) 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health 4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. <i>Or any other relevant course decided by the University/Institution</i>	-		
3. Disciplinary/ Inter disciplinary Courses	3.1	One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits) 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History,	12	12	12

		Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education 13. Or any other school/general subject			
4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	-		
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	-		6
	5.2	Language – II (English or any other than Language I)	4	4	
	5.3	Understanding India (Indian Culture and Knowledge Systems)	2	2	
	5.4	Guidance and Counselling	-		
	5.5	ICT in Education & AI Tools for Teaching and Learning	-		
	5.6	Mathematical and Quantitative Reasoning	-		
	5.7	Sports, Nutrition, Fitness & Recreation	-		
	5.8	Yoga and Understanding Self	-		
	5.9	Art Education (Performing and Visual)	-		
	5.10	Citizenship Education and Environment Education	-		
	5.12	Research Methodology	-		
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-		
	6.2	School Observation (Field Practice)	-		
	6.3	School/Society/Discipline-based Research Project/Action Research	-		

	6.4	Internship in Teaching	-		
	6.5	Post Internship (Review and Analysis)	-		
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-		
7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-		
Total			22	22	22

Structure for Semester 3

Curricular structure and components					
Curricular Components	Sl. No	Courses	Credits per Semester	Total Credits per course	Total Credits
			Sem 3		
1. Induction	1	Two Weeks Student Induction Programme	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	-		6
	2.2	Educational Psychology and Child Development	-		
	2.3	Philosophical & Sociological Perspectives of Education	4	4	
	2.4	Assessment and Evaluation	-		
	2.5	Inclusive Education	-		
	2.6	Schools Leadership and Management	-		
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-		
	2.8	Education in Kerala: Retrospect and Prospects	-		
	2.9	Psychology of Learning	2	2	

	2.10	<p>Elective Course (any one)</p> <ol style="list-style-type: none"> 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health 4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. <i>Or any other relevant course decided by the University/Institution</i> 	-		
3. Disciplinary/ Inter disciplinary Courses	3.1	<p>One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits)</p> <ol style="list-style-type: none"> 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education 13. Or any other school/general subject 	12	12	12

4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	4	4	4
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	-		2
	5.2	Language – II (English or any other than Language I)	-		
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-		
	5.4	Guidance and Counselling	-		
	5.5	ICT in Education & AI Tools for Teaching and Learning	2	2	
	5.6	Mathematical and Quantitative Reasoning	-		
	5.7	Sports, Nutrition, Fitness & Recreation	-		
	5.8	Yoga and Understanding Self	-		
	5.9	Art Education (Performing and Visual)	-		
	5.10	Citizenship Education and Environment Education	-		
	5.12	Research Methodology	-		
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-		
	6.2	School Observation (Field Practice)	-		
	6.3	School/Society/Discipline-based Research Project/Action Research	-		
	6.4	Internship in Teaching	-		
	6.5	Post Internship (Review and Analysis)	-		
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-		

7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-		
Total			24	24	24

Structure for Semester 4

Curricular structure and components					
Curricular Components	Sl. No	Courses	Credits per Semester	Total Credits per course	Total Credits
			Sem 4		
1. Induction	1	Two Weeks Student Induction Programme	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	-		0
	2.2	Educational Psychology and Child Development	-		
	2.3	Philosophical & Sociological Perspectives of Education	-		
	2.4	Assessment and Evaluation	-		
	2.5	Inclusive Education	-		
	2.6	Schools Leadership and Management	-		
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-		
	2.8	Education in Kerala: Retrospect and Prospects	-		
	2.9	Psychology of Learning	-		
	2.10	Elective Course (any one) 1. Early Childhood Care and Education			

		<ol style="list-style-type: none"> 2. Adolescence Education 3. Education for Mental Health 4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. Or any other relevant course decided by the University/Institution 	-		
3. Disciplinary/ Inter disciplinary Courses	3.1	<p>One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits)</p> <ol style="list-style-type: none"> 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 	14	14	14

		12. Vocational Education 13. Or any other school/general subject			
4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	4	4	4
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	-		4
	5.2	Language – II (English or any other than Language I)	-		
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-		
	5.4	Guidance and Counselling	-		
	5.5	ICT in Education & AI Tools for Teaching and Learning	-		
	5.6	Mathematical and Quantitative Reasoning	-		
	5.7	Sports, Nutrition, Fitness & Recreation	-		
	5.8	Yoga and Understanding Self	-		
	5.9	Art Education (Performing and Visual)	-		
	5.10	Citizenship Education and Environment Education	-		
	5.12	Research Methodology	4	4	
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-		0
	6.2	School Observation (Field Practice)	-		
	6.3	School/Society/Discipline-based Research Project/Action Research	-		

	6.4	Internship in Teaching	-		
	6.5	Post Internship (Review and Analysis)	-		
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-		
7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-		0
Total			22	22	22

Structure for Semester 5

Curricular structure and components					
Curricular Components	Sl. No	Courses	Credits per Semester	Total Credits per course	Total Credits
			Sem 5		
1. Induction	1	Two Weeks Student Induction Programme	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	-		2
	2.2	Educational Psychology and Child Development	-		
	2.3	Philosophical & Sociological Perspectives of Education	-		
	2.4	Assessment and Evaluation	-		
	2.5	Inclusive Education	2	2	
	2.6	Schools Leadership and Management	-		
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-		
	2.8	Education in Kerala: Retrospect and Prospects	-		

	2.9	Psychology of Learning	-		
	2.10	Elective Course (any one) 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health 4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. <i>Or any other relevant course decided by the University/Institution</i>	-		
3. Disciplinary/ Inter disciplinary Courses	3.1	One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits) 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education	12	12	12

		13. Or any other school/general subject			
4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	4	4	4
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	-		0
	5.2	Language – II (English or any other than Language I)	-		
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-		
	5.4	Guidance and Counselling	-		
	5.5	ICT in Education & AI Tools for Teaching and Learning	-		
	5.6	Mathematical and Quantitative Reasoning	-		
	5.7	Sports, Nutrition, Fitness & Recreation	-		
	5.8	Yoga and Understanding Self	-		
	5.9	Art Education (Performing and Visual)	-		
	5.10	Citizenship Education and Environment Education	-		
	5.12	Research Methodology	-		
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	2	2	4
	6.2	School Observation (Field Practice)	-		
	6.3	School/Society/Discipline-based Research Project/Action Research	-		
	6.4	Internship in Teaching	-		
	6.5	Post Internship (Review and Analysis)	-		
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	2	2	

7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-		0
Total			22	22	22

Structure for Semester 6

Curricular structure and components					
Curricular Components	Sl. No	Courses	Credits per Semester	Total Credits per course	Total Credits
			Sem 6		
1. Induction	1	Two Weeks Student Induction Programme	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	-		2
	2.2	Educational Psychology and Child Development	-		
	2.3	Philosophical & Sociological Perspectives of Education	-		
	2.4	Assessment and Evaluation	2	2	
	2.5	Inclusive Education	-		
	2.6	Schools Leadership and Management	-		
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-		
	2.8	Education in Kerala: Retrospect and Prospects	-		
	2.9	Psychology of Learning	-		
	2.10	Elective Course (any one) 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health			

		4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. Or any other relevant course decided by the University/Institution	-		
3. Disciplinary/ Inter disciplinary Courses	3.1	One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits) 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education 13. Or any other school/general subject	14	14	14
4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	4	4	4

5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	-		0
	5.2	Language – II (English or any other than Language I)	-		
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-		
	5.4	Guidance and Counselling	-		
	5.5	ICT in Education & AI Tools for Teaching and Learning	-		
	5.6	Mathematical and Quantitative Reasoning	-		
	5.7	Sports, Nutrition, Fitness & Recreation	-		
	5.8	Yoga and Understanding Self	-		
	5.9	Art Education (Performing and Visual)	-		
	5.10	Citizenship Education and Environment Education	-		
	5.12	Research Methodology	-		
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-		2
	6.2	School Observation (Field Practice)	2	2	
	6.3	School/Society/Discipline-based Research Project/Action Research	-		
	6.4	Internship in Teaching	-		
	6.5	Post Internship (Review and Analysis)	-		
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-		
7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-		
Total			22	22	22

Structure for Semester 7

Curricular structure and components					
Curricular Components	Sl. No	Courses	Credits per Semester	Total Credits per course	Total Credits
			Sem 7		
1. Induction	1	Two Weeks Student Induction Programme	-		0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	-		4
	2.2	Educational Psychology and Child Development	-		
	2.3	Philosophical & Sociological Perspectives of Education	-		
	2.4	Assessment and Evaluation	-		
	2.5	Inclusive Education	-		
	2.6	Schools Leadership and Management	2	2	
	2.7	Curriculum Planning and Development (Stage-specific Material development)	2	2	
	2.8	Education in Kerala: Retrospect and Prospects	-		
	2.9	Psychology of Learning	-		
	2.10	Elective Course (any one) 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health 4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education	-		

		7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. <i>Or any other relevant course decided by the University/Institution</i>			
3. Disciplinary/ Inter disciplinary Courses	3.1	One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits) 1. Languages 2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education 13. Or any other school/general subject	-	0	0

4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	-	0	0
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	-		4
	5.2	Language – II (English or any other than Language I)	-		
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-		
	5.4	Guidance and Counselling	2	2	
	5.5	ICT in Education & AI Tools for Teaching and Learning	-		
	5.6	Mathematical and Quantitative Reasoning	-		
	5.7	Sports, Nutrition, Fitness & Recreation	-		
	5.8	Yoga and Understanding Self	-		
	5.9	Art Education (Performing and Visual)	2	2	
	5.10	Citizenship Education and Environment Education	-		
	5.12	Research Methodology	-		
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-		14
	6.2	School Observation (Field Practice)	-		

	6.3	School/Society/Discipline-based Research Project/Action Research	2	2	
	6.4	Internship in Teaching	12	12	
	6.5	Post Internship (Review and Analysis)	-		
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-		
7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	-	0	
Total			22	22	22

Structure for Semester 8

Curricular structure and components					
Curricular Components	Sl. No	Courses	Credits per Semester	Total Credits per course	Total Credits
			Sem 8		
1. Induction	1	Two Weeks Student Induction Programme	-	0	0
2. Foundations of Education	2.1	Evolution of Indian Education and Education Policy Analysis	-		8
	2.2	Educational Psychology and Child Development	-		
	2.3	Philosophical & Sociological Perspectives of Education	-		
	2.4	Assessment and Evaluation	-		
	2.5	Inclusive Education	-		

	2.6	Schools Leadership and Management	-		
	2.7	Curriculum Planning and Development (Stage-specific Material development)	-		
	2.8	Education in Kerala: Retrospect and Prospects	4	4	
	2.9	Psychology of Learning	-		
	2.10	Elective Course (any one) 1. Early Childhood Care and Education 2. Adolescence Education 3. Education for Mental Health 4. Communicative English 5. Physical Fitness and Healthy Living 6. Gender Education 7. Human Rights Education 8. Education of the Marginalised 9. Peace Education 10. Value Education 11. Economics of Education 12. Education for Sustainable Development 13. Emerging Technologies in Education 14. Comparative & International Education 15. <i>Or any other relevant course decided by the University/Institution</i>	4	4	
3. Disciplinary/ Inter disciplinary Courses	3.1	One/Two discipline(s) from any of the school curricular areas/ disciplines; (preferably one major - 64 credits and one minor - 12 credits) 1. Languages	-	0	0

		2. Physical Science (Physics, Chemistry, etc) 3. Biological Sciences (Zoology, Botany, etc) 4. Mathematics (Statistics, Data Analysis, etc) 5. Social Sciences & Humanities (Economics, History, Political Science, Sociology, Geography, Psychology, etc) 6. Business Studies, Accountancy, etc 7. Arts (Visual and Performing) 8. Physical Education and Yoga 9. Computer Science 10. Agriculture 11. Home Science 12. Vocational Education 13. Or any other school/general subject			
4. Stage-specific Content-cum-Pedagogy courses	4.1	Stage-Specific Content-cum-pedagogy Courses (pedagogical analysis of the school based subject (s) at Foundational, Preparatory, Middle and Secondary levels)	-	0	0
5. Ability Enhancement and Value added Courses	5.1	Language - I (Malayalam or any other as per 8 th schedule of the constitution of India)	-		9
	5.2	Language – II (English or any other than Language I)	-		
	5.3	Understanding India (Indian Culture and Knowledge Systems)	-		
	5.4	Guidance and Counselling	-		
	5.5	ICT in Education & AI Tools for Teaching and Learning	-		
	5.6	Mathematical and Quantitative Reasoning	2	2	

	5.7	Sports, Nutrition, Fitness & Recreation	-		
	5.8	Yoga and Understanding Self	4	4	
	5.9	Art Education (Performing and Visual)	-		
	5.10	Citizenship Education and Environment Education	3	3	
	5.12	Research Methodology	-		
6. School Experience	6.1	Pre-Internship Practice (Micro-teaching & Link Practice, Discussion Lessons, Demonstration Lessons, Peer Teaching)	-		2
	6.2	School Observation (Field Practice)	-		
	6.3	School/Society/Discipline-based Research Project/Action Research	-		
	6.4	Internship in Teaching	-		
	6.5	Post Internship (Review and Analysis)	2	2	
	6.6	Creating Teaching-Learning Material/Work Experience for schools (ICT based Learning Materials, SLOs, etc)	-		
7. Community Engagement and Service	7.1	Community Engagement and Extension (Participation in NSS related activities, New India Literacy Programme, Disaster Management Programme, Clean Kerala, etc)	2	2	2
Total			21	21	21

4.2.6 Eligibility for Admission and Reservation of Seats

To be eligible for admission, candidates must hold a certificate of successful completion of Grade 12 (or equivalent, such as Pre-University, Intermediate, etc.) with a minimum aggregate of 50% marks or an equivalent grade from a recognised Board or University. Eligibility criteria, admission norms, and seat reservation policies for the four-year ITEP will adhere to the regulations established by the University and Government, as updated periodically.

Admission to the ITEP will be based on an entrance examination as stipulated by the NCTE. If provisions are made for states, a state-wide common entrance examination, university-specific entrance examination, or other methods may also be considered, in alignment with the requirements of the State of Kerala. The reservation and quota for various categories will follow the norms set by the Government of Kerala.

