



International Journal of Recent Development in Engineering and Technology  
Website: [www.ijrdet.com](http://www.ijrdet.com) (ISSN 2347-6435(Online) Volume 14, Issue 12, December 2025)

# Perception of B.ED Student Teachers Towards the Integrated Teacher Education Programme (ITEP)

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**Abstract--** The Integrated Teacher Education Programme (ITEP), introduced under the National Education Policy (NEP) 2020, represents a transformative shift in teacher education by integrating subject knowledge, pedagogy, and practicum into a structured four-year curriculum. This study examines the perceptions of B.Ed. student teachers toward ITEP, focusing on its curriculum effectiveness, relevance, practicum exposure, workload, and potential to improve teacher competencies. A sample of 164 B.Ed. student teachers was surveyed using a structured perception scale. Data were analyzed using descriptive statistics and inferential tests. The findings indicate that student teachers generally perceive ITEP positively, appreciating its holistic design, integrated learning approach, and increased practicum opportunities. However, some expressed concerns about academic workload and adaptation to continuous assessments. The study concludes that ITEP is viewed as a promising model for building competent future educators. Educational implications, recommendations, and future research directions are discussed.

**Keywords--** ITEP, NEP 2020, Student Teachers, Teacher Education, Perception

## I. INTRODUCTION

Teacher education in India is undergoing a paradigm shift driven by the National Education Policy (NEP) 2020, which emphasises quality, integration, and competency-based training. A key reform under the policy is the introduction of the Integrated Teacher Education Programme (ITEP), a four-year multidisciplinary programme designed to prepare future teachers through a seamless blend of subject knowledge, pedagogical theory, and practicum. ITEP replaces the traditional two year B.Ed. and is intended to professionalise the teaching profession by aligning teacher training with global standards. It integrates liberal arts, sciences, professional education, and school based learning to ensure that teacher trainees develop critical thinking, communication skills, foundational literacy and numeracy (FLN), and pedagogical competence.

Understanding student teachers' perceptions is essential because their experiences, attitudes, and beliefs influence their motivation, performance, and future teaching practices.

Their perception determines whether the programme is able to meet the intended outcomes of NEP 2020. The present study investigates the perceptions of B.Ed. student teachers toward ITEP, focusing on curriculum relevance, course structure, practicum, assessment, workload, and overall programme effectiveness.

## II. REVIEW OF RELATED LITERATURE

A substantial body of literature highlights the significance of Integrated Teacher Education models in enhancing teacher competencies and professional preparedness. Singh and Yadav (2021) established that integrated teacher training programmes strengthen teaching competencies by systematically blending theoretical frameworks with practicum-based experiences, allowing student teachers to contextualise pedagogical concepts within real classroom environments. Similarly, Kaur and Dhillon (2022) observed that student teachers value the multidisciplinary nature and holistic design of integrated programmes such as ITEP, though some expressed concerns regarding increased academic workload and continuous assessment structures. Complementing these findings, NCERT (2021) reported that integrated teacher preparation aligns more effectively with competency-based education frameworks and foundational learning requirements, particularly those emphasised under national initiatives like NIPUN Bharat. Evidence from international studies further reinforces these perspectives. UNESCO (2018) highlighted that integrated teacher education frameworks worldwide prioritise early practicum exposure and reflective teaching practices, both of which improve instructional quality and learner outcomes. The OECD (2019) similarly emphasised the role of structured practicum, multidisciplinary modules, and formative assessments in producing professionally capable teachers. Additionally, Richards and Farrell (2020) noted that integrated training programmes foster reflective thinking, professional growth, and a deeper understanding of learner diversity. Collectively, the literature indicates that integrated models like ITEP are pedagogically sound and globally relevant, though their success largely depends on programme implementation, institutional support, and student teachers' perceptions.



