



# Perception of B.Ed. Students of Dibrugarh University Towards Integrated Teacher Education Programme (ITEP) in the Light of NEP2020. An Evidence-Based Study

**Manash Pratim Bora**

M.Ed. Student  
Department of Education,  
Dibrugarh University, Dibrugarh, Assam, India

**Abstract:** *Teacher Education is concerned with the policies and procedures to equip prospective teachers with the knowledge, attitudes, and teaching skills required to perform their classroom roles effectively. Teacher Education is related to developing teacher proficiency and competence that would enable and empower the teacher to meet the profession's requirements and face the challenges therein. Philosophical, sociological, and psychological school of thought helps teachers perform teaching skills in the classroom. NEP2020 has emphasised teacher education as an integral part of the academic course. Beyond the teaching of cutting-edge pedagogy, integrated teacher education will include a grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more (Ministry of Education, Government of India, 2020). ITEP provides dual-liberal bachelor's degrees to students in education and specialised subjects and good infrastructure facilities like libraries and laboratories to learners. In addition, ITEP is encouraging faculty to conduct research activities. The researcher surveyed perception towards ITEP in light of NEP2020. For this purpose, a self-prepared questionnaire was given to students, and students' opinions were analysed quantitatively and qualitatively. The main finding shows that many students have positive attitudes toward ITEP. The students mentioned various dimensions of this programme. Also, they mentioned the loopholes of NEP2020 in teacher education.*

**Keywords:** Teacher Education, Integrated Teacher Education Programme (ITEP), NEP-2020.

## 1. Introduction:

The ITEP aims to prepare teachers for the Foundational, Preparatory, Middle, and Secondary stages per the new school structure of NEP2020. It will ensure that outstanding students enter the teaching profession. A student undergoing this course will be grounded in Indian values, languages, knowledge, ethos and tribal tradition and well-versed in the latest advances in education and pedagogy (National Council For Teacher Education, n.d.). This course caters to the need for 21st Century Skills. In order to improve the levels of integrity and credibility required to restore the prestige of the teaching profession, NEP2020 has given particular importance to ITEP. Introducing ITEP aims to inculcate pedagogy through each step of learning. It is a bridge that connects the students to well-skilled training. ITEP will be available for all students who choose to teach as a profession after their 12<sup>th</sup> exam. The commencement of the four-year ITEP will be from the academic session 2023-24 (Indian Express,

n.d.). The course will be initially offered in pilot mode in 50 national multidisciplinary institutions. The stakeholder must take the necessary action to implement this course successfully.

## 2. Statement of the Problem:

The specific problem of the present study is "**Perception of B.Ed. Students of Dibrugarh University Towards Integrated Teacher Education Programme (ITEP) in the Light of NEP2020. An Evidence-Based Study**"

## 3. The Need and Significance of the study:

Due to the learning level of globalisation and privatisation, there is a dire need to renovate a teacher education programme which prepares specialised, proficient and skilled teachers in an integrated approach. The teacher education programme is the central pillar for the foundation of an efficient teacher. It gives ample dimension to realise the goals of a teacher. Therefore, the NEP2020 is giving special attention to a four-year teacher education programme to revamp teacher education in the country. The significance of the present study is to analyse the student's perception of ITEP in light of NEP2020. The students are pivotal stakeholders in the education system. Therefore, it is vital to determine the students' attitudes towards ITEP. Therefore, the researcher determined students' awareness and attitude about this programme. Also, the significance of the study is to figure out the future benefit of ITEP on students.

## 4. Objectives of the study:

- (i) To find out the perception and attitude of students toward ITEP
- (ii) To know the level of interest toward ITEP
- (iii) To identify the difference in-between the two-year B.Ed. Programme and the four-year B.Ed. Programme.
- (iv) To identify the advantages of the Integrated Teacher Education programme.
- (v) To know if NEP2020 will be beneficial for the education system.

## 5. Definitions of Key terms:

**Teacher Education:** Teacher Education is a programme of education, research and training of persons to teach from pre-primary to higher education level. It is a programme related to teacher proficiency and competence development that would enable and empower teachers to meet the profession's requirements and face the challenges therein.

**ITEP (Integrated Teacher Education Programme):** ITEP is a specialised course with intrinsic pedagogy and content along with sustained engagement with the liberal discipline of knowledge and field of education.

**NEP-2020:** NEP stands for "National Education Policy 2020" - A Policy which brings wonders in the Education Fundamentals. It creates a drastic transformation in the life of many schools and college students by introducing creativity, learning, experiments, visualisation and art in the education sector (outlook, n.d.).