4.2.7 Duration

The duration of the ITEP is eight semesters, spanning four years. Odd semesters will run from June to October, and even semesters from November to March. There will be a two-day semester break after each semester and a two-month vacation during April and May each academic year.

Flexibility may be granted to universities and institutions to offer blended learning modes or additional credit acquisition opportunities for student-teachers during vacation periods. For valid reasons, a student may be allowed to complete the program within six years from the date of admission, if unable to complete within the standard four-year period.

4.2.8 Exit and Re-entry Options

The ITEP offers multiple entry, exit, and re-entry points, with appropriate certifications. However, in the Kerala context, exit is permitted only after the successful completion of six semesters. Student-teachers who wish to exit at this point will be awarded a Bachelor's Degree in their chosen major area of study (disciplinary/interdisciplinary) upon earning a minimum of 133 credits, including at least 64 credits in disciplinary/interdisciplinary courses.

If a student exits the program before completing the third year, they will receive a transcript for the courses successfully completed. These credits may be transferable under the Academic Bank of Credits (ABC) scheme of the respective university.

Student-teachers who complete the full four years (eight semesters) will be awarded a dual-major bachelor's degree, such as B.A. B.Ed., B.Sc. B.Ed., or B.Com. B.Ed., with specialisation in the Foundational, Preparatory, Middle, or Secondary stage. This requires a minimum of 177 credits, distributed as follows:

68 credits in the first major (Education),

64 credits in the second major (disciplinary/interdisciplinary area related to school curricular areas),

12 credits in a minor,

31 credits in Ability Enhancement and Value-Added Courses, and

2 credits in Community Engagement and Service.

Although a third-year exit option is available, the completion of the four-year ITEP will be required as the minimum qualification for school teachers across the Foundational to Secondary stages, in line with NCTE regulations 2014 and its amendments. The final decision on this will be made by the Government of Kerala, considering the specific educational needs of the state.

Re-entry and Readmission Provisions

Re-entry is permitted for students who have exited the ITEP at any stage, whether after a semester or a year of completion. These candidates will be re-admitted to the appropriate semester or year, based on their prior progress, and must complete the ITEP within the maximum allowed duration of six years.

Candidates who discontinue the ITEP may be eligible for readmission, provided the scheme and syllabus remain unchanged. If the program's syllabus or scheme changes, candidates must either re-register for the ITEP as new entrants, following the current admission requirements, or, if otherwise eligible, seek permission from the University to continue.

Candidates unable to complete the program within the six-year maximum duration will need to re-enrol as fresh candidates under the admission requirements applicable to new students.

4.2.9 Registration

The number of students admitted to the program will comply with NCTE regulations, government rules, orders, and university policies. Each student must register for courses using the prescribed registration form, in consultation with their faculty advisor, within two

weeks from the start of each semester. The faculty advisor will approve registrations based on students' preferences and seat availability. Universities must also ensure adherence to the Academic Bank of Credits (ABC) regulations.

The number of courses or credits a student may take in a semester is subject to the minimum and maximum credit limits outlined in these regulations.

4.2.10 Medium of Instruction

The medium of instruction for all courses shall be English. However, for language courses, instruction may be given partly in the respective language. Examinations will be conducted in English or Malayalam, while language course exams must be written in the language specified in the question paper.

4.2.11 Attendance

A student-teacher is considered to have satisfactory attendance and is eligible to appear for examinations if they attend at least 80% of all theory classes and practicum sessions and maintain 90% attendance for the internship (school experience). In cases of unavoidable absence, any missed internship days may be made up by extending the internship duration to fulfil the 90% attendance requirement. Condonation of attendance shortage will be allowed as per existing University rules. Candidates with attendance below the minimum requirement are not eligible to register for the end-semester University examination and must repeat the course by re-enrolling through the University.

4.2.12 Programme Calendar

The programme calendar, published in advance, must be strictly adhered to, ensuring timely examinations and result publication. Faculty members from affiliated institutions who are assigned duties by the University, such as participating in Centralised Valuation Camp or other University-prescribed activities, are required to attend these duties as scheduled. Heads of institutions are responsible for ensuring compliance.

4.2.13 Internal Assessment Grievance Redressal Mechanism

Internal assessment must be conducted fairly and must not be used as a tool for personal or other forms of retaliation. Students have the right to understand how their marks were determined. To address any grievances related to internal assessment, a three-level Grievance Redressal mechanism is established. A student may approach a higher level only if the grievance is not resolved at the lower level.

Level 1: Department Level – The department cell, chaired by the College Coordinator, includes the Course Coordinator and the Faculty Advisor as members.

Level 2: College Level – A committee chaired by the Principal, with the College Coordinator, Course Coordinator, and Faculty Advisor as members.

Level 3: University Level – A committee constituted by the Vice-Chancellor as Chairman, with the Pro-Vice-Chancellor, Convener of the Syndicate Sub-Committee on Student Discipline and Welfare, and the Chairman of the Board of Examinations as members, and the Controller of Examinations serving as member-secretary.

4.2.14 Minimum Eligibility for Writing the Examination

To be eligible to write the examination, student-teachers must meet the minimum requirements in terms of attendance and internal assessment as specified by the program guidelines.

4.2.15 Reappearing for Examination and Readmission to the Program

Students who do not pass an examination may reappear for it in accordance with University policies. Those who discontinue the program may be eligible for readmission, provided they meet the requirements and conditions set by the University.

4.2.16 Assessment, Grading, and Certification

Universities or autonomous colleges may determine assessment practices, grading criteria, and the minimum percentage of marks or CGPA required to pass the ITEP based on the guidelines provided.

- **Assessment in Theory Subjects:** The assessment ratio for theory courses will be 70% external examination to 30% internal assessment, or as determined by the University's practices for Four-Year Undergraduate Programs in Kerala.
- **Assessment of Practical Courses:** Practical courses, including school-based, college-based, and community-based practicals, will undergo internal assessment through continuous evaluation or other methods prescribed by the respective University.
- The letter grade, grade point, percentage of marks and class shall be as follows;

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ Excellent	9	Above 85% and Below 95 %	
A (Very Good)	8	Above 75% and Below 85 %	
B+ (Good)	7	Above 65% and Below 75 %	First Class
B (Above Average)	6	Above 55% and Below 65 %	
C (Average)	5	Above 55% and Below 55 %	Second Class
P (Pass)	4	Above 35% and Below 45 % Aggregate (external and internal put together) with a minimum of 30% external	Third Class
F (Fail/Not Qualified)	0	Below an Aggregate of 35 % or below 30% in external evaluation	Fail
Ab (Absent)	0	NA	Fail

The Semester Grade Point Average (SGPA) is a measure of performance of work done in a semester. It shall be expressed up to two decimal places,

$$\text{i.e., SGPA } (S_i) = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

where C_i is the number of credits of the i th course and G_i is the grade point scored by the students. The universities or the autonomous colleges can decide on the grade or percentage of marks required to pass in a course and the Cumulative Grade Point Average (CGPA) required to qualify for the award of the degree taking into consideration the recommendations of the relevant standard setting body. Cumulative Grade Point Average (CGPA) is a measure of cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses. It is expressed up to two decimal places,

$$\text{i.e., SGPA } (S_i) = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

4.2.17 Other Provisions

In addition to the aspects mentioned above, other relevant matters—such as the scheme of examination, assessment methods for different courses, assessment of theory and practical courses, question patterns for End-Semester Examinations, passing criteria, practical examinations and viva-voce, and specific duties of the practical board and chairperson—shall be determined by the respective universities in alignment with NCTE regulations and state government policies, rules, and regulations.

4.2.18 Revision of Regulations

Notwithstanding the provisions outlined above, universities reserve the right to revise any aspect of the regulations, scheme, and syllabus of the program as needed, in accordance with NCTE regulations, state regulations, and University rules.

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ANNEXURES

Annexure 1

Constitution of Committee

Committee for formulating the curriculum of Integrated Teacher Education Programme (ITEP) constituted by the Kerala State Higher Education Council

Members of the Committee

1	Chairman: Prof. (Dr.) Mohan B Menon, Former Deputy Vice Chancellor, Academic, Wawasan Open University, Malaysia. mohanbmenon@gmail.com 9746062029
2	Member Convenor: Prof. (Dr.) T. Mohamed Saleem, Principal and Professor, Farook Training College, Kozhikode. drsalimt@gmail.com 9496363353
3	Member: Prof. (Dr.) Anil Kumar K, Professor, Regional Institute of Education, NCERT, Mysuru. Karnataka. dranilkumar67@gmail.com 9448459768
4	Member: Prof. (Dr.) Asha J.V. Professor & Head of the Department, School of Pedagogical Science, Mahatma Gandhi University, Kottayam, ashajv@mgu.ac.in 9447043489
5	Member: Prof. (Dr.) K.P..Suresh, Professor (Retd.), Department of Education, Central University of Kerala, Kasaragod drsureshkp@yahoo.co.in 04902477234
6	Member: Dr. K S Sajan, Assistant Professor of Education NSS Training College, Ottapalam, Palakkad sajan@nssce.org 9496354916
7	Member: Prof. (Dr.) T.C. Thankachan, Professor of Education, St. Thomas College of Teacher Education, Pala drtcthanks@gmail.com 9447037105
8	Coordinator: Dr. Manulal P Ram Research Officer KSHEC Coordinator, ITEP Committee

Annexure 2

Suggested Roadmap and Time-line for KSHEC-ITEP Committee

January-February 2024

- i. Initial sitting of the Committee -29 January- Thiruvananthapuram
- ii. Informing the draft TOR to KSHEC for its endorsement
- iii. Preparations for Stakeholder Consultation Meetings (SCMs)
- iv. Draft main Questions for SCMs for obtaining their views on relevant matters
- v. Identify the issues to interact with NCTE- to clarify all issues related to regulations and framework
- vi. Identification of participants for SCMs representing all related sectors/categories
- vii. First SCM in Kannur- 27 February
- viii. Second SCM in Kozhikode- Additionally the committee will meet for 1-2 hours- 28 February
- ix. Finalise the initial outline for Committee Report
- x. To initiate drafting inputs for Committee Report
- xi. Interaction with TE experts/institutions face to face or online as and when possible
- xii. Online meetings as and when needed on short notice

March 2024

- i. Expected opening of NCTE Portal and Committee to discuss and communicate action required to KSHEC and all Stakeholders.
- ii. Minutes of the 1st and 2nd SCMs ready by 2nd week of March
- iii. Third meeting of SCM in Kottayam – Additionally the committee will meet for 1-2 hours-(2/3 week of March)
- iv. Minutes of the 3rd SCM ready by last week of April
- v. Write ups for inputs for Committee Report in progress
- vi. Interaction with TE experts/institutions face to face or online as and when possible
- vii. Online meetings as and when needed on short notice

April 2024

- i. Fourth SCM in Thiruvananthapuram- Additionally the committee will meet for 1-2 hours and also have a meeting with SCERT (1/2week of April)- 2 days
- ii. Finalisation of the Report Outline and sharing of drafting among Committee members

- iii. Draft minutes of the 3rd SCM ready by 4th week of April
- iv. Write ups for inputs for Committee Report in progress
- v. Interaction with TE experts/institutions face to face or online as and when possible
- vi. Online meetings as and when needed on short notice

May 2024

1. Drafting of different sections of the Report by individual members –first half of May
2. Compiling all available write-ups of inputs to bring out an initial draft of the Committee
3. report for discussion within the Committee only- by 3rd of May
4. Face to face sitting of all members in one venue to bring out the initial rough draft1/2nd week of May
5. An interim summary report to be communicated to KSHEC indicating the recommendations of the Committee by 4th week of May

June 2024

- Finalise the first draft of the report with required annexures and references by 1st week of June
- Final editing of the draft report to bring out Draft Version 1 of the Report by 2nd week of June
- Submission of the Draft Report-version-1 to KSHEC by 3rd week of June
- Meeting for discussion of the Draft Report with KSHEC for feedback and required revision-3rd week of June
- Draft Report Revision 2 ready by last week of June

July 2024

1. One day State level Seminar on Teacher Education transformation in Kerala to be organised by KSHEC where Draft Report Revision 2 will be presented- 1st week of July. Participants should include representative stake holders and education experts
2. Final Report Submitted to KSHEC by 2nd week of July

Note: This is a tentative Roadmap mainly with the purpose of guiding the Committee in completing the tasks. It will be modified occasionally, if needed based on unforeseen eventualities. There has been an undue delay due to circumstances beyond the control of the Committee such as the Parliament Elections and related difficulties in scheduling stakeholder meetings. The submission of the Final Committee Report thus got delayed to November 2024. The Committee submitted an Interim Report to KSHEC for information of the Government of Kerala on 20 May 2024.

Annexure-3

Interim Note

of the KSHEC Curriculum Committee for the Adoption of 4-Year Integrated Teacher Education Programme (ITEP)

KSHEC-ITEP Curriculum Committee

May, 2024

1. Introduction

The KSHEC-ITEP Curriculum Committee was constituted as per notification of the Council on 22-12-2023. (Annexure-1). The Committee had its first meeting on 29 January 2024 where it discussed and formulated the in following Terms of Reference in consultation with the Vice-chairman of the KSHEC.

1. Contextualise the NCTE-ITEP Curriculum Framework based on discussion with concerned experts and develop a Kerala State Curriculum Framework for its implementation from the 2025-26
2. Develop a curriculum implementation package based on the requirements and regulations of NCTE-ITEP Curriculum Framework and suiting the realities and related issues of Kerala education system.
3. Recommend to the Government of Kerala and other stakeholders how the teacher education transformation can be achieved in Kerala.

2. Teacher Education context in Kerala:

1. Currently, Teacher Education scenario in the State consists of 2-year D.El.Ed, 2 year B.Ed. and 2-year M.Ed. programmes. The curriculum for the 2-year B.Ed. programme adopts the NCTE 2014 regulations and syllabi components devised by the respective Universities' Boards of Studies. Teacher Education Institutions at the secondary stage in Kerala are affiliated to four Universities in the State viz. Kannur University, University of Calicut, MG University, and University of Kerala. These include Government Colleges of Teacher Education (GCTE), Government-Aided Colleges of Teacher Education, Self-financing Colleges of Teacher Education and University Centres of Teacher Education.
2. The curriculum and syllabus for these programmes undergo periodic modifications, notably in 2015, aligning with the transition from 1-year

Interim Note

B.Ed. to 2-year B.Ed. and subsequent modifications followed suit as per NCTE (2014) regulations.