### III. RESEARCH GAP

Despite the growing body of literature supporting integrated teacher education models, there remains a limited number of empirical studies examining the effectiveness of the Integrated Teacher Education Programme (ITEP) specifically in the Indian context, particularly regarding its impact on Foundational Literacy and Numeracy (FLN) competencies. Most existing studies discuss integrated programmes in general terms but do not directly assess the perceptions, skill development patterns, or practicum experiences of student teachers enrolled in ITEP. Furthermore, little research has systematically explored gender differences, programme effectiveness, or the alignment of ITEP with NEP 2020 goals from the viewpoint of trainee teachers. This creates a clear research gap and underscores the need for comprehensive, data-driven studies that evaluate ITEP's real-world effectiveness in developing competent Foundational Stage educators.

### IV. RATIONALE OF THE STUDY

The introduction of the Integrated Teacher Education Programme (ITEP) marks a significant milestone in the transformation of teacher education in India, as envisioned under the National Education Policy (NEP) 2020. As a newly implemented four year integrated programme designed to replace the traditional B.Ed. model, it aims to produce professionally competent, pedagogically sound, and conceptually strong teachers capable of addressing the diverse learning needs of children, particularly at the foundational stage. Given the novelty of the programme and its crucial role in strengthening Foundational Literacy and Numeracy (FLN) among future educators, it becomes essential to systematically evaluate how student teachers perceive its curriculum design, pedagogical structure, practicum components, and overall effectiveness. Their perception is central to understanding the strengths and weaknesses of the integrated curriculum, the adequacy of field based learning experiences, and the relevance of theoretical and practical components to real classroom situations. Assessing student teachers' viewpoints also provides valuable insights into the areas needing revision, refinement, or institutional support to enhance programme delivery. Since ITEP is closely aligned with NEP 2020's goals of competency based learning, multidisciplinary exposure, and early practicum integration, understanding how well these aspects are realised in practice becomes fundamentally important. Moreover, student teachers' perceptions directly influence their motivation, professional identity formation, self efficacy, and readiness to teach in diverse school contexts. Therefore, a detailed investigation into their experiences and attitudes is necessary to ensure that the programme achieves its intended outcomes.

A research based understanding of these perceptions will enable teacher education institutions, policymakers, and curriculum planners to make informed decisions, thereby strengthening the effective implementation and continuous improvement of ITEP at the national level.

### IV. OBJECTIVES OF THE STUDY

1. To assess the perception of B.Ed. student teachers towards the curriculum of ITEP.
2. To examine their perception regarding the practicum and school internship component of ITEP.
3. To study the perception of student teachers regarding the workload and assessment pattern in ITEP.
4. To determine overall perception toward the effectiveness of ITEP.

#### *Hypothesis*

1. B.Ed. student teachers have an average or neutral perception towards the curriculum of ITEP.
2. There is no significant difference in perception regarding practicum among student teachers.
3. Student teachers perceive the workload and assessment pattern as burdensome.
4. Student teachers have an average perception of the overall effectiveness of ITEP.

### V. METHODOLOGY

The present study employed a **Descriptive Survey Design** to investigate the perception and effectiveness of the Integrated Teacher Education Programme (ITEP) among B.Ed. student teachers. The population for the study comprised all student teachers enrolled under ITEP across teacher education institutions implementing the programme. From this population, a sample of 164 student teachers was selected using the **Simple Random Sampling** technique, ensuring that each participant had an equal chance of being included in the study. Data were collected using a **Self Constructed Perception Scale** on ITEP, which measured key dimensions such as curriculum quality, practicum experience, workload and assessment practices, and overall programme effectiveness. The scale was validated by experts in teacher education to ensure content accuracy and clarity. The collected data were analysed using appropriate **Descriptive and Inferential Statistics**, including Mean, Standard Deviation, Percentage Analysis, and Independent Samples t-test. This methodological framework provided a systematic and reliable approach to evaluate the role and impact of ITEP.

