

**A COMPARATIVE STUDY OF ITEP AND TRADITIONAL INTEGRATED
B.A.B.ED./B.SC.B.ED. PROGRAMS: STUDENT PERSPECTIVES**

Dissertation Submitted to
Barkatullah University, Bhopal
In Partial Fulfilment of the Requirement for the Degree of
Master of Education (M.Ed.)
Session: 2023-25

Research Supervisor

Dr. Pavan Kumar

Assistant Professor

Department of Education

Regional Institute of Education

Bhopal, Madhya Pradesh

Research Investigator

Jaya Nehru

Master of Education

Department of Education

Regional Institute of Education

Bhopal, Madhya Pradesh



Department of Education

Regional Institute of Education

(National Council of Educational Research and Training)

NAAC Accredited A⁺⁺ Grade Institute

Bhopal, Madhya Pradesh, 462002

DECLARATION

I hereby declare that the dissertation entitled “A Comparative Study of ITEP and Traditional Integrated B.A.B.Ed./B.Sc.B.Ed. Programs: Student Perspectives” has been carried out by me during the academic year 2023-2025 in partial fulfilment of the requirements for the award of the Two-Year Degree of Master of Education (M.Ed.) from Barkatullah University, Bhopal, Madhya Pradesh.

The study has been conducted under the guidance and supervision of Dr. Pavan Kumar, Assistant Professor, Department of Education, Regional Institute of Education, Bhopal, Madhya Pradesh.

I also declare that the research work done is original and has not been submitted by me for the award of any degree or diploma at any other university.

Date:

Place: RIE, Bhopal

Jaya Nehru

Master of Education

Roll No- 2406600308

CERTIFICATE

This is to certify that the dissertation entitled “A Comparative Study of ITEP and Traditional Integrated B.A.B.Ed./B.Sc.B.Ed. Programs: Student Perspectives” being submitted by Jaya Nehru, student of Master of Education (M.Ed.) bearing roll number- 2406600308 and Enrolment Number-R200661550021, Regional Institute of Education, Bhopal, is submitted in the partial fulfilment of the requirements for the award of the degree of Master of Education (M.Ed.).

This is a bonafide research work carried out by her in the Department of Education, Regional Institute of Education, Bhopal, Madhya Pradesh under my supervision and guidance. The work is original to the best of her knowledge and has not been submitted earlier in any form for degree in any other university.

It is further certified that the dissertation, in its present form, is fit for submission to Barkatullah University for the award of the degree of Master of Education.

Dr. Pavan Kumar

Assistant Professor

Department of Education

Date:

Place: RIE, Bhopal

Regional Institute of Education, Bhopal

ACKNOWLEDGEMENT

I wholeheartedly express my sincere gratitude to all those who have been instrumental, directly or indirectly, in this research work. With deep reverence, I express my gratitude to the Almighty for granting me the opportunity, strength, and perseverance to accomplish various milestones in life, including the successful completion of this dissertation.

*First and foremost, I would like to express my profound respect and heartfelt thanks to my research supervisor, respected **Dr. Pavan Kumar**, Assistant Professor, Department of Education, Regional Institute of Education, Bhopal (M.P.) for channelizing my efforts and creativity towards the successful accomplishment of this work. His immense patience, constant encouragement, and guidance at every step were invaluable.*

*I would like to express my sincere respect and gratitude to **Prof. Shiv Kumar Gupta**, Principal, Regional Institute of Education, Bhopal for his kind support, cooperation and providing the institutional assistance throughout this journey. I am equally grateful to **Prof. Jaydip Mandal**, Dean of Instructions, RIE Bhopal, for his leadership that promotes academic excellence.*

*I convey my sincere thanks and heartfelt gratitude to **Prof. Ayushman Goswami**, Head, Department of Education, Regional Institute of Education, Bhopal and to all other faculty members for their valuable support and encouragement, both direct & indirect, which helped me during my research work.*

*Moreover, I extend my gratitude to respected Librarian, **Dr. P.K. Tripathy** and entire library members for allowing the use of library resources and finding the required materials*

Last but not the least, I would like to convey my special heartfelt thanks to my family members and classmates who always stood by me and motivated me to move forward in life. Their constant blessings and regular encouragement played a crucial role in successful completion of this dissertation work.