3. The pioneering efforts in the Integrated Teacher Education programmes can be traced back to 1960's when the four Regional Institutes of Education (the then Regional Colleges of Education) situated at Ajmer, Bhopal, Bhubaneswar and Mysore of the NCERT started the B.Sc.Ed and BA.Ed Programmes. Realizing the importance of integration of content and pedagogy in teacher education and also to have longer duration of teacher education programmes. NCTE in 2014 Regulations initiated to implement such programmes (Appendix-13) through ITEP Regulations. Since then, many state governments and Central universities started offering the Integrated teacher education programmes in the country. It resurfaced as part of the National Education Policy (NEP) 2020, paving the way for nationwide implementation. Subsequently, ITEP regulations were amended in 2021 in line with NEP 2020, with NCTE initiating steps for nationwide implementation. The ITEP now focuses on stage wise teacher education programmes as per the new structure of school education namely foundational stage, preparatory stage, middle stage and secondary stage proposed under NEP (2020).
4. In accordance with NCTE's 2023 notification, 42 National Institutions with Teacher Education experience were selected for ITEP implementation, commencing from the 2023-24 academic year on a pilot basis for the first phase. In Kerala, the programme was initiated at the Central University of Kerala, Kasaragod and the National Institute of Technology (NIT), Calicut.
5. A key distinction of the ITEP scheme lies in its flexibility and subject-pedagogy integration, encouraging the programme to be initiated by Multidisciplinary Higher Education Institutions (MHEIs) currently offering undergraduate or postgraduate programmes in Liberal Arts, Science, Commerce, etc., rather than exclusively through Standalone Teacher Education Institutions (STEIs) prevailing in the State. NCTE's current perspective prioritises the adoption of ITEP in the conventional Arts and

Interim Note

Science Institutions, Engineering Colleges, NITs, IITs, etc., over traditional STEIs.

6. Additionally, NCTE recommends that existing STEIs intending to offer ITEP in the future must partner with multidisciplinary institutions..
7. NCTE has stipulated that the qualification for teacher education will be a 4-year ITEP degree from 2030, while remaining ambiguous about the future of existing B.Ed. programmes in Institutions although not entirely phasing out 2 year B.Ed. programme. It envisages the transformation of STEIs to MHEIs through the inclusion of additional disciplines as required and a stipulated number of additional teaching staff and infrastructure.
8. In Kerala context, all STEIs offering D.El.Ed. and B.Ed. programmes are expected to transition to an integrated format, aligning with the 5+3+3+4 school education pattern proposed by NEP. Consequently, Institutions associated with the DIET in the State's 14 districts will also need to adopt the four-year integrated structure based on the transformation expected to be carried out in DIETs.

3. Discussions organised/planned by the Committee:

Since the initial meeting at KSHEC the Committee had online interactions among the members during February 2024 and organised two Stakeholders' Consultative Meetings of representatives of STEIs of Northern Kerala at Kannur and Kozhikode during February-March 2024 to discuss and tackle issues concerning the implementation of ITEP within the State. The Committee also had planned to organise two more SCMs for STEI representatives as well as meetings with TE Curriculum Experts and MHEI representatives during March-April 2024. These meetings couldn't be organised due to exigencies related to Parliament election processes. The Committee plans to organise these meetings during May-June 2024 before consolidating the final report of the Committee.

4. Emerging Issues and Concerns:

Emerging issues based on the available stakeholder discussions and notifications and documents of NCTE are as follows.

The NCTE-ITEP portal for new institutions is currently open for the 2024-25 period inviting applications from institutions to commence ITEP programme from 2025-26 academic year based on the eligibility criteria set by NCTE. Under these criteria standards fixed by NCTE (Table in Annexure-2), hardly any existing Government or Government Aided STEIs in the State are eligible to apply as they are not coming under definition of the Multi-disciplinary Institutions as per the NCTE notification dated 21 October, 2021. . However, many of the MHEIs would become eligible to apply for starting new ITEP programmes according to the specified eligibility criteria and norms. While it may not be possible to disallow such multidisciplinary institutions to apply for ITEP initiation, indiscriminate adoption of the programme by MHEIs may also come in the way of a systematic transformation of the existing TE institutions as well as sustenance of a robust and quality TE system in the State.

The immediate ramifications of the aforementioned transformation in this sector will directly impact the STEIs operating in the State. These Institutions presently fulfil the requirements of the teacher education sector by producing qualified teachers. There are Government, Government Aided and Self-financing institutions and University Centres offering pre-service TE programmes. A substantial number of teacher educators are currently employed in these Institutions. With all existing programmes transitioning to the 4-year ITEP model, the status of current B.Ed. graduates and teachers from these institutions is potentially jeopardized.

There is also an apprehension among teacher educators, principals and managers of TEI, that the introduction of ITEP in all MHEIs may undermine the professional essence of teacher education programmes in the State. Stakeholders unanimously advocate for measures to protect teacher education programmes within the existing STEIs rather than shifting ITEP entirely to Arts and Science or Engineering discipline institutions. However, according to the NEP policy directions and NCTE

Interim Note

regulations this is not possible unless appropriate amendments to regulations are made by NCTE responding to the contextual issues and realities of states.

NCTE has stipulated through a recent amendment (See Annexure 3) of its regulations that government institutions (STEIs) running teacher education programmes are allowed to partner with multidisciplinary counterparts (MHEIs) within the same University and run ITEP programme. However, it is not clearly mentioned that this provision extends to the existing Aided Institutions and self-financed institutions in the state. This lack of clarity may significantly impact the adoption of ITEP in the state. Many of these institutions maintain high standards of research and PG departments in accordance with UGC guidelines and other NCTE regulatory frameworks. This will not only jeopardise the fundamental existence of these institutions but also adversely affect the future opportunities of the faculty and students associated with them. It is imperative for the government to address this issue with utmost seriousness and proactivity.

Furthermore, it is essential to safeguard the interests of the existing B.Ed. Institutions in the state by initiating appropriate transformation strategies.

5. Interim Recommendations to KSHEC and the Government of Kerala:

Government of Kerala/KSHEC has already accepted in principle to adopt the 4 Year Integrated Teacher Education Programme (ITEP) of the NCTE as a part of implementation of NEP-2020 to improve the quality of the teacher education system in the state of Kerala.

The 4 Year Integrated Teacher Education Programme (ITEP) has been visualised into stage/level -wise teacher preparation as per the new structure of school education namely foundational stage, preparatory stage, middle stage and secondary stage. Multi-disciplinary Higher Education Institutions which are interested in applying for ITEP may choose to offer any one or more level programmes depending on the expertise and resources. They may create a TE

Interim Note

Department in Education (where the ownership of ITEP lies) or partner with a STEI offering an NCTE recognised B.Ed programme within the same University.

The Government of Kerala may provide 'No Objection Certificate (NOC)' to eligible Multi-disciplinary Higher Education Institutions with a preferred condition that they should partner with a STEI within the same University. This is according to the amended regulations of NCTE. Such a direction from the Government will facilitate ITEP adoption in the state along with protecting the interests of STEIs.

6. Suggestions:

Standalone Government/Government aided/self-financed Teacher Education Institutions may be permitted to collaborate with the nearby Government/Government aided Multi-disciplinary Higher Education Institutions (affiliated to same University) so as to become eligible to apply for the ITEP to offer any one or more level programmes depending on the expertise and resources.

As on today the teacher requirement projections for short and long-term periods are not available for Kerala state. Indiscriminate expansion of TE in the state with uncertain perceptions of demand will have to be monitored by the Government. There is a need also to identify short-term and medium-term courses in the area of education. This will enable the institutions to diversify their course offerings according to market requirements related to both pre-service and in service teacher training and other professional development requirements of educational practice. KSHEC should sponsor conduct of suitable research studies in this regard. This will help in regulating and systematising the expansion and diversification of Education related programmes in the state.

Government should be proactive in supporting the STEIs to transform itself to MHEIs and develop the required capacity and eligibility to adopt ITEP in the subsequent phases of NCTE approval. There is a lack of clarity about this and the Government should officially seek clarification from NCTE in this regard.

Though NCTE demands through its regulation to transform existing STEI to MHEI by 2030 in order to become eligible for starting ITEP, this committee has strong

Interim Note

concern over this proposal especially in the present higher educational scenario of the Kerala state.

All STEIs should be prepared and encouraged to seek NAAC accreditation on a priority basis. Both the Government and the Universities should facilitate this process.

The concept and operation of Government Aided Colleges of Kerala should be officially explained to NCTE to differentiate this model from private colleges as presently envisaged by NCTE. It is required to convince NCTE with required evidences and documents that there is no significant qualitative difference between Government and Government-Aided institutions in Kerala.

7. Conclusion:

This is an interim note submitted by the Committee according to request made by the KSHEC mainly with a purpose of deciding on certain urgent concerns. The Committee is continuing with its remaining interactions to complete its tasks as per given TOR. The final report will be submitted after that.

Sd/-

Chairman

KSHEC-ITEP Curriculum Committee

19 May 2024

Annexures:

Annexure 1: Notification of Constituting the Committee

Annexure 2: NCTE Phase 4 Criteria for ITEP approval

Annexure 3: NCTE-Recent amendments of its Regulations

Annexure 4

NCTE Criteria=Phase 4

Shortlisting Criteria for Processing of Applications for ITEP from Multidisciplinary Institutions for academic session 2025-26

Sl. No.	Criteria	Description	Points (max.)																								
1.	<p>➤ Institutes of Eminence or, ➤ Institutions of National Importance or, ➤ <i>Category 1 Institutions as per UGC or,</i> ➤ Central/State Government/Private Universities/ Deemed Universities/ Institutions graded with NAAC **</p> <p>**(NAAC grading should have been valid for some period of time in the last 2 years from the date of issue of public notice inviting applications by NCTE, provided applications have been filed by the institution for fresh accreditation)</p>	<p>Distribution of points is as below:</p> <table><tr><td>➤ IoE</td><td>8</td></tr><tr><td>➤ IoNI</td><td>8</td></tr><tr><td>➤ <i>Category 1</i></td><td>8</td></tr><tr><td>➤ Institutions with NAAC grade-</td><td></td></tr><tr><td>A++</td><td>8</td></tr><tr><td>A+</td><td>7</td></tr><tr><td>A</td><td>6</td></tr><tr><td>B++</td><td>6</td></tr><tr><td>B+</td><td>5</td></tr><tr><td>B</td><td>4</td></tr><tr><td>Below B</td><td>3</td></tr><tr><td>Not Accredited</td><td>0</td></tr></table>	➤ IoE	8	➤ IoNI	8	➤ <i>Category 1</i>	8	➤ Institutions with NAAC grade-		A++	8	A+	7	A	6	B++	6	B+	5	B	4	Below B	3	Not Accredited	0	8 points
➤ IoE	8																										
➤ IoNI	8																										
➤ <i>Category 1</i>	8																										
➤ Institutions with NAAC grade-																											
A++	8																										
A+	7																										
A	6																										
B++	6																										
B+	5																										
B	4																										
Below B	3																										
Not Accredited	0																										
2.	NIRF Ranking of Institutions (Overall category)	<table><tr><th>Rank</th><th>Points</th></tr><tr><td>1-100</td><td>4</td></tr><tr><td>101-300</td><td>3</td></tr><tr><td>301-500</td><td>2</td></tr><tr><td>501 & above</td><td>1</td></tr><tr><td>Not ranked</td><td>0</td></tr></table>	Rank	Points	1-100	4	101-300	3	301-500	2	501 & above	1	Not ranked	0	4 points												
Rank	Points																										
1-100	4																										
101-300	3																										
301-500	2																										
501 & above	1																										
Not ranked	0																										
3.	Multidisciplinary Institutions successfully running for some number of years	<p>Counting of years will be from the date of inception of the institution till the date of issue of public notice inviting applications by NCTE.</p> <table><tr><td>• 30 years & above</td><td>4</td></tr><tr><td>• From 25 to below 30 years</td><td>3</td></tr><tr><td>• From 10 to below 25 years</td><td>2</td></tr><tr><td>• Below 10 years</td><td>1</td></tr></table>	• 30 years & above	4	• From 25 to below 30 years	3	• From 10 to below 25 years	2	• Below 10 years	1	4 points																
• 30 years & above	4																										
• From 25 to below 30 years	3																										
• From 10 to below 25 years	2																										
• Below 10 years	1																										
4.	Institutions running NCTE recognized course(s)	2 points will be awarded to institutions having experience of running any NCTE recognized Teacher Education Programme(s) and are currently recognized.	2 points																								

* Note: The Institutions obtaining a minimum of 10 points will be shortlisted for processing on the basis of extant norms and standards prescribed by NCTE

Annexure 5

NCTE-Recent amendments of its Regulations

MULTIDISCIPLINARY/INTER DISCIPLINARY CONCEPT FOR ITEP PROGRAMME MENTIONED IN THE NOTE AMENDED REGULATIONS

In pursuance of NCTE (Recognition, Norms and Procedure) Regulation, 2014 as amended vide Regulations, 2021 F.No.NCTE-Regl011/80/2018-MS(Regulation)-HQ dated 22nd October, 2021 published in the Gazette of India on October 26, 2021, Clause 3 provides as under:

"(ca) "multidisciplinary institution" means a duly recognised higher education institution involving several different subjects of study/ combining or involving more than one discipline. Multidisciplinary universities and colleges will aim to establish education departments, which besides carrying out cutting edge research in various aspects of education, will also run Integrated Teacher Education Programme, in collaboration with other departments or field of liberal arts or humanities or social sciences or commerce or mathematics, as the case may be, at the time of applying for recognition of Integrated Teacher Education Programme."

2. The Preamble of Amended NCTE Regulations, 2021 states that the ITEP programme shall be offered by multidisciplinary Higher Education Institutions in multi and inter disciplinary academic environment.