## 6. Delimitation:

- (i) This study has delimited only the students of B.Ed. Course, of Dibrugarh University.
- (ii) This study has delimited only the students of two B.Ed. Colleges Under Dibrugarh University

## 7. Method of the study:

The Descriptive Survey Method was used for the present study.

## 8. Population:

The population of the present study comprised all B.Ed. Students of Dibrugarh University.

## 9. Sample of the present study:

For the present study, 50 B.Ed. Students from two secondary teacher training colleges affiliated with Dibrugarh University, Dibrugarh, were selected through a purposive sampling technique.

## 10. Tools used in this study:

The researcher used a self-prepared questionnaire to collect information for the present study. The questionnaire is close-ended as well as open-ended. A portion of the questionnaire is there to give

additional student comments. In addition, the researcher also collected relevant information through interaction with the students.

#### 11. The technique used for Analysing and Interpreting the data:

The data collected through the questionnaire were analysed qualitatively and quantitatively, and some data have also been represented graphically.

#### Questionnaire on ITEP, given to B.Ed. students of Chandrakanta Hazarika College (B.Ed.) and Parijat Academy Teacher Education Institution

Q. No	Questions	Yes	%	No	%
1	Do you think ITEP will be more beneficial than a two-year B.Ed course?	42	84	8	16
2	Do you think ITEP will create better teachers than the two-year B.Ed programme?	36	72	14	28
3	Do you think a 4-Year Integrated Course will give more job opportunities to the students?	40	80	10	20
4	Do you think ITEP will be more expensive than a two-year B.Ed Course?	6	12	44	88
5	Will ITEP help better access Teacher Education?	37	74	13	26
6	Will you recommend ITEP to others? If yes, why?	41	82	9	18
7	Is it possible to implement ITEP from 2023-24? Share Your opinion.	27	54	23	46
8	Will this programme benefit for holistic development of Students? What do you think?	39	78	11	22
9	Do you think it is vital to integrate a teacher education programme with traditional degree courses?	42	84	8	16
10	Do you think 4-Year ITEP will have a significant role in education? Share your opinion.	34	68	16	32