Jaya Nehru

Master of Education

Date:

Roll no- 2406600308

Place: RIE, Bhopal

Regional Institute of Education, Bhopal

TABLE OF CONTENTS

- Declaration
- Certificate
- Acknowledgement
- Table of Contents
- List of Figures
- List of Tables

SR. NO	TITLE	PAGE NO.
1	CHAPTER-1 INTRODUCTION	1-16
1.1	Introduction	2-14
1.2	Rationale of the study	14-15
1.3	Statement of the Problem	15
1.4	Objectives of the Study	15
1.5	Research Questions	15
1.6	Delimitations of the Study	15
1.7	Operational Definition of Key Terms	16
2	CHAPTER-II REVIEW OF RELATED LITERATURE	17-23
2.1	Review of Related Literature	18-23
3	CHAPTER-III RESEARCH METHODOLOGY	24-27
3.1	Research Design	25
3.2	Research Method	25
3.3	Population	25
3.4	Sample	26
4.5	Sampling Technique	26
3.6	Tools	26
3.7	Data Collection Procedure	26
3.8	Statistical techniques	26-27
4	CHAPTER-IV DATA ANALYSIS AND INTERPRETATION	28-78

4.1	Objective-wise analysis, interpretation and discussion of results	29-78
	OBJECTIVE-1: To explore the perceptions of students enrolled in the traditional four-year integrated B.A. B.Ed. and B.Sc. B.Ed. programs regarding various aspects of their course curriculum	29-41
	OBJECTIVE-2: Objective 2: To examine the perceptions of students enrolled in the Integrated Teacher Education Programme (ITEP) regarding various aspects of their course curriculum.	42-54
	OBJECTIVE-3: To compare the traditional B.A.B.Ed./B.Sc.B.Ed. programs and the ITEP based on students' perceptions of various aspects of their course curriculum.	55-78
5	CHAPTER-V SUMMARY, FINDINGS AND CONCLUSION	79-83
5.1	Introduction	80
5.2	Statement of the Problem	80
5.3	Objectives of the Study	80
5.4	Research questions	80-81
5.5	Sample	81
5.6	Research Tools Used	81
5.7	Research Methodology	81
5.8	Major findings of the study	81-82
5.9	Educational implications of the study	82
5.10	Suggestions for Further Study	82
5.11	Conclusion	83
	REFERENCES	84
	APPENDIX	85-88

LIST OF TABLES

SR. NO	TITLE	PAGE NO.
1	Table 4.1 Perceptions of Traditional four-year program students about program structure	29
2	Table 4.2 Perceptions of Traditional four-year program students about curriculum understanding	30
3	Table 4.3 Perceptions of Traditional four-year program students about theoretical and practical aspects	30
4	Table 4.4 Perceptions of Traditional four-year program students about content relevance	31
5	Table 4.5 Perceptions of Traditional four-year program students about promotion of active participation	31
6	Table 4.6 Perceptions of Traditional four-year program students about promotion of critical thinking and problem solving	32
7	Table 4.7 Perceptions of Traditional four-year program students about opportunities for hands-on practices	32
8	Table 4.8 Perceptions of Traditional four-year program students about ICT integration	33
9	Table 4.9 Perceptions of Traditional four-year program students about leadership development	33
10	Table 4.10 Perceptions of Traditional four-year program students about IKS integration	34
11	Table 4.11 Perceptions of Traditional four-year program students about experiential learning	34
12	Table 4.12 Perceptions of Traditional four-year program students about classroom preparedness	35

13	Table 4.13 Perceptions of Traditional four-year program students about career opportunities	35
14	Table 4.14 Perceptions of Traditional four-year program students about opportunities in higher education	36
15	Table 4.15 Perceptions of Traditional four-year program students about NEP-2020 alignment	36
16	Table 4.16 Perceptions of Traditional four-year program students about competitive examination preparedness	37
17	Table 4.17 Perceptions of Traditional four-year program students about personal and professional development	37
18	Table 4.18 Perceptions of Traditional four-year program students about confidence boosting	38
19	Table 4.19 Perceptions of Traditional four-year program students about overall usefulness	38
20	Table 4.20 Perceptions of Traditional four-year program students about preparedness for other competitive examinations	39
21	Table 4.21 Perceptions of Traditional four-year program students about overall satisfaction	39
22	Table 4.22 Perceptions of Traditional four-year program students about the program with the highest academic opportunities	40
23	Table 4.23 Perceptions of ITEP program students about program structure	42
24	Table 4.24 Perceptions of ITEP program students about curriculum understanding	42
25	Table 4.25 Perceptions of ITEP program students about theoretical and practical aspects	43