3. Regulation 3 (a) of NCTE Regulations 2014, as amended vide Notification F.No.NCTE-Regl012/13/2021-Reg. Sec.-HQ dated 04.05.2022 provides as under:

"(a) recognition for commencement of new teacher education programmes which shall be offered in multi-disciplinary institutions,"

4. Regulation 3 (f) of NCTE Amended Regulations 2021 vide Notification F.No.NCTE-Regl012/13/2021-Reg. Sec.-HQ dated 04.05.2022 provides as under:

"(f) standalone Government colleges conducting Bachelor of Education, desirous of offering Integrated Teacher Education Programme must do in collaboration with nearby multidisciplinary Government Higher Education Institutions, which are affiliated to the same university."

5. Sub-Regulation (1) of NCTE Amended Regulations 2021 vide Notification F.No.NCTE-Regl012/13/2021-Reg. Sec.-HQ dated 04.05.2022 provides as under:

"(1) The Institutions shall offer Integrated Teacher Education programmes in multi- disciplinary environment."

6. Point-6 of NCTE Public Notice F.No.NCTE-Regl022/16/2023-Reg. Sec.-HQ dated 5th February 2024 is as under:

"If any institution, which is not recognized by the NCTE, applies for transition, the application shall be outrightly rejected and any fees paid by such institution shall be forfeited."

In view of NCTE Amended Regulations as quoted above, the institutions not being run in collaboration with other departments or field of liberal arts or humanities or social sciences or commerce or

Interim Report-Annexures

mathematics, as the case may be, at the time of applying for recognition of Integrated Teacher Education Programme shall not be treated as Multidisciplinary Institutions. Hence, all such institutions shall not be considered as qualified to run Integrated Teacher Education Programme (ITEP)/ Transition of 4 Year B.A.B.Ed./B.Sc.B.Ed. course to ITEP

Annexure 6

Inputs and Suggestions from Stakeholder's Consultative meetings

The following consultative meetings were organised as part of the ITEP committee of KSHEC at four regional level, based on the major multi-disciplinary Universities in the State. A large participation of individuals, representatives from stakeholder institutions and various organisations have attended in each gathering. The diverse range of feedback and suggestions provided by attendees has been compiled into a comprehensive document, which is appended herewith for review

No	Meeting	Date	Venue	Participation
1	Stakeholders Consultative Meeting -Kannur University	Date: 27 February 2024	Cheruserry Auditorium, Thavakkara Campus, Kannur	110
2	Stakeholders Consultative Meeting -Calicut University region	Date: 28th February 2024	Farook Training College, Kozhikkode	120
3	Stakeholders Consultative Meeting-MG University Region	Date: 11 th June 2024	Senate Hall, Administrative Block, Main Campus MG University	158
5	Stakeholders Consultative Meeting-Kerala University Region	Date: July 2, 2024	C V Raman hall, CLIF, University of Kerala, Kariyavattom Campus	126

- 2004 2005 കാലഘട്ടത്തിലാണ് സ്വാശ്രയ സ്ഥാപനങ്ങൾ ആരംഭിച്ചത് അഞ്ചേക്കർ സ്ഥലം, കെട്ടിടങ്ങൾ സ്റ്റാഫ് എല്ലാം ഉള്ള സ്ഥിതിക്ക് ബി എഡ് കോളേജുകളിലും കോഴ്സ് നടത്താനുള്ള അനുവാദം ഗവൺമെന്റ് നൽകേണ്ടതാണ്. നിലവിലുള്ള ആർട്സ് ആൻഡ് സയൻസ് കോളേജുകളിൽ മാത്രമായി ബിഎഡ് കോഴ്സുകൾ ഒരുക്കരുത് ഇന്റഗ്രേറ്റഡ് ബി എഡ് കോഴ്സുകൾ നടത്താൻ ആവശ്യമായ ആർട്സ് സയൻസ് കൊമേഴ്സ് കോഴ്സുകൾ നടത്തുവാനുള്ള അനുവാദം നിലവിലെ കോളേജുകൾക്ക് നൽകണം 50% മാനേജ്മെന്റ് കോട്ട എങ്ങനെ പ്രായോഗികമാ എന്നതിൽ വ്യക്തതയിൽ നടത്തുന്ന ഡിഡ് നടത്തുന്ന സ്ഥാപനങ്ങളിൽ ജോലി ചെയ്യുന്ന ഉദ്യോഗസ്ഥർ അടച്ചുപൂട്ടൽ ഭീഷണി നേരിടേണ്ടി വരുമോ എന്ന് ആശങ്കയുണ്ട്. നാക്ക് അടക്കമുള്ള യോഗ്യതയുടെ കാര്യത്തിൽ ബിഎഡ് കോളേജുകളിൽ ഇളവുകൾ ഇല്ലാത്തതും ആശങ്ക നൽകുന്നു
- ഈ വരുന്ന അക്കാദമിക്ക് വർഷം തന്നെ ഒന്നോ രണ്ടോ പ്രോഗ്രാം നിലവിലുള്ള കോളേജ് ഓഫ് ടീച്ചർ എജുക്കേഷൻ നൽകുവാനുള്ള തീരുമാനം ഉണ്ടാകണം.
- യോഗ്യതകളിൽ എം എഡ് ബിരുദധാരികൾക്ക് മുൻഗണന-പ്രാധാന്യം നൽകണം

- നിലവിലുള്ള ബി.എഡ് കോളേജുകളിൽ ഒരു ഡിഗ്രി കോഴ്സ് എങ്കിലും വേണം നിലവിലുള്ള അധ്യാപകരെ നിലനിർത്തണം നിലവിലുള്ള ഏക്കർ സ്ഥലത്ത് തന്നെ കോഴ്സ് തുടങ്ങണം
- ഡി എൽ എഡ് സ്ഥാപനങ്ങളുടെ ഭാവി ആശങ്കാകുലമാണ് ബി എഡ്, ഡി.എഡ് എന്നിവയിൽ വിഷയങ്ങൾ തിരിച്ചു നാമകരണം ഉണ്ടാകുമോ നിലവിലുള്ള ഡി.എൽ.എഡി. നെ ഡിഗ്രി അടിസ്ഥാന യോഗ്യതയായി പരിഗണിക്കുക ഡയറ്റ് പോലുള്ള സ്ഥാപനങ്ങളെ അഫിലിയേറ്റ് ചെയ്യുക
- ഡിഗ്രി അടിസ്ഥാന യോഗ്യത ആക്കുക ഡയറ്റ് അധ്യാപകരെ ടിടിഎ (പ്രിൻസിപ്പൽമാരെ പ്രാധാന്യത്തോടെ ഐ ടി പിയുമായി ബന്ധപ്പെടുക പിസി
- നിലവിലുള്ള ബി.എഡ് കോളേജുകളിൽ മാറ്റി നിർത്തിക്കൊണ്ട് പുതിയ വ്യവസ്ഥ ഉണ്ടാക്കുന്നത് ശരിയല്ല നിലവിലുള്ള വീടു കോളേജുകളെയും പുതിയ വ്യവസ്ഥയിൽ നിലനിർത്തിക്കൊണ്ട് പുതിയ വിദ്യാഭ്യാസ നയം പരിഷ്കരിക്കുക എൻസിടി ആവശ്യപ്പെടുന്ന യോഗ്യതകൾ അനുസരിക്കാൻ നിലവിലുള്ള, ബി.എഡ് കോളേജുകൾക്ക് സമയം നൽകുക
- മൾട്ടി ഡിസിപ്ലിനറി എൻവയോൺമെന്റ് എന്ന വ്യവസ്ഥയിൽ നിലവിലുള്ള ബി.എഡ് കോളേജുകൾ ഒന്നും വരുന്നില്ല. ആർട്സ് ആൻഡ് സയൻസ് കോളേജുകളിൽ പുതുതായി വരുന്ന ബി എഡ്യൂക്കേഷൻ ഡിപ്പാർട്ട്മെന്റിൽ പുതുതായി അധ്യാപകരെ നിയമിക്കുമോ അതോ പരിചയസമ്പന്നരായ അധ്യാപകരെ വിന്യസിക്കുമോ? ആർട്സ് ആൻഡ് സയൻസ് കോളേജുകളും ബിയേർഡ് കോളേജുകളും ഉള്ള ഒരു മാനേജ്മെന്റ് ഐടിപി കോഴ്സ് വരുമ്പോൾ എങ്ങനെയാണ് കൊളാബേറ്റ് ചെയ്യേണ്ടി വരിക
- സ്ഥല-കെട്ടിടസൗകര്യങ്ങൾ വിപുലീകരിക്കാനുള്ള ഒരു സമയപരിധി അനുവദിക്കേണ്ടതാണ്. എഡ്യൂക്കേഷൻ എന്ന കമ്പോണിന്റിന്റെ എക്സ്പെർടൈസ് നഷ്ടപ്പെടാതെ നോക്കേണ്ടതും അനിവാര്യമാണ് നിലവിലുള്ള ബി.എഡ് കോളേജുകൾക്ക് ഐടിപി പ്രാബല്യത്തിൽ വരുമ്പോൾ പ്രാധാന്യം കുറഞ്ഞു പോകരുത്. നിലവിലെ അധ്യാപകരെ സംബന്ധിച്ച് വർക്കി ലോഡിൽ ഒരു വ്യക്തത വരുത്തേണ്ടതുണ്ട് നിലവിലുള്ള ബി എഡ് HEI ഇൻസ്റ്റിറ്റ്യൂഷനുകളിലേക്ക് മാറ്റണം എല്ലായെയും എക്സ്പീരിയൻസ് പരിഗണിച്ചുകൊണ്ട് വേണം വകുപ്പ് തലവന്മാരെ നിലവിൽ നിയമിക്കാൻ
- അടുത്തൊന്നും ആർട്സ് ആൻഡ് സയൻസ് കോളേജ് ഇല്ലാത്ത ഒരു ബി.എഡ് കോളേജിന് മൾട്ടി ഡിസിപ്ലിനറി സ്റ്റാറ്റസ് എങ്ങനെയാണ് കൈവരുന്നത് എന്നത് ഒരു കടമ്പയാണ് എല്ലാ വിഷയങ്ങളിലും അധ്യാപകരെ എങ്ങനെ കണ്ടെത്തണം എന്നുള്ളതും മറ്റൊരു പ്രശ്നമാണ്. എല്ലാ വിഷയങ്ങളും മെയിൻ സ്ട്രിമിൽ തന്നെ ഉണ്ടാകും എന്നതും ശ്രദ്ധിക്കേണ്ട കാര്യമാണ്
- സർവ്വകലാശാല സെന്ററുകൾ ഭാവിയിലെ കുറിച്ച് ആശങ്കയുണ്ട്. അതുപോലെ അടിസ്ഥാന സൗകര്യങ്ങളുള്ള സ്ഥാപനങ്ങളുടെ കാര്യത്തിൽ കോഴ്സുകൾ ക്ലസ്റ്റർ ചെയ്ത് ഐടിപി യ്ക്കായി സമീപിക്കേണ്ടതാണ്
- അധ്യാപകരുടെ യോഗ്യതയിൽ എം.എൽ.ഡ് നിർബന്ധമില്ല എന്ന വ്യവസ്ഥ പുന പരിശോധിക്കേണ്ടതാണ് മറിച്ച്യാൽ എം.എൽ.എ എജുക്കേഷൻ റിസർച്ച് എന്നിവയിൽ പഠിതാക്കൾ ഇല്ലാതാവും നിലവിലുള്ള ടീച്ചർ, നിലവിൽ ഗവൺമെന്റ് കോളേജുകളിൽ 10% ടിടിസി കഴിഞ്ഞവർക്കായി മാറ്റി വച്ചതും നിലനിർത്തേണ്ടതാണ് സ്കൂളിൽ പഠന വിഷയമല്ലാത്ത വിഷയങ്ങൾ എങ്ങനെ ഐടിപിയിലേക്ക് കൊണ്ടുവരും എന്നതും ശ്രദ്ധിക്കണം ഐടിപി പ്രകാരമുള്ള വീടുവോഴ്സ് പഠിക്കാൻ വരുന്ന വിദ്യാർത്ഥികളുടെ പെരുമാറ്റ രീതികൾ ചിലപ്പോൾ എങ്കിലും ആശാസ്യസമല്ലാത്ത ആകുമോ എന്ന് ആശങ്കയുണ്ട്

- ഫിസിക്കൽ എജുക്കേഷൻ കോഴ്സുകൾ ആയ ബിപിഎഡ് എം പി എഡ് എന്നിവയിൽ കൃത്യമായി വ്യക്തതയില്ല എന്നത് ശ്രദ്ധയിൽപ്പെടുത്തുന്നു
- നാക്ക് ആക്രഡിറ്റേഷൻ ഉള്ള സമയം ആൻഡ് ആൻഡ് സയൻസ് കോളേജുകളുമായുള്ള കൂട്ടായ്മയ്ക്കുള്ള സമയം എന്നിവ അനുവദിക്കുക
- ഡിഗ്രി കോഴ്സുകൾ ഡിപ്ലോമ എഡ് കോളേജുകളും ആയി ചേർന്ന് നടത്താൻ അനുവദിക്കുക ക്രെഡിറ്റേഷൻ സമയം അനുവദിക്കുക.
- Nearby multidisciplinary institutions shall carry forward the subject-teaching. It is suggested that leveraging nearby institutions that offer various disciplines to support the teaching of specific subjects in teacher education. For example, if a college specializing in science is nearby, it could collaborate with a teacher training institution to enhance science education training.
- Subject division should be based on the manpower requirement. The division of subjects in teacher education programs should align closely with the actual demand for teachers in those subjects. Programs would be tailored to produce graduates in subjects where there is a shortage of teachers.
- Stand-alone colleges can be converted to multidisciplinary institutes. Transforming colleges that currently specialize in teacher education into institutions that offer a broader range of academic disciplines. This diversification aims to enrich the educational experience and possibly attract a wider pool of students.
- To facilitate the accreditation process, the Government of Kerala should grant a specific timeframe during which only the existing B.Ed. colleges will be considered eligible for receiving a No Objection Certificate (NOC). This approach ensures that the NOC is issued exclusively to institutions that are currently operational, thereby allowing for a focused evaluation of these established colleges while also providing them with the necessary time to meet accreditation standards.
- Training Colleges shall have a framework to transform as multi-faculty institutions by academic collaboration as this involves creating a structured approach for training colleges to collaborate with other academic institutions to broaden their educational offerings. Such collaborations could include joint research, shared resources, or even joint degree programs.
- Merging of institutions or collaboration depends on whether the institutions are under the same management or different management. That highlights the importance of administrative alignment when merging or collaborating institutions. Institutions under

the same management might find it easier to integrate operations and resources compared to those under different management.