#### Additional Comments:

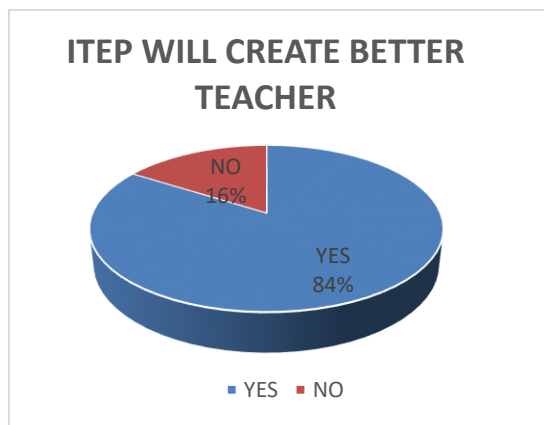
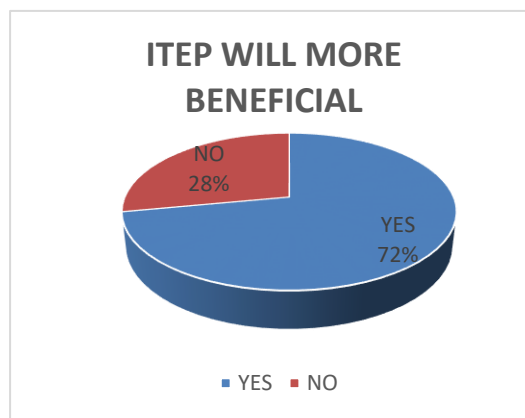
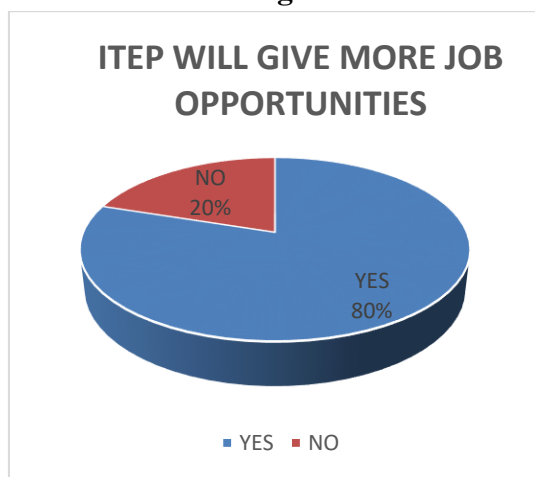
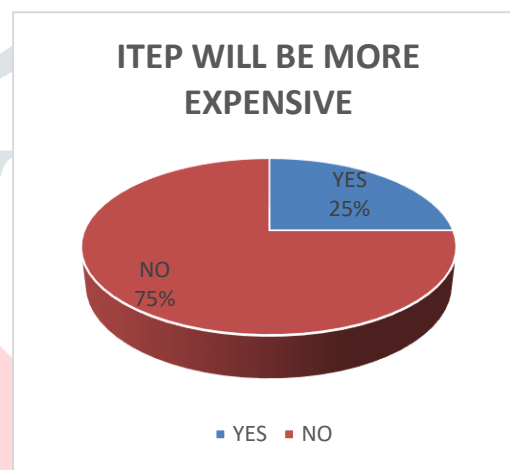
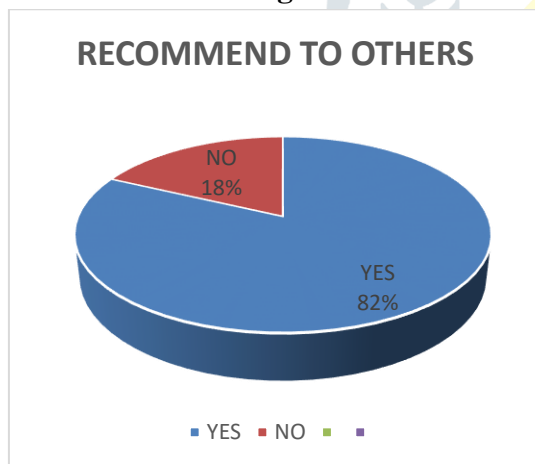
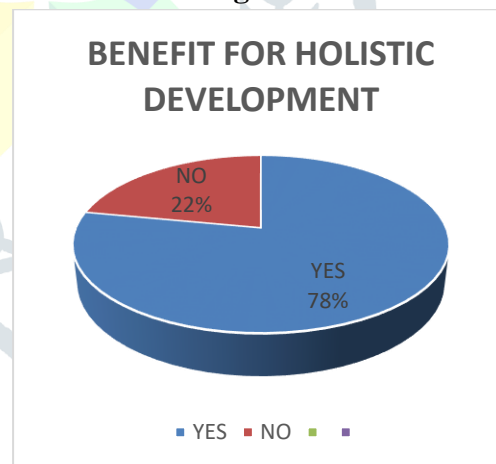
**B.ED. Students' opinion on ITEP****Fig. 1****Fig. 2****Fig. 3****Fig. 4****Fig. 5****Fig. 6****12. FINDINGS OF THE STUDY:**

Fig. 1 shows that 80% of students mentioned that ITEP would create a better teacher. But 20% of students do not agree with this because they think the existing B.Ed. Programme is more suitable for inculcating teaching skills. Fig. 2 shows that 72% of students mentioned that ITEP would benefit more than a two-year B.Ed. According to them, the ITEP will be less time-consuming. But remaining students state that ITEP may not be more beneficial than a two-year B.Ed. Course because studying teacher education simultaneously with a major subject will be hectic. Regarding job opportunities, in Fig. 3, 80% of students agree that ITEP will bring better jobs for the students. But 20% of students say ITEP will create more unemployed teachers because enrolment of students in ITEP will be higher. But according to that ratio, the Government would not be able to provide jobs for prospective teachers. Fig. 4 shows that for 75% of

Students, ITEP would be less expensive than a two-year B.Ed. Course. The remaining 25% of students mentioned that ITEP would be more expensive. According to them, ITEP demands more teaching-learning material for acquiring teaching skills because ITEP will be a 4-Year Course. Fig. 5 shows that Mass students will recommend ITEP to others. Fig.6 shows that 78% of students mentioned that ITEP would benefit the holistic development of students. According to them, ITEP will make a curriculum to inculcate all physical, mental, social, moral, and technical development in human beings. The remaining 22% do not agree with this.

### 13. CONCLUSION OF THE STUDY:

The researcher tries to find out the Perception of B.Ed. Students towards ITEP. The study reveals that the responses of a large number of students are positive towards ITEP. The students mentioned that the integrated teacher education programme would help shape students' sound personalities. According to them, the students can acquire all pedagogic, professional, and teaching skills very lucidly when participating in this programme. But some students mentioned in the comment section that the programme will take time to implement in India as it lacks funds from Government. Also, they mentioned loopholes in NEP-2020 in the context of ITEP. They said the teacher's internship programme would be more fruitful if the students were given a stipend. The students also commented that it would only be successful if stakeholders showed keen interest in implementing it.

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