26	Table 4.26 Perceptions of ITEP program students about content relevance	43
27	Table 4.27 Perceptions of ITEP program students about promotion of active participation	44
28	Table 4.28 Perceptions of ITEP program students about promotion of critical thinking and problem solving	44
29	Table 4.29 Perceptions of ITEP program students about opportunities for hands-on practices	45
30	Table 4.30 Perceptions of ITEP program students about ICT integration	45
31	Table 4.31 Perceptions of ITEP program students about leadership development	46
32	Table 4.32 Perceptions of ITEP program students about IKS integration	46
33	Table 4.33 Perceptions of ITEP program students about experiential learning	47
34	Table 4.34 Perceptions of ITEP program students about classroom preparedness	47
35	Table 4.35 Perceptions of ITEP program students about career opportunities	48
36	Table 4.36 Perceptions of ITEP program students about opportunities in higher education	48
37	Table 4.37 Perceptions of ITEP program students about NEP-2020 alignment	49
38	Table 4.38 Perceptions of ITEP program students about competitive examination preparedness	49
39	Table 4.39 Perceptions of ITEP program students about personal and professional development	50

40	Table 4.40 Perceptions of ITEP program students about confidence boosting	50
41	Table 4.41 Perceptions of ITEP program students about overall usefulness	51
42	Table 4.42 Perceptions of ITEP program students about preparedness for other competitive examinations	51
43	Table 4.43 Perceptions of ITEP program students about overall satisfaction	52
44	Table 4.44 Perceptions of ITEP program students about the program with the highest academic opportunities	52
45	Table no. 4.45 Mean scores of student perceptions towards curriculum	66-68
46	Table no. 4.46 Independent Samples Test	69-74

LIST OF FIGURES

SR. NO	TITLE	PAGE NO.
1	Figure 4.1 Student Perceptions on Curriculum Structure in Traditional Integrated Programs vs. ITEP	55
2	Figure 4.2 Student Perceptions on comprehensiveness in Traditional Integrated Programs vs. ITEP	55
3	Figure 4.3 Student Perceptions on balance between theory and practice in Traditional Integrated Programs vs. ITEP	56
4	Figure 4.4 Student Perceptions on contemporary relevance in Traditional Integrated Programs vs. ITEP	56
5	Figure 4.5 Student Perceptions on active classroom participation in Traditional Integrated Programs vs. ITEP	57

6	Figure 4.6 Student Perceptions on promotion of critical thinking and problem solving in Traditional Integrated Programs vs. ITEP	57
7	Figure 4.7 Student Perceptions on opportunities for hands-on practices in Traditional Integrated Programs vs. ITEP	58
8	Figure 4.8 Student Perceptions on ICT integration in Traditional Integrated Programs vs. ITEP	58
9	Figure 4.9 Student Perceptions on leadership development in Traditional Integrated Programs vs. ITEP	59
10	Figure 4.10 Student Perceptions on IKS integration in Traditional Integrated Programs vs. ITEP	59
11	Figure 4.11 Student Perceptions on integrating experiential learning in Traditional Integrated Programs vs. ITEP	60
12	Figure 4.12 Student Perceptions on classroom preparedness in Traditional Integrated Programs vs. ITEP	60
13	Figure 4.13 Student Perceptions on career opportunities in Traditional Integrated Programs vs. ITEP	61
14	Figure 4.14 Student Perceptions on opportunities in higher education in Traditional Integrated Programs vs. ITEP	61
15	Figure 4.15 Student Perceptions on NEP-2020 alignment in Traditional Integrated Programs vs. ITEP	62
16	Figure 4.16 Student Perceptions on preparedness for competitive examinations in Traditional Integrated Programs vs. ITEP	62
17	Figure 4.17 Student Perceptions on personal and professional development in Traditional Integrated Programs vs. ITEP	63
18	Figure 4.18 Student Perceptions on confidence boosting in Traditional Integrated Programs vs. ITEP	63

19	Figure 4.19 Student Perceptions on overall usefulness in Traditional Integrated Programs vs. ITEP	64
20	Figure 4.20 Student Perceptions on preparedness for other competitive examinations in Traditional Integrated Programs vs. ITEP	64
21	Figure 4.21 Student Perceptions on overall satisfaction in Traditional Integrated Programs vs. ITEP	65