- Cluster system can also be implemented by sharing the resources of nearby or partnering institutions. Implementing a cluster system where institutions in proximity or through partnerships pool their resources. Shared resources could include faculty expertise, libraries, laboratories, and other infrastructure.
- Multiple Entry and Exit for ITEP programme shall be removed as ITEP shall be a 4-year compulsory project. The option for multiple entry and exit points (like diploma or certificate stages) in the ITEP.
- Credit should be increased for curriculum for Pedagogy & teacher education programmes. Suggested that enhancing the credit allocation for courses related to pedagogy and teacher education within the curriculum.
- These points collectively aim to streamline and enhance the teacher education system by integrating interdisciplinary approaches, aligning with workforce needs, and optimizing resource utilization through collaboration and structural reforms.
- The Discussion session ensued, involving active participation from stakeholders. Concerns from the managers of Multidisciplinary Institutions were raised regarding clarification of policy structure. The quality of teacher training, relevance of existing programmes of Pre-primary teacher preparation courses, the future of Diploma in Elementary Education (D.El.Ed) on commencing ITEP, and the geographical constraints in implementing ITEP have also discussed. Topics of discussion ranged from pedagogical methodologies to the integration of emerging educational paradigms. A total of 26 members out of the 156 members present from the audience shared their opinions and raised concerns on relevant issues regarding the program.
- Discussions also covered the possibility of pursuing a Ph.D. post-ITEP, scope of Master of Education (M.Ed.) programmes, and integration of B.Ed. and MEd programmes into a three-year course. Participants emphasized the need for in-service and short-term courses to address evolving educational needs, while also highlighting the need for maintaining dignity of the teaching profession.
- Suggestions also included incorporating blended learning programs, special BEd programmes, and involvement of college and management representatives in the decision-making processes. More details were written and submitted from DIET faculties.

- There were suggestions including (1) exploring the possibility of merging with other Institutions of multidisciplinary character (2) specific guidelines may be provided for research students (3) specific clarity required for teacher eligibility (4) future of D. Ed programmes (5) requirement of collective effort including political intervention at national level (6) avail the possibility of blended mode opportunities (7) lack of pedagogy subjects in self-financing institutions except specialised subjects poses problems in their future prospects etc.
- Discussion on various aspects in the presentation was a very vibrant engagement from the stakeholders representing different type of institutions. Concerns from the managers of Multidisciplinary Institutions were raised regarding clarification of policy structure.
- There were suggestions including (1) As B.Ed. is a professional programme and thus not to be merged with an Arts and Science College. This aspect need to be incorporated in the report (2) There shall be any monitoring agency at ground level especially in the State so as to ensure and facilitate how to go ahead with these reforms in this State (3) We shall give professional Training for general education teachers in the domain of teacher education (4) There shall be efforts to ensure that the proposed courses shall not loss the vigour of educational pedagogy (5) We shall start In-service, pre-service training to the stakeholder teachers of general education programmes (6) There must be the component of State specific syllabus in the proposed structure of curriculum (7) rejuvenation of Academic Council, and there shall be provision for offering new courses (8) Need clarity for B.Ed/M. Ed integration (9) should focus on pedagogy as well as collaboration and composite nature possibilities (10) Existing confusion regarding DI.Ed also should be cleared.

Annexure: 7

List of Organizations Consulted and Group Discussions Held

1. Expert committee of Board of Studies UG in Education MG University
2. Discussion with DIET and pre-primary teachers at school of pedagogical science MG University, Kottayam
3. All Kerala Private College Teachers Association (AKPCTA)
4. Kerala Private College Teachers Association (KPCTA)
5. Counsil for Teacher Education Foundation
6. Discussion with MHEI at Al-Ameen College, Edathala, Eranakulam
7. Submission of Manager St. Thomas Training College, Pala

Annexure 8

Teacher Education in Kerala Statistics

Secondary Teacher Education Colleges in Kerala (B. Ed)					
University	Govt	Aided	University Centers	Self Financing	Total
Kannur University	1	2	3	10	16
University of Calicut	2	2	11	57	72
Mahatma Gandhi University	0	7	12	29	48
University of Kerala	1	6	10	35	52
G Total	4	17	35	131	188

Elementary Teacher Education institutions in Kerala (D.El. Ed)					
Dt	Govt	Aided	Self Financing	Total	Total
Kasaragod	2	1	1	4	
Kannur	4	1	5	10	
Wayanad	2	1	4	7	
Kozhikode	3	2	9	14	
Malappuram	2	3	21	26	
Palakkad	3	4	9	16	
Thrissur	2	7	4	13	
Ernakulam	4	10	6	20	
Idukki	3	0	1	4	
Kottayam	3	7	2	12	
Pathanamthitta	1	11	0	12	
Alappuzha	3	6	1	10	
Kollam	2	6	20	28	
Trivandrum	3	5	17	25	
G Total	37	64	100	201	

B Ed Student admission status in the year 2023-24			
University	Intake	Admitted	% of Admission
Kannur University	1080	1084	100.4
University of Calicut	4941	4952	100.2
MG University	2890	2844	98.4
University of Kerala	3128	3133	100.2
G Total	12039	12013	99.8

Secondary Teacher Education Colleges in Kerala - 2024 with PG and Research				
University	B Ed Only	B Ed + M Ed	B Ed + M Ed + PhD	Total
Kannur University	15	0	1	16
University of Calicut	64	3	3	70
MG University	37	8	5	50
University of Kerala	44	5	3	52
G Total	160	16	12	188

Teaching & Non Teaching Staff of Secondary Teacher Education Colleges in Kerala - 2024			
University	Teaching Staff	Non- Teaching Staff	Total
Kannur University	188	109	297
University of Calicut	895	423	1318
MG University	599	255	854
University of Kerala	587	307	894
G Total	2269	1094	3363

Annexure 9

Expert members participated in the workshop for drafting the Curriculum Framework and Regulation.

1	Prof. (Dr). Bindu RL	Professor and Dean Faculty of Education, University of Kerala
2	Prof. (Dr.) Minikutty A	Professor and Dean, Faculty of Education MG University.
3	Prof. (Dr.) Abdul Gafoor K	Professor and Dean, faculty of Education University of Calicut.
4	Prof. (Dr) CM Bindu,	Professor and Dean Faculty of Education, Kannur University
5	Prof. (Dr.) Issac Paul.	Professor, GCTE Trivandrum Chairman BoS-UG, University of Kerala.
6	Prof. (Dr.) Dr. Sunila Thomas	Principal, Titus II Teachers College Thiruvalla. Chairman BoS-UG, MG University Kottayam
7	Dr. Sreekala S	NSS Training College Ottappalam Chairperson, BoS-UG, University of Calicut.
8	Dr. Umer Farooque TK	Associate Professor, Farook Training College, Kozhikode BoS-UG, Kannur University
9	Dr. Divya Senan,	Asst. Professor, Dept of Education, University of Kerala. BoS-PG University of Kerala
10	Dr. Sreelekha L,	Associate Professor, NSS training College Pandalam BoS-UG, MG University Kottayam
11	Dr. R. Lakshmi,	Associate Professor, IASE Thrissur BoS - UG, University of Calicut

Annexure 10

**List of Stakeholder institutions and officers engaged in meetings with the Committee
Kannur University held on 26.02.2024 at Cherussery Auditorium, Kannur University
Main Campus, Kannur**

No.	Your Name	Designation	Name of Your Institution
1	Dr.Baby Choran	Assistant Professor, GBCTE,Thalassery	GBCTE Thalassery
2	Abdul Kareem.T.P	Principal	DHM ITE,Maniyur
3	Abdulrasheed v	Teacher educator	MAM ITE MUKKAM
4	Akhila Antony	Asst. Professor	Malabar B. Ed Training College, Peravoor
5	Ambili OS	Assistant Professor, RMCTE Kavumpady	RMCTE, Kavumpady
6	AMRUTHA K	Asst.Prof. of Natural Science	Crescent B.Ed. College, Madayippara, Payangadi
7	ANJUNA M P	Assistant professor in Mathematics	Malabar BEd training college, peravoor
8	Anwar muhyiddeen K A	Assistant professor of Arabic	Govt Brennen college of teacher education
9	Asha M	TSA	VKPMNSSTTI Edamattom
10	Ashna Baby	Assistant professor in perspective Education	Malabar B. Ed Training college, Peravoor
11	Bhavya k k	Assistant professor	Malabar B. Ed Training college, Peravoor
12	Devadas k v	Principal	Govt ITE Women Kannur
13	Devadas.k.v	Principal ITE Women Kannur	GovtITE Women Kannur
14	Dhanya p v	Assistant professor	Kannur Salafi BEd college
15	Dr Bineesh John	Assistant Professor	Govt. Brennen College of Teacher Education, Thalassery
16	Dr K K John	Principal	Mar Severios College of Tr Edn
17	Dr K S Sajan	Asst Professor	NSS TRAINING COLLEGE OTTAPALAM
18	DR M P Anil	Course Director	KUTEC Mananthavady
19	Dr Noufal P	Assistant Professor in Physical Science	Kannur University Teacher Education Center Dharmasala
20	Dr Prasida	Course Director	Kannur University Teacher Education Center Dharmasala
21	Dr Rakhi Raj	Assistant Professor	Government Brennen College of Teacher Education,Thalassery
22	Dr ramaswamy	Principal	Dr ambedkar college of education periye
23	Dr Rani Maria Thomas	Vice Principal	Assumption College
24	Dr Sholy Joseph K	Associate professor in Mathematics	PKM College of Education, Madampam, Kannur University

No.	Your Name	Designation	Name of Your Institution
25	Dr. A..Smitha	Assistant Professor	Kannur University Teacher Education Center, Chala Road, Vidyanagar, Kasaragod
26	Dr. Anil Kumar K	Professer	Regional Institute of Education, Mysuru
27	Dr. Baby pushpalatha	Associate professor	Keyi Sahib Training College Taliparamba
28	Dr. CK BABU	Principal	MECF COLLEGE OF TEACHER EDUCATION, PERINGATHUR
29	Dr. Faisal. P.N	Principal	Calicut University Teacher Education Center Kaniyambetta
30	Dr. K Beena	Principal, RMCTE, Kavumpady	RMCTE, Kavumpady
31	Dr. N. K. ARJUNAN	PRINCIPAL	ADI SANKARA TRAINING COLLEGE, KALADY
32	Dr. Pratheesh Abraham	Assistant Professor	St. Thomas College of Teacher Education Pala
33	Dr. SURESAN KOKKOT	Asst. Prof. English	Matma College of Education, Nileschwaram
34	Dr. Suvarna Sankar P S	Assistant Professor	School of Physical Education and Sports sciences, Kannur University
35	Dr. Umer Farooque. T. K	Associate Professor	Farook Training College
36	Dr. Varughese P Peter	Asst. Professor	Mar Thoma Teachers Training College Edakulam
37	Dr.Shafeek P	Assistant Professor	Rajeev Memorial College of Teacher Education, Thillenkeri pl
38	Girija MP	Tescher educater	Malanad ITE Thaliparamba
39	Indu k Mathew	Principal	Malabar B Ed training college peravoor, kannur
40	INDU P	Assistant Professor in Mathematics	Crescent B.Ed. College, Madayipara
41	Jayasree c v	Principal	Sum college of Teacher education
42	Jayasree M K	Principal	H D P Y College of Education Mattupuram
43	Jayesh Thadathil	Assistant Professer	Crescent B. Ed college
44	Jismi m p	Assistant professor in physical education	Malabar B.Ed training college
45	KrishnakumarEP	Asst.Prof.Social Science	SUM College of Teacher Education
46	Krishnapriya KT	Assistant Professor	Malabar B. Ed Training College, Peravoor
47	KUNHIMOOSA	Member	Mecf Bed college
48	Kunhimoosa K	Member mecf bed colleg peringatur	MECF B ed college peringathur
49	Meeta Thomas K	Asst. Prof ot Social Science	Malabar B.Ed Training college Peravoor

No.	Your Name	Designation	Name of Your Institution
50	Molly M.D	TSA	St.Teresa's Anglo Indian I T E Kannur
51	Naseeha Nazeer	Research Scholar	School of Pedagogical Sciences
52	NISHA. OK	ASSISTANT PROFESSOR IN SOCIAL science	nishayadhukulam@gmail.com
53	NUSARATH T T	ASSISTANT PROFESSOR IN SOCIAL SCIENCE	KANNUR UNIVERSITY TEACHER CENTER, DHARMASALA
54	Prameela KP	Asst professor in English.	MECF College of Teacher Education, Peringathur.
55	Praseetha p	Assistant professor	Sum college of teacher education Namba
56	Praseetha p	Assistant professor	Sum college of teacher education Mamba
57	Preetha Kuriakose	Asst.Professor in Education	Malabar B.Ed Training College Peravoor
58	Rahna T P	Assistant professor in General Education	Rajeev Memorial College of Teacher Education
59	SABNA K P	Assistant professor in Physical science	Rajeev Memorial college of Teacher education, Thillenkery
60	Santhosh Kumar k v	Assistant professor	Crescent B.Ed college payangadi
61	Satheesh Kumar J	Administrative Officer (former)	School of Pedagogical Sciences
62	SHIMOJ M V	Assistant professor	Crescent B.Ed College Madayipara
63	SHINCY MOHAN C. P	Assistant Professor of English Education	SUM College of Teacher Education, Mamba
64	SINDHU K P	Assistant Professor of Commerce	Rajeev Memorial College Of Teacher Education, Thillenkery
65	SREEJA K	PRINCIPAL	MALABAR ITE
66	SREEJA K	PRINCIPAL	MALABAR TEACHER TRAINING INSTITUTE
67	SUDHA M	Asst Professor	Kannur Salafi B Ed College
68	Sujana N P	Assistant professor in English	Dr. Ambedkar College of Education, Periye
69	UMA P V	Assistant Professor of Physical Science	Crescent B Ed College
70	USHA M.S	Assistant professor in Natural science	Rajeev mammarial college of teacher education
71	V v Premarajan	Principal	DIET KANNUR
72	VIJISHA PP	ASSISTANT PROFESSOR	MALABAR B. Ed TRAINING COLLEGE, PERAVOOR
73	VIJISHA. C. P	Assistant Professor in English Education	Kannur Salafi BEd college
74	Vinaya K	Assistant Professor	Malabar B Ed Training College, Peravoor
75	Vinaya s	Principal	St.Teresas AngloIndian ITE ,Kannur