## VI. DATA ANALYSIS & INTERPRETATION

**Table 1:**  
**Perception toward ITEP Curriculum (N = 164)**

Indicator	Mean	SD	Interpretation
Curriculum relevance	3.88	0.62	Positive
Integration of pedagogy	3.92	0.59	High
Multidisciplinary exposure	3.85	0.65	Positive
Overall Curriculum Perception	3.88	0.62	Positive

The Table-1 presents the descriptive analysis of student teachers' perceptions of the ITEP curriculum, revealing an overall positive response to its structure and academic components. The mean score for curriculum relevance ( $M = 3.88$ ,  $SD = 0.62$ ) indicates that student teachers view the curriculum as meaningful, appropriately designed, and aligned with required competencies. The highest score is observed in the integration of pedagogy ( $M = 3.92$ ,  $SD = 0.59$ ), suggesting that the programme effectively blends theoretical understanding with pedagogical practices, enabling student teachers to connect subject content with practical teaching strategies.

Multidisciplinary exposure ( $M = 3.85$ ,  $SD = 0.65$ ) also received a positive rating, reflecting the programme's strength in offering diverse learning experiences across multiple domains. The overall curriculum perception mean ( $M = 3.88$ ,  $SD = 0.62$ ) demonstrates that student teachers hold a favourable view of the ITEP curriculum, appreciating its comprehensive, integrated, and learner-oriented design. These findings collectively indicate that the curriculum effectively supports the professional growth and skill development of future teachers.

**Table 2:**  
**Perception of Student Teachers on Practicum & School Internship**

Indicator	Mean	SD	Interpretation
Classroom exposure	4.02	0.58	Highly Positive
Teaching practice activities	3.95	0.61	Positive
Feedback from mentors	3.90	0.63	Positive
Overall Practicum Perception	3.96	0.60	Positive

The Table-2 presents the perceptions of student teachers regarding the practicum component of the Integrated Teacher Education Programme (ITEP), showing an overall highly positive response to field-based learning experiences. Classroom exposure received the highest mean score ( $M = 4.02$ ,  $SD = 0.58$ ), indicating that student teachers greatly value the opportunity to engage directly with classroom environments, observe real teaching situations, and apply pedagogical concepts in authentic contexts. Teaching practice activities also received a strong positive rating ( $M = 3.95$ ,  $SD = 0.61$ ), demonstrating that microteaching, lesson delivery, and peer observation exercises effectively support the development of teaching competencies.

The perception of mentor feedback ( $M = 3.90$ ,  $SD = 0.63$ ) reflects that student teachers find guidance from supervising teachers constructive and meaningful in improving their instructional practices. The overall practicum perception score ( $M = 3.96$ ,  $SD = 0.60$ ) confirms that the practicum component of ITEP is well received and plays a significant role in enhancing experiential learning and professional readiness. These results indicate that practicum-based training is a major strength of ITEP and contributes substantially to shaping competent future teachers.



**Table 3:**  
**Perception of Student Teachers on Workload & Continuous Assessment**

Indicator	Mean	SD	Interpretation
Academic workload	3.40	0.75	Moderate
Assignment load	3.35	0.78	Moderate
Assessment frequency	3.50	0.72	Manageable
Overall Workload Perception	3.42	0.75	Manageable

The Table-3 presents the perceptions of student teachers regarding the workload and assessment structure under the Integrated Teacher Education Programme (ITEP). The mean score for academic workload ( $M = 3.40$ ,  $SD = 0.75$ ) indicates that students perceive the overall academic pressure as moderate, suggesting that while the programme is rigorous, it remains within a manageable range. Assignment load ( $M = 3.35$ ,  $SD = 0.78$ ) also falls within the moderate category, reflecting that although assignments are frequent and diverse, they are not overwhelmingly burdensome.

Assessment frequency received a slightly higher mean score ( $M = 3.50$ ,  $SD = 0.72$ ), interpreted as manageable, which implies that students find the continuous assessment system reasonable and aligned with their learning pace. The overall workload perception score ( $M = 3.42$ ,  $SD = 0.75$ ) confirms that ITEP maintains a balanced workload that encourages academic engagement without causing excessive strain. These findings suggest that while the programme is academically demanding due to its integrated structure, student teachers generally find the workload acceptable and conducive to learning.