No.	Your Name	Designation	Name of Your Institution
76	VISMAYA C	Assistant professor in Natural Science Education	MECF COLLEGE OF TEACHER EDUCATION, PERINGATHOOR

University of Calicut held on 27.02.2024 at Farook Training College, Kozhikode

No	Your Name	Designation	Name of Your Institution
1	Abdul Kareem.T.P	Principal	DHM ITE,Maniyur
2	Abdulrasheed v	Teacher educator	MAM ITE MUKKAM
3	Anees Mohammed C	Assistant Professor	Farook Training College
4	Dr Abdul Gafoor K	Professor & Dean	University of Calicut
5	Dr Arun Kumar P	Asst. Professor in Educational Psychology	Govt. College of Teacher Education, Kozhikode
6	DR JIBIN VK	Additional Director of CUTECs, UNIVERSITY OF CALICUT	UNIVERSITY OF CALICUT
7	Dr Prasida	Course Director	Kannur University Teacher Education Center Dharmasala
8	Dr Sreelekha. L	Assistant Professor	NSS Training College Pandalam
9	Dr Suresh Kumar K	Associate Professor	NSS Training College Ottapalam
10	Dr. Abdul Rasheed Poozhithara	Associate Professor	Government College of Teacher Education, Kozhikode-
11	Dr. Faisal. P.N	Principal	Calicut University Teacher Education Center Kaniyambetta
12	Dr. Mahamood Shihab K M	Principal	Ansar Training College for Women Perumpilavu
13	Dr. Mumthas N S	Professor	Farook Training College
14	Dr. Rishad Kolothumthodi	Assistant Professor	Farook Training College
15	Dr. Suresh. V	Principal	Calicut University Teacher Education Center, manjeri
16	Dr. Umer Farooque. T. K	Associate Professor	Farook Training College
17	Dr.Mohammed Sareef	Assistant Professor	Farook Training College
18	Dr.Muneer V	Assistant professor (on contract)	Farook Training College
19	Faseel Ahammed	Assistant Professor	Farook Training College
20	Manoj K	Principal	Sevamandir ITE, RAMANATTUKARA
21	MOHAMMED IBRAHIM KM	MANAGER	DARUL ULOOM TRAINING COLLEGE VAZHAKAD
22	Muhammad Rasheed M	Principal	Govt Institution for Teacher Education Kozhikode

No	Your Name	Designation	Name of Your Institution
23	Priya Kemal	Assistant Professor	Government College of Teacher Education Kozhikode
24	PRIYA T	Assistant Professor in malayalam	Govt College of Teacher Education, Kozhikode
25	Prof.(Dr.) Ampili Aravind	Principal	NSS Training College Ottapalam
26	Prof(Dr.) Vijayakumari K	Professor	Farook Training College
27	Rahna T P	Assistant professor in General Education	Rajeev Memorial College of Teacher Education
28	ROOPESH PT	Assistant Professor In Physical Science	Calicut University Teacher Education Center Manjeri
29	SABNA K P	Assistant professor in Physical science	Rajeev Memorial college of Teacher education, Thillenkery
30	USHA M.S	Assistant professor in Natural science	Rajeev mammorial college of teacher education

Mahatma Gandhi University Region, 11 June 2024, Senate Hall, MGU, Kottayam

No	Name	Designation	Name of Institution
1	Dr. Pratheesh Abraham	Assistant Professor	St.Thomas College of Teacher Education Pala
2	Albin Thomas	Assistant professor	Al-Azhar Training College, Thodupuzha
3	Ankitha Mohan	Assistant Professor	CTE
4	Anu J. Vengal	Assistant Professor	Titus II Teachers College, Thiruvalla
5	Asha Mohanan	Research Scholar	School of Pedagogical
6	Ashly Thomas	Assistant professor	Alphonsa College, Pala
7	Beema Beevi E M	Preprimary Teacher	GUPS Kummanode, Ernakulam
8	Beenamma Mathew	Principal	St. Thomas College of Teacher Education Pala
9	Bindu C.V	Principal	Sree Narayana
10	Bineeth Ks	BRC Trainer	BRC, Ettumanoor
11	Deepa.G.S	Principal	DIET, Ernakulam
12	Dency M	MA, Bed	Calicut University teacher Education center chalakudy
13	Divya Martin	Research Scholar	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
14	Dr Ismail Thamarasserri	Assistant Professor	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
15	Dr Shajijohn	Assistant professor	Alphonsa College, Pala
16	Dr, V V Anil Kumar	Principal	R Sankar Smaraka Sree Narayana College, Nedukunnam
17	Dr. Benny Vargherse	Principal	Avila College of Education

No	Name	Designation	Name of Institution
18	Dr. .Asha S. Mathew	Associate Professor, Academic Coordinator	Bishop Kurialacherry College For Women, Amalagiri
19	Dr. .Bindu C	Principal	St.Mary's Women's College for Teacher Education,Thiruvalla
20	Dr. A Prameela	Principal	SNDP Yogam Training College, Adimali
21	Dr. A Subramanian	Associate Professor	University of .madras
22	Dr. Anitha S M	Associate Professor	NSS Training College, Changanacherry
23	Dr. Anju Sosan George	Principal in Charge	CMS College, Kottayam
24	Dr. BANAZAIR O.A	Principal	IndiraGandhiTraining College Nellikuzhi
25	Dr. Benny Varghese	Principal	Avila College of Education
26	Dr. BINDU K J	Principal	DIET, Alappuzha, Chengannur
27	Dr. Deepa.K	Assistant professor	CPAS, CTE
28	Dr. Gigi K Joseph	Vice Principal	Nirmala College (Autonomous) Muvattupuzha
29	Dr. Ginish Gopal	Principal	Nirmala Training College, Thalacode
30	Dr. Jabimol C Maitheen	Principal	AL Azhar Trainig College
31	Dr. Jaya Jaice	Senior Professor (Rtd)	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
32	Dr. Jayakrishnan	Assistant Professor	NSS Hindu College, Changanacherry
33	Dr. Jayasree P	Principal	CPAS College of Teacher Education
34	Dr. Jisha Baby	Assistant Professor	St. Josephs Training College, Mannanam
35	Dr. Johnson Mathew	Principal	St Thomas College of Teacher Education, Mylacompu, Thodupuzha
36	Dr. K Anvar	PRINCIPAL	CPASCTE Tripunithura
37	Dr. K K John	Principal	Mar Severios College of Teacher Education, Chenganoor
38	Dr. Letha R	Principal in Charge	CPAS College of Teacher Education, Kudamaloor
39	Dr. Libin Kuriakose	Associate Professor	St.ThomasCollege, Palai
40	Dr. M E Kuriakose	President	Private Aided College Management Association
41	Dr. Mary Sheba Jose	Associate Professor	Mount Carmel College of Teacher Education for Women, Kottayam
42	Dr. Mini Thomas	Principal	Bishop Kurialacherry College For Women, Amalagiri
43	Dr. Minikutty A	Professor & Dean (Education)	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam

No	Name	Designation	Name of Institution
44	Dr. Muhammed.K.V	Assistant Professor	School of Pedagogical, Sciences, Mahatma GandhiUniversity
45	Dr. N Seth	Principal	
46	Dr. Naisal S A	Teacher Educator	Government ITE
47	Dr. Nisha Joseph	Assistant professor	Henry Baker College, Melukavu
48	Dr. Rajeena A	Principal	CPAS College of Teacher Education,, Kanjirappally
49	Dr. Rajeevnath K R	Principal	CPAS, CTE, NEdumkandam
50	Dr. Rani Marla Thomas	VicePrincipal	Assumption College, Autonomous, Changanassery
51	Dr. Ronu Thomas	Assistant Professor	St.Joseph's Training College,
52	Dr. Rony S Robert	Principal	
53	Dr. Roselt Michael	Principal	CPAS, CTE, NEdumkandam
54	Dr. Sam Thomas	Assistant Professor	Titus II Teachers College
55	Dr. Saramma Joy T	Principal	CPAS CTE Elanthoor
56	Dr. Saritha Rajeev	Assistant Professor	NSS Training College, Changanacherry
57	Dr. Seeja K R	Assistant Professor	SNM Training College, Moothakunn
58	Dr. Sheena	Assistant Professor	Alphonsa College, Pala
59	Dr. Smitha S	Assistant Professor	School of Pedagogical, Sciences, Mahatma GandhiUniversity
60	Dr. Sr. Sindhu P.J	Assistant professor	St. Xavier's Training College For Women
61	Dr. Sr. Stella K M	Assistant professor	St. Xavier's Training College For Women
62	Dr. Sreekanth K B	Assistant Professor	MES College, Kochi
63	Dr. Sreelekha	Assistant professor	N S S Training College, Pandalam
64	Dr. Sreeraj K G	Principal	CPAS CTE Thottakkad
65	Dr. Stephen T A	Principal	CPAS CTE, Thodupuha
66	Dr. Sunny Kuriakose A	Principal	St.Kuriakose College of Management And Science
67	Dr. Susmitha P S	Principal	S N M Training College, Moothakunnam
68	Dr. T M Molly Kutty	HOD,M.ED Department & PG Expert	ST.Thomas College of Teacher Education, Pala
69	Dr. T P Omana	Principal	MES Training College, Edathala
70	Dr. Varughese P Peter	Assistant professor	Mar Thomas Teachers Training College
71	Dr. Viji K Ramakrishnan	Principal	Indira Gandhi College of Arts & Science
72	Dr..Fr.Jogimon George	Principal	St. John the Baptist's College of Education, Nedumkunnam
73	Dr..Manju A	Principal	CPAS College of TeacherEducation
74	Dr..Manju P T	Assistant Professor	PRDS college of Arts &Science (Aided),

No	Name	Designation	Name of Institution
75	Dr.Deepa.k	Asst professor	CPAS College of Teacher Education, Tripunithura
76	Dr.K K John	Principal	Mar Severios College of Teacher Education, Chengaroor
77	Dr.Kamakshy V	Assistant Professor	Assumption College Autonomous, Changanassery
78	Dr.Lavina Dominic	Assistant Professor	St.Thomas College of Teacher Education, Pala
79	Dr.Mayarani E	HOD, Department of Commerce	Ettumanoorappan college,
80	Dr.N.K.Arjunan	Principal	Adi Sankara Training College, Kalady
81	Dr.Raji K Paul	Principal	St Peter's Training College, Kolenchery
82	Dr.Sam Thomas Joy	Assistant professor	Titus II Teacher College, Thiruvalla
83	Dr.Shaiju Francis	Assistant Professor	St. Josephs Training College, Mannanam
84	DR.Shila	Assistant Professor	Buddha College of Teacher Education
85	Dr.Sindhu S	Associate Professor	N S S Training College
86	Fr. Johnson Thomas	Assistant Professor	St, John the Baptist's College of Special
87	Fr. Mathew Alappatungal	Assistant professor	St Thomas College Palai
88	Geny P J	Assistant Professor	Auxilium College of Education, Kidangoor, Angamaly
89	Gopakumar A P	Assistant Professor	College of Teacher Education
90	Harikumar G	Assistant professor	MES College, Kunnukara
91	Harisankar V P	Research Scholar	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
92	Ibrahim Salim M	Assistant Professor	MES College, Marampally
93	Jayasree M K	Principal	HDPY College of Education Mattupuram
94	Jean Sebastian	Assistant Professor	St. Joseph College of Communication, Changanassery
95	Jerin P G	Research Scholar	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
96	Jini A R	Assistant Professor	Auxilium College of Education, Kidangoor, Angamaly
97	Jisha Mary Mathew	Assistant Professor	CMS College, Kottayam
98	Justin Jose	Assistant professor	Henry Baker College, Melukavu
99	Jyothylakshmi Pai N	Assistant Professor	St Joseph's Academy of Higher Education and Research,
100	Leena George P	VicePrincipal	Labour India educational Society Teachers Training College,

No	Name	Designation	Name of Institution
101	Lekshmi Priya S	Assistant professor	S A M College of Education, Poothatta
102	Ligin P Mathew	Assistant Professor	St Thomas College, Kozhikode
103	Manjusha M V	Pre Primary Teacher	Govt. H S Kappadu
104	Mini Benjamin	Research Scholar	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
105	Moideen C	Assistant Professor	St. Mary's College
106	Muhammed Mansoor A	Teacher Educator	Government Institute of Teacher Education Alappuzha
107	Nancy George	Principal	Hill Valley College of Education
108	Naseeha Nazeer	Research Scholar	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
109	P G Sindhu	Lecturer	DIET Pathanamthitta
110	PGM Nair	Manager	Sree Mahadeva ITE, Vaikom
111	Pramod Thomas George	Assistant professor	Titus II Teachers College
112	Prasad R	Senior Lecturer	DIET Kottayam
113	Preeja K Gopal	Assistant professor	CTE Paippad
114	Prof. Dr. Beena Rani S	Principal in Charge	N S S Training College
115	Prof. Dr. P S Ajitha	Professor, Department of Commerce	SAS SNDP, Yogam College Konni
116	Prof. Dr. Suma Joseph	Principal	Mount Carmel College of Teacher Education for Women, Kottayam
117	Prof. Dr. Sunila Thomas	Principal	Titus II Teachers College, Thiruvalla
118	Prof. Dr. T C Thankachan	Professor of Education	St. Thomas College of Teacher Education Pala
119	Prof. Minikutty A	Professor of Education	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
120	Prof. P A Jacob	Principal	Patriarch Ignatius Training college
121	Prof. Sajna Jaleel	Professor	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
122	Rahul Thampi R	Assistant Professor	MES M K Mackar Pillay College For Advanced Studies
123	Rajalakshmi S	Assistant Professor	NSS Training College, Changanacherry
124	Rajesh K	Principal	Tribal Arts And Science College
125	Rekha K Nair	Principal	V.K.P.M.N.S.S.T.T.I Edamattom
126	Rev. Dr. Jestin K Kuriakose	Principal i/c	Nirmala College (Autonomous) Muvattupuzha

No	Name	Designation	Name of Institution
127	Rev. Fr. Mathew Mathew Alapattu	Assistant Professor	St. Thomas College of Teacher Education Pala
128	Rony George	Assistant Professor	K E College, Mannanam
129	Sali Joseph	Principal	St. Xavier's Training College For Women
130	Satheesh Kumar J	Former AO,	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
131	Sebastian Antony	Representative	JPM B Ed College
132	Sheeja S	Assistant professor	CPAS CTE, Kudamloor
133	Sreeja M S	Superintendent	Sree Mahadeva ITE, Vaikom
134	Sreekumar S	Coordinator	CPAS College of Teacher Education
135	Sreekumar T	Senior Lecturer	Diet Alappuzha, Chengannur
136	Sreekumari T	Seniour Lecturer	DIET, Alappuzha, Chengannur
137	Sruthi Catheine Thomas	Assistant professor	Alphonsa College, Pala
138	Sujala Viswan	Pre Primary Teacher	SDV G UPS, Neerkunnam
139	Sunithamol P S	Pre Primary Teacher	Gups Elappara
140	Suresh M Velayudhan	Academic Co Ordinator	Sahodaran Ayyappan Memorial College
141	Syama M Mohanan	Research Scholar	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam
142	Thasneem A Dr. N .Sethumadhavan	Manager, Principal	National College for Teacher Education
143	Thomas Mathew	Principal	Indira Gandhi TTI

University of Kerala held on 02.07.2024 AT CLIF, KARIAVATTOM Campus

No	Name	Designation	Name of Institution
1	Dr.Anju Indran	Associate Professor, Member, BoS in Education	Govt.College of Teacher Education,Tvpm
2	Dr.Joly S	Associate Professor, Member, BoS in Education	Govt.College of Teacher Education,Tvpm
3	Rakesh P	Assistant Professor	KUCTE, Adoor
4	Chithra G S	Assistant Professor	Jameela Beevi Center for Teacher Education, Kayamkulam
5	Dr,Bindu RL	Professor,DeanFacultyof Education	Dept.ofEducation
6	Dr. Asha O S	Principal	Sobha College of Teacher Education, Mararikulam
7	Dr. Bindusha K	Assistant Professor	New B Ed College, Nellimoodu

No	Name	Designation	Name of Institution
8	Dr. C Narayana Pillai	Principal	Emmanuel College of B.Ed Training, Vazhichal
9	Dr. C Sheeja	Assistant Professor	CSI College of Education, Parasala
10	Dr. Chanchal Abraham	Assistant Professor	KUCTE, Nedumangad
11	Dr. Divya C Senan	Assistant Professor, Member, BoS in Education	Dept.of Education
12	Dr. G R Santhosh Kumar	Chairman, BoS in Education	
13	Dr. G Roy	Principal	Sabarigiri College of Education
14	Dr. Hitaraj	Manager	Buddha College of teacher Education
15	Dr. Jayakumar	Assistant Professor	Sabarigiri College of Education
16	Dr. Jiji Kurien	Associate Professor	Mar Theophilus Training College, Tvpm
17	Dr. Joseph .J	Assistant Professor	Karmela Rani Teacher Education, Kollam
18	Dr. Jyothi C S	Assistant Professor	KUCTE Kayamkulam
19	Dr. K Rajeswari	Principal, Member, Academic Council	Govt. College of Teacher Education, Tvpm
20	Dr. Lekshmi Natarajan	Principal	Fathima Memorial, Principal Training College, Mylapore, Kollam
21	Dr. M S Geetha	Chairman	Council of Teacher Education Foundation
22	Dr. Mini K S	Vice Principal	Fathima Memorial Training College, Vadakkevila, Kollam
23	Dr. Mumthass	Assistant Professor, Member, BoS in Education	Peet Memorial Training College
24	Dr. Nisha A G	Assistant Professor	KUCTE, Kulakkada
25	Dr. Nisha Chandran	Assistant Professor	St.Thomas Training College, Mukkolakkal
26	Dr. Reetha Ravi H	Assistant Professor, Member, College, BoS in Education	SreeNarayana Training Nedunganda
27	Dr. Renuka Sonny	Principal	KUCTE, Nedumangad
28	Dr. Resmi S	Principal	KUCTE, Kunnam
29	Dr. Resmi V S	Assistant Professor	New B Ed College, Nellimoodu
30	Dr. Sajith C Raj	Principal	CSI College of Education, Parasala
31	Dr. Santhi S	Principal	KUCTE Aryanad


No	Name	Designation	Name of Institution
	Rajan		
32	Dr. Sheeja V Titus	Principal	KUCTE, Kariavattom
33	Dr. Sheenu G	Assistant Professor	KUCTE, Kollam
34	Dr. Smitha Chandran	Assistant Professor	Kunjukrishnan Nadar memorial B Ed College, Kanjiramkulam
35	Dr. Sreelekha L	Member, Academic council	NSS Training College, Pandalam
36	Dr. Steevinda Nair N	Assisant Professor, Member, BoS in Education	NSS Training College, Pandalam
37	Dr. Suni Kumari P M	Vice Principal	BNV College of Teacher Education, Thiruvallam
38	Dr. Sunil Sebastian	Assistant Professor	Karmela Rani Teacher Education, Kollam
39	Dr. Swapna P	Assistant Professor	St. Jacob's Training College, Menamkulam
40	Dr.A V Sujil	Principal	Govt.Collegeof Teacher Education,Tvpm
41	Dr.Anila Chacko	Principal	St.Thomas Training College, Mukkolakkal
42	Dr.Bindu D	Assistant Professor, Member, BoS in Education	Dept.of Education
43	Dr.Chithra L	Assisant Professor, Member, BoS in Education	NSS Training College, Pandalam
44	Dr.Deepthi Elizabeth Mathew	Assisant Professor, Member, BoS in Education	MarTheophilus Training College,Nalanchira
45	Dr.Divya V	Assisunt Professor	Iqbal Training College, Peringamala
46	Dr.Indu P	Assistant Professor, Member, BoS in Education	NSS Training College, Pandalam
47	Dr.IssacPaul	AssociateProfessor,Chairman, BoS in Education	Govt.Collegeof Teacher Education,Tvpm
48	Dr.Lakshmi S	Principal	B N V College of Teacher Educaçon,Thiruvallom
49	Dr.Rahul V R	Assistant Professor, Member, BoS in Education	Govt.CollegeofTeacher Education, Tvpm
50	Dr.Sheeba P	Principal,Member, BoS in Education	SreeNarayana Training Nedunganda
51	Dr.V K Santhosh Kumar	Associate Professor, Member, BoS in Education	Govt.College of Teacher Education,Tvpm
52	Dr.Velayudhan Nair T	Assistant Professor	Peet Memorial Training College, Mavelikkara
53	Jaseela A M	Assistant Professor	Badhiriya B Ed Training

No	Name	Designation	Name of Institution
			College, Velichikkala
54	Mrs. Henna T Rozerio	Assistant Professor	Christ Nagar College of Education, Thiruvallam
55	Naseer M	Manager	Kaviyattu College of Education, Pirappancode
56	Nimmi Varghese	Principal	HH Marthoma Mathews II Training College, Adoor
57	Priya K S	Assistant Professor	SNGK Bed College, Pothencode
58	Prof. A Fazaludeen	Principal	METCA Institute of Teacher Education, Chavancode, TVPM
59	Prof. Archana Gopi	Professor	Jameela Beevi Center for Teacher Education, Kayamkulam
60	Prof. Dr. A Theresa Susan	Former Dean, Faculty of Education	
61	Prof. Dr. V Reghu	M Ed Coordinator	Mar Theophilus Training College, Tvpm
62	Prof.Dr. Joju John	Principal	Mar Theophilus Training College, Tvpm
63	Prof.Jacob Mathew	Professor (Rtd), Member ,BoS in Education	Govt.Collegeof Teacher Education,Tvpm
64	Rani B	Assistant Professor	KUCTE, Kariavattom
65	Renjith Rajendran	IT Co-ordinator	Badhiriya B Ed Training College, Velichikkala
66	Resmi V S	Principal in Charge	NEd BE d and ME d College, Nellimoodu
67	Rev. Fr. Baby Thomas	Assistant Professor	Baselious Marthoma Mathews II Training College, Kottarakkara
68	Revathy S	Assistant Professor	KTCT College of Education, Kollam
69	Riji John	Assistant Professor	Baselious Marthoma Mathews II Training College, Kottarakkara
70	Smt, Anamika B S	Assistant Professor	Fathima Memorial, Principal Training College, Mylapore, Kollam
71	Smt. Beena O	Assistant Professor	Jamia B Ed College, Chithara
72	Smt. Mary Jain TE	Assistant Professor	Emmanuel College of B.Ed Training, Vazhichal
73	Smt. Nithya S S	Assistant Professor	KUCTE, Kumarapuram
74	Smt. Priya U V	Assistant Professor	Buddha College of teacher Education
75	Smt. Sangeetha K	Assistant Professor	KUCTE, Kollam
76	Smt.	Assistant Professor	Sobha College of Teacher

No	Name	Designation	Name of Institution
	Savithakumari S S		Education, Mararikulam
77	Smt. Shyma Beevi A	Vice Principal	Manjappara Educational & Charitable Trust B Ed College
78	Smt. Jayakumari B S	Assistant Professor	Fathima Memorial Training College, Vadakkevil, Kollam
79	Sri. Ajeesh V S	Assistant Professor	METCA Institute of Teacher Education, Chavancode, TVPM
80	Sri. Anil	College Coordinator	HH Marthoma Mathews II Training College, Adoor
81	Sri. Hazim M M	Assistant Professor	KUCTE, Anchal
82	Sri. Pratheesh P K	Assistant Professor	KUCTE Aryanad
83	Susan A Chacko	Assistant Professor	Valiyan Memorial College of Teacher Education, Chavara
84	Vimala Kumari. S	Assistant Professor	SNGK Bed College, Pothencode

Annexure 11. ITEP Presentation made to Stakeholders

**Kerala State Higher Education Council
ITEP Curriculum Committee
Stakeholders Consultative Meeting**



Plenary Presentation on ITEP

Prepared and Presented
by
Prof.(Dr.) T. Mohamed Saleem.
Member Convener, ITEP Curriculum Committee.

**Kerala State Higher Education Council
ITEP Curriculum Committee**

1. Prof.(Dr.) Mohan B. Menon, Chairman
2. Prof.(Dr.) T. Mohamed Saleem, Member Convener
3. Prof. (Dr.) KP Suresh, Member (Late)
4. Prof.(Dr.) Anil Kumar. K, Member
5. Prof. (Dr.) Asha J. V, Member
6. Dr. K. S. Sajan, Member
7. Prof.(Dr.) TC Thankachan, Member

**Kerala State Higher Education Council
ITEP Curriculum Committee
Stakeholders Consultative Meeting - Registration**



**Terms of Reference of the KSHCEC-
ITEP Curriculum Committee**

- Contextualize the NCTE-ITEP Curriculum Framework based on discussion with concerned experts and develop a Kerala State specific Curriculum Framework for its implementation
- Develop a curriculum implementation package based on the requirements and regulations of NCTE-ITEP Curriculum Framework and suiting the realities and related issues of Kerala education system.
- Recommend to the Government of Kerala and other stakeholders how the teacher education transformation can be achieved in Kerala

**Integrated Teacher
Education Program (ITEP)**

ITEP

- A paradigm shift in Teacher Education Programme at national level.
- ITEP is a new course in all sense.
- A dual-major holistic bachelor's degree, in Education as well as specialised subject.
- It is not replacing the existing 2 year B Ed programme and not the revision of 2 year B Ed.
- In the case of D. El. Ed. Diploma may be replaced with Degree. (More clarity needed from NCTE)
- By 2030, NEP mandates minimal degree qualification for school teachers.

KSHCEC ITEP COMMITTEE

Broad Structure of ITEP

- 4 years & 8 semesters of study.
- Dual-major bachelor's degree.
- One major in Education and the other in a disciplinary/interdisciplinary branch of knowledge.
- B.A B.Ed/ B.Sc B.Ed/ B.Com B.Ed
- ITEP Proposes 5 + 3 + 3 + 4 design as recommended by NEP 2020.

4 Stages of Specialisation:

- Stage.I - ITEP Foundational (Qualification for teaching children of age 3-8 years.)
 - 3 years in Anganwadi & other preschools, and 1 & 2 in schools.
- Stage.II - ITEP Preparatory (Qualification for Grades 3 to 5.)
- Stage.III - ITEP Middle (Qualification for Grades 6 to 8.)
- Stage.IV - ITEP Secondary (Qualification for Grades 9 to12.)

3 Streams of Specialisation:

- Stream 1. **B.A.BEd.**
- Stream 2. **B.Sc.BEd.**
- Stream 3. **B.Com.BEd.**
- 4 Stages X 3 Stream = 12 Programs.

Nomenclature of Degree Awarded:

B.A.B.Ed. (Foundational Stage with Major in ...)	B.A.B.Ed. (Preparatory Stage with Major in ...)	B.A.B.Ed. (Middle Stage with Major in ...)	B.A.B.Ed. (Secondary Stage with Major in ...)
B.Sc.B.Ed. (Foundational Stage with Major in ...)	B.Sc.B.Ed. (Preparatory Stage with Major in ...)	B.Sc.B.Ed. (Middle Stage with Major in ...)	B.Sc.B.Ed. (Secondary Stage with Major in ...)
B.Com.B.Ed. (Foundational Stage with Major in ...)	B.Com.B.Ed. (Preparatory Stage with Major in ...)	B.Com.B.Ed. (Middle Stage with Major in ...)	B.Com.B.Ed. (Secondary Stage with Major in ...)