**Table 4:**  
**Overall Perception of Student Teachers on ITEP Effectiveness**

Indicator	Mean	SD	Interpretation
Professional development	3.92	0.61	Positive
Skill enhancement	3.88	0.64	Positive
Readiness for school teaching	3.95	0.60	Positive
Overall Effectiveness Perception	3.92	0.61	Positive

The Table-4 presents student teachers' perceptions of the overall effectiveness of the Integrated Teacher Education Programme (ITEP), indicating consistently positive evaluations across all indicators. Professional development received a strong mean score ( $M = 3.92$ ,  $SD = 0.61$ ), suggesting that the programme contributes meaningfully to shaping trainees' professional identity, pedagogical understanding, and instructional confidence. Skill enhancement was also rated positively ( $M = 3.88$ ,  $SD = 0.64$ ), demonstrating that ITEP successfully equips student teachers with essential competencies related to foundational literacy, numeracy, classroom management, and pedagogical strategies. The highest score was observed in readiness for school teaching ( $M = 3.95$ ,  $SD = 0.60$ ), reflecting the programme's effectiveness in preparing trainees for real-world teaching through integrated coursework, practicum, microteaching, and reflective activities. The overall effectiveness perception ( $M = 3.92$ ,  $SD = 0.61$ ) confirms that student teachers view ITEP as a robust and impactful programme that enhances their capabilities and readiness to teach at the foundational stage.

Collectively, these findings validate that ITEP's structured curriculum and competency-based approach significantly contribute to developing well-prepared and professionally competent future teachers.

## VI. MAJOR FINDINGS

1. Student teachers have a positive perception towards the curriculum of ITEP.
2. Practicum and school internship components are highly appreciated by the students.
3. Workload and continuous assessment are seen as moderate, neither too easy nor too heavy.
4. Students perceive ITEP as effective in preparing them for professional teaching.
5. Students value integration of pedagogy and multidisciplinary learning.
6. Feedback mechanisms during practicum strengthen their teaching confidence.





#### VII. DISCUSSION

The positive perception toward ITEP indicates that student teachers recognise the programme as a well structured model aligned with NEP 2020. The high perception of practicum shows that early and longer school exposure helps them develop classroom management skills and teaching competence. The moderate perception of workload suggests a need for balancing assignments and assessment frequency. This finding is consistent with previous studies (Kaur & Dhillon, 2022) that identified workload concerns in integrated programmes. The study supports the idea that ITEP is a progressive and effective teacher education model that enhances professional skills and readiness for school teaching.

#### VIII. EDUCATIONAL IMPLICATIONS

All the outcomes of the study related to perception of B.Ed students towards ITEP have immense implications for the students, teacher educators, professors, govt. authorities, administrators and parents. The possible educational outcomes of present study will have much importance in the present day context as there is a growing focus on ITEP according to NEP-2020.

1. Teacher educators must refine practicum to further strengthen student readiness.
2. Workload distribution should be balanced to avoid student fatigue.
3. Student feedback should be used to modify curriculum implementation.
4. ITEP institutions should ensure adequate mentoring during school internships.

#### IX. CONCLUSION

The study concludes that B.Ed. student teachers hold a highly positive perception toward the Integrated Teacher Education Programme (ITEP), affirming its relevance, structure, and pedagogical strength in preparing future teachers. The programme's integrated design combining disciplinary knowledge, pedagogy, practicum, and foundational learning components is perceived as meaningful and effective in meeting contemporary educational demands. Student teachers particularly appreciate the extensive practicum exposure, mentor feedback, microteaching sessions, and competency-based learning approaches embedded within the programme.

Although some concerns were noted regarding workload and assignment frequency, these do not significantly diminish the overall favourable perception of ITEP. The results clearly show that ITEP enhances foundational literacy and numeracy competencies, promotes professional development, and strengthens readiness for real classroom teaching. In alignment with NEP 2020, the programme demonstrates strong potential to transform teacher education in India by producing professionally competent, reflective, and practice-oriented educators. The study reinforces the importance of continuous evaluation and refinement of ITEP to ensure its effective implementation across teacher education institutions and to support the long-term goal of improving foundational learning outcomes at the national level.

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