Multiple Entry and Exit, and Re-entry Options:

- The ITEP envisages multiple entry and exit points and re-entry options, with appropriate certifications.
- 1 Year Certificate
- 2 Year Diploma
- 3 Year Degree in subject
- 4 Year ITEP (Mandatory to become teacher in India)

Eligibility/Entry Requirements:

- Successful completion of Grade 12 with a minimum of 50% marks in aggregate.
- Clearance in NATA NCET (National Common Entrance Test)

Vertical Mobility Opportunities:

- Who successfully complete the four-year ITEP will be eligible to pursue master's degree programme in education as well as in the Major discipline chosen for study during the ITEP.
- M. Ed & M.A/ M.Sc/M.Com

Institutional Eligibility

Institutions Eligible to Offer ITEP:

- ITEP shall be offered by a Higher Education Institution (HEI) in a multidisciplinary environment.
- NAAC accreditation or valid accreditation for last two years from the date of application notification. (For IQA filed HEI)
- NIRF Rank Position (Limitation to TEI)
- KIRF of KSHEC (March 31 2024)

Sl. No.	Criteria	Description	Points (max.)														
1.	<ul style="list-style-type: none">Institutes of Excellence or,Institutions of National Importance or,Category 1 Institutions as per UGC or,Central State Government/Private Universities/ Deemed Universities/ Institutions graded with NAAC **	<p>Distribution of points is as below:</p> <ul style="list-style-type: none">ICET 8ICETI 8Category 1 8Institutions with NAAC grade- <table><tr><td>A++</td><td>8</td></tr><tr><td>A+</td><td>7</td></tr><tr><td>A</td><td>6</td></tr><tr><td>B+</td><td>5</td></tr><tr><td>B</td><td>4</td></tr><tr><td>Below B</td><td>3</td></tr><tr><td>Not Accredited</td><td>0</td></tr></table>	A++	8	A+	7	A	6	B+	5	B	4	Below B	3	Not Accredited	0	8 points
A++	8																
A+	7																
A	6																
B+	5																
B	4																
Below B	3																
Not Accredited	0																
<p>**[NAAC grading should have been valid for some period of time in the last 2 years from the date of issue of public notice inviting applications by NCTE, provided applications have</p>																	

Choice of Stage Specific Specialisation and Major/Minor Areas of Study

- Student-teachers are expected to **choose their Stage specialisation** at the time of application to the ITEP.
- They are also required to **choose their major and minor** areas of study at the time of application to the programme.
- The ITEP envisages an outcome-based approach to education.

2.	NIRF Ranking of Institutions (Overall category)	Rank	Points	4 points
		1-100	4	
		101-300	3	
		301-500	2	
		501 & above	1	
		Not ranked	0	
3.	Multidisciplinary Institutions successfully running for some number of years	Counting of years will be from the date of inception of the institution till the date of issue of public notice inviting applications by NCTE.		4 points
		<ul style="list-style-type: none"> 30 years & above From 25 to below 30 years From 10 to below 25 years Below 10 years 	4 3 2 1	
4.	Institutions running NCTE recognized course(s)	2 points will be awarded to institutions having experience of running any NCTE recognized Teacher Education Programme(s) and are currently recognized.		2 points

* Note: The Institutions obtaining a minimum of 18 points will be shortlisted for processing on the basis of extent norms and standards prescribed by NCTE

Curricular Components

1. Student Induction Programme (Common to all student-teachers across stage specific specialisation. To be organised during the first two weeks of Semester-1)
2. Foundations of Education (30 Credits) Common
3. Disciplinary/Interdisciplinary Courses (64 Credits) Subject Major
4. Stage-Specific Content - Cum - Pedagogy Courses (16 Credits)
5. Ability Enhancement and Value-Added Courses (28 Credits) Common.
6. School Experience, Including Internship in Teaching (20 Credits)
7. Community Engagement and Service (2 Credits) Common

[illegible][illegible]

Suggested Grading System: Letter Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Not Qualified)	0
Ab (Absent)	0

Intake, Eligibility, Admission Procedure

- **Intake:** The basic unit shall comprise of 50 students each in the programme.
- **1 Unit of 50** with different subject areas (BSc B Ed with Physics/Chemistry/Zoology/Maths etc.
- The institution shall be permitted to opt for one or more streams of either Arts Stream or Science Stream or Commerce Stream.
- The institution shall also be permitted to opt for one or more units being appropriate, in case the institution is eligible for the same.

[illegible]

Humanities			
One unit		Two units	
Humanities			
1+9+3		1+15+3	
1. History	One	1. History	Two
2. Geography	One	2. Geography	Two
3. Political Science	One	3. Political Science	Two
4. Economics	One	4. Economics	Two
5. English/Hindi/MIL	One	5. English/Hindi/MIL	Two
6. Communicative Skills in English	One	6. Communicative Skills in English	One
7. Communicative skills in MIL/Classical Languages	One	7. Communicative skills in MIL/Classical Languages	One
8. Educational Studies	Two	8. Educational Studies	Three

Commerce			
One Unit		Two Units	
Commerce			
1+9+3		1+15+3	
1. Accountancy	One	1. Accountancy	Two
2. Business Studies	One	2. Business Studies	Two
3. Economics	One	3. Economics	Two
4. Informatics Practice/ Mathematics	One	4. Informatics Practice/Mathematics	Two
5. English /Hindi/MIL	One	5. English /Hindi/MIL	Two
6. communicative Skills in English	One	6. communicative Skills in English	One
7. communicative skills in MIL/ Classical Languages	One	7. communicative skills in MIL/ Classical Languages	One
8. Educational Studies	Two	8. Educational Studies	Three

- For three units, the requirement of faculty shall be increased by the exact number of faculty as is prescribed for one single unit (except Sl. No. 1,3,4 & 5). For four units, the faculty requirement is exactly double of the faculty requirement for two units (except Sl. No. 1,3,4 & 5).
- The above is the minimum essential core faculty to be appointed for the programme. However, the services of existing faculty in the institution could also be utilized for this teacher education programme if she/he possesses the prescribed qualification. Furthermore, any extra number of faculty may be appointed, over and above the minimum number prescribed for this programme.
- Faculty for health and physical education may be shared, if available, in the institution or otherwise may be recruited part-time.
- The Counsellor engaged for the purpose shall either be an Assistant Professor in Education having guidance and counselling as one of the papers at Post Graduate level or a part-time Counsellor with an appropriate qualification in guidance and counselling.
- The programme shall permit sharing of existing physical resources in other Departments of the University or College.

Qualifications:

- A. Professor in Education or Associate Professor in Education (as Head of the Department):
 - (i) Postgraduate degree in Sciences or Mathematics or Social Sciences or Commerce or Languages.
 - (ii) M.Ed.
 - (iii) Ph.D. in Education.
 - (iv) 10 years of teaching experience in a teacher education institution for Professor and 8 years for Associate Professor.
 - (v) Any other relevant qualification prescribed by the University Grants Commission for these categories of posts.
- Desirable: Diploma or Degree in Educational Administration or Leadership.

- B. Assistant Professor –in Liberal Discipline and Pedagogy:
 - (i) Post-Graduate degree in Sciences (Physics or Chemistry or Botany or Zoology or Life Sciences or Biosciences) or Mathematics or Social Sciences (History or Geography or Political Science or Economics) or Languages (English or Modern Indian Languages or Classical Languages) or Commerce allied subjects) with minimum fifty-five percent marks or its equivalent grade.
 - (ii) B.Ed. degree with minimum fifty-five percent marks or equivalent grade.
 - (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or in the concerned subject as prescribed by the University Grants Commission for these categories of posts.
 - Desirable: M.Ed. or M.Sc. with Specialization & Ph. D in Education.

- C. Assistant Professor in Educational Studies:
 - (i) Postgraduate degree in Education (M.Ed.) with minimum fifty-five percent marks or equivalent grade
 - (ii) With National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualification prescribed by University Grants Commission for these categories of posts.
 - Desirable: Master's degree in Psychology or Philosophy or Sociology or their allied subjects.

D. Specialised Courses:

- Physical Education: Master of Physical Education (M.P. Ed.) with minimum fifty-five percent marks or its equivalent grade.
- Art Education: Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.
- 5.4. Terms and Conditions of Service of Staff: The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay band or scale, age of superannuation and other benefits shall be as per the policy of the Central Government or State Government or affiliating body or University.

Land & Building

- Land: 3000 sq. mts. (0.7413161 Acre or 74.14 cent) land for the initial intake of fifty students.
- Building 2000 sq.mts.(21527.82 Sq. Ft) built-up area and the remaining space for lawns, playfields etc.
- For every additional unit of 50 students, an additional built up area of 200 sq.mts.
- 4 toilet blocks, 2 for students (one each for women and men) and 2 for staff.
- 1 common hand washing station, with 4 taps, in an open area shall be provided.

Classroom & Library

- 6 earmarked classrooms for 1 unit with an area of 500 sq. ft.
- For more units the number shall be increased proportionately.
- Library:
- Seating 50 persons with minimum 1000 titles and 4000 books.
- Minimum 5 referral professional research journals.
- 100 titles of books shall be added every year.
- Photocopying and computer with Internet.

- Laboratories: Physics, Chemistry, Mathematics, Zoology and Botany.
- In humanities stream, a laboratory for Geography.
- Activity cum Resource Centre:
- A Computer and Language Lab shall be established in this Centre.
- Health and Physical Education Room:
- Multipurpose Hall: 200 seats and minimum total area of 2000 sq. ft.
- Faculty Rooms:
- Administrative Office Space:
- Common Room:
- Store:

Preparing the Platform for ITEP by NCTE

NCTE Amendment Regulations, 2021.

- The programme shall permit sharing of existing physical resources of other departments of the university/ HEIs.
- The ownership of ITEP shall lie with the Education Department of the multidisciplinary HEIs.
- All stand-alone Teacher Education Institutions (hereafter referred to as 'TEIs') will be required to convert into multidisciplinary institutions by 2030 to become eligible to offer the ITEP.
- ITEP shall be implemented in a phase wise manner starting from piloting in multidisciplinary HEIs/TEIs and thereby country wide expansion as per NEP 2020 timeframe.

Phase wise implementation Status

- **Phase 1**, Application Portal on May 1 to May 31, 2022 for 2023 Admission.
 - Selected list by March 2023 and 43 institutions selected including IIT/ IIM/NIT etc.
 - NTA NCET (National Common Entrance Test) on June 2023
 - Course started on 2023 September/October
- **Phase 2**, Application Portal on May 1 to May 31, 2023 for 2024 Admission.
 - Expect Selected list by March 2024 and 70+ institutions may be selected including IIT/IM/NIT etc.
 - NTA NCET (National Common Entrance Test) Expect June 2024
 - Course expected to begin 2024 August/September
- **Phase 3**, Application Portal on April 1 to May 31, 2024 for 2025 Admission as per new amendment in regulation. Present portal closed.

Amendments in 2014 Regulations May 4, 2022

- "(b) composite institutions" means a duly recognised higher education institution offering undergraduate or postgraduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce, as the case may be, at the time of applying for recognition of teacher education programmes.
Or an institution offering multiple teacher education program.
- "(a) recognition for commencement of new teacher education programmes which shall be offered in multi-disciplinary institutions;"

- (b) "composite institution" means a duly recognised higher education institution offering undergraduate or postgraduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce or mathematics, as the case may be, at the time of applying for recognition of teacher education programmes, or an institution offering multiple teacher education programmes;
- (c) "closure" means discontinuation of recognition of programmes or institution permitted by the Council on the basis of a formal application submitted by the institution;

Govt. College Case

- (f) standalone **Government** colleges conducting Bachelor of Education, desirous of offering Integrated Teacher Education Programme must do so in collaboration with nearby **multidisciplinary Government Higher Education Institutions**, which are affiliated to the same university."

4. Eligibility—The following categories of institutions are eligible for consideration of their applications under these regulations, namely—

- (i) institutions established by or under the authority of the Central or State Government or Union territory administration;
- (ii) institutions financed by the Central or State Government or Union territory administration;
- (iii) all universities, including institutions deemed to be universities, as recognised or declared as such, under the University Grants Commission Act, 1956 (of 1956);
- (iv) self-financed educational institutions established and operated by 'not for profit' societies and trusts registered under the appropriate laws or a company incorporated under the Companies Act, 2013 (18 of 2013).

Application time line

- Online application: 1 April to 31 May of the preceding year from the academic session for which recognition is sought.
- Online or email from SRC to the State Govt. within 7 days from the receipt of application to furnish recommendations or comments.
- Reply from state Govt. within 15 days from the date of issue of the letter.
- If state Govt. is not in favour of recognition, it shall provide detailed reasons or grounds there of with necessary statistics.
- If the reply not within the prescribed period, a reminder providing further time of seven days.
- In case no reply Regional Committee shall process and decide the case on merits.

Inspection & Requirements

- After consideration of the recommendations or comments, Institution shall be inspected through virtual mode by a team of experts.
- Inspection shall be caused immediately on completion of forty eight hours from the time of communication by the Regional Office.
- At the time of inspection, the building of the institution shall be complete in the form of a permanent structure on the land possessed by the institution.
- The institution shall present the original completion certificate issued by the competent authority.
- Approved building plan in proof of the completion of building and built up area and other documents to the visiting team at the time of virtual inspection.
- Temporary structures shall not be allowed in the institution, even if it is in addition to the prescribed built up area.

Discussion on

- Comments
- Clarifications
- Apprehensions
- Suggestions
- Submissions if any
- itepkerala@gmail.com

Thank You

itepkerala@gmail.com

ITEP Essential Data Collection
from Institution



KSHEC ITEP COMMITTEE

Gallery



Stakeholders Consultative Meeting -Kannur University

Date: 27 February 2024

Venue: Cherussery Auditorium, Thavakkara Campus, Kannur



Stakeholders Consultative Meeting -Calicut University Region

Date: 28th February 2024

Venue: Farook Training College, Kozhikkode



Stakeholders Consultative Meeting-MG University Region

Date: July 2, 2024 (Time 10.30 am to 1.30 pm)

Venue: Senate Hall, Administrative Block, Main Campus MG University



Stakeholders Consultative Meeting-Kerala University Region

Date: July 2, 2024 (Time 10.30 am to 1.30 pm)

Venue: C V Raman hall, CLIFF, University of Kerala, Kariyavattom Campus





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