# CHAPTER IV:

# DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation form the core of any research study by providing meaningful insights from the collected responses. In this chapter, the data gathered from student-teachers enrolled in both the Integrated Teacher Education Programme (ITEP) and the traditional four-year integrated B.A.B.Ed./B.Sc.B.Ed. programs is presented, analysed, and interpreted. The objective is to examine and compare their perceptions regarding various curriculum aspects. The analysis offers a deeper understanding of the effectiveness, strengths, and challenges associated with each program from the students' point of view, and serves as a foundation for drawing meaningful conclusions and educational implications.

## 4.1 Objective-wise analysis, interpretation and discussion of results

### 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

The analysis of responses from students enrolled in traditional four-year integrated B.A.B.Ed. and B.Sc.B.Ed. programs provides a multifaceted view of how the curriculum is experienced in practice. The perceptions reflect both strengths and significant areas requiring further development, offering critical insight into how well the program is fulfilling its educational objectives.

**Table 4.1 Perceptions of Traditional four-year program students about program structure**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 1 | The curriculum is well structured | Strongly disagree | 1 | 2.00% |
| | | Disagree | 10 | 20.00% |
| | | Neutral | 20 | 40.00% |
| | | Agree | 16 | 32.00% |
| | | Strongly agree | 3 | 6.00% |

Beginning with the structure of the curriculum, as shown in table 4.1, only 38% of students agreed or strongly agreed that it is well structured, while 22% disagreed and a notable 40% remained neutral. This suggests limited confidence among students regarding the internal coherence and sequencing of the course, highlighting a need for a more logically articulated curricular framework. While there is no widespread dissatisfaction, the high neutrality implies that many students are uncertain about how well the curriculum is designed, possibly due to inconsistencies in delivery or lack of transparency in structure.

**Table 4.2 Perceptions of Traditional four-year program students about curriculum understanding**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 2 | The curriculum is easy to understand. | Strongly disagree | 1 | 2.00% |
| | | Disagree | 4 | 8.00% |
| | | Neutral | 12 | 24.00% |
| | | Agree | 30 | 60.00% |
| | | Strongly agree | 3 | 6.00% |

In contrast, when asked about whether the curriculum is easy to understand, table 4.2 shows that, a significant majority (66%) of respondents found it accessible, while only 10% expressed difficulty and 24% remained neutral. This is a strong point for the program, indicating that despite structural concerns, the content is generally comprehensible and well communicated. Clear instructional delivery likely plays a role in this positive perception.

**Table 4.3 Perceptions of Traditional four-year program students about theoretical and practical aspects**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 3 | The course clearly covers theoretical and practical aspects. | Strongly Disagree | 4 | 8.00% |
| | | Disagree | 8 | 16.00% |
| | | Neutral | 11 | 22.00% |
| | | Agree | 26 | 52.00% |
| | | Strongly Agree | 1 | 2.00% |

As shown in table 4.3, perceptions of how well the curriculum integrates theoretical and practical aspects were moderately favourable, with 54% agreeing or strongly agreeing. However, 24% disagreed and 22% were neutral, revealing that almost half the students do not view the theory-practice balance as clearly or effectively integrated. This gap suggests inconsistency in the extent to which practical components are embedded and contextualized within the theoretical framework.

**Table 4.4 Perceptions of Traditional four-year program students about content relevance**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 4 | The curriculum content is relevant to modern educational practices. | Strongly disagree | 5 | 10.00% |
| | | Disagree | 6 | 12.00% |
| | | Neutral | 19 | 38.00% |
| | | Agree | 20 | 40.00% |
| | | Strongly Agree | 0 | 0.00% |

When students were asked whether the curriculum is relevant to modern educational practices, table 4.4 shows that only 40% agreed, 22% disagreed, and 38% were neutral. These responses reveal a pressing area for improvement. In an evolving educational landscape shaped by digital pedagogy, inclusive education, and global competencies, only moderate satisfaction with curriculum relevance suggests that it may not be adequately updated or contextually adapted.

**Table 4.5 Perceptions of Traditional four-year program students about promotion of active participation**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 5 | The curriculum encourages you to actively participate and share ideas in the classroom. | Strongly disagree | 2 | 4.00% |
| | | Disagree | 6 | 12.00% |
| | | Neutral | 19 | 38.00% |
| | | Agree | 22 | 44.00% |
| | | Strongly agree | 1 | 2.00% |

As seen in table 4.5, in terms of student engagement and classroom participation, 46% of respondents agreed that the curriculum encourages participation, while 38% remained neutral and 16% disagreed. While the overall tone is moderately positive, the data points to a need for more active and participatory instructional methods that stimulate student voice and collaboration in the classroom environment.

**Table 4.6 Perceptions of Traditional four-year program students about promotion of critical thinking and problem solving**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 6 | The curriculum promotes critical thinking and problem-solving skills. | Strongly disagree | 5 | 10.00% |
| | | Disagree | 5 | 10.00% |
| | | Neutral | 13 | 26.00% |
| | | Agree | 24 | 48.00% |
| | | Strongly agree | 3 | 6.00% |

Similarly, responses to the promotion of critical thinking and problem-solving in table 4.6 show that 54% perceive the curriculum as supportive of these higher-order skills. However, 20% disagreed and 26% were neutral. This indicates a curriculum that is beginning to foster analytical thinking but may still rely too heavily on rote or content-based learning. Active learning strategies, case-based discussions, and inquiry-oriented pedagogies could enhance this area.

**Table 4.7 Perceptions of Traditional four-year program students about opportunities for hands-on practices**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 7 | Ample opportunities have been provided to use hands-on teaching practices effectively. | Strongly disagree | 4 | 8.00% |
| | | Disagree | 7 | 14.00% |
| | | Neutral | 18 | 36.00% |
| | | Agree | 21 | 42.00% |
| | | Strongly Agree | 0 | 0% |

Table 4.7 shows that, regarding hands-on teaching practice, a critical aspect of teacher education, 42% agreed they had received sufficient opportunities, while 22% disagreed and 36% remained neutral. This distribution signals a clear area for enhancement. Given that teaching practice is central to building professional competence, the moderate satisfaction and high neutrality underscore the need for more consistent and meaningful practicum exposure.

**Table 4.8 Perceptions of Traditional four-year program students about ICT integration**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 8 | The curriculum provides ample opportunities to integrate ICT into the teaching-learning process. | Strongly disagree | 4 | 8.00% |
| | | Disagree | 9 | 18.00% |
| | | Neutral | 11 | 22.00% |
| | | Agree | 21 | 42.00% |
| | | Strongly agree | 5 | 10.00% |

The integration of Information and Communication Technology (ICT) into the teaching-learning process received a generally favourable response, as seen in table 4.8, with 52% agreement, 26% neutrality, and 26% disagreement. While this suggests progress in digital adoption, the mixed responses imply variability in access, training, or integration strategies. Ensuring digital readiness across all subjects and institutions could improve outcomes.

**Table 4.9 Perceptions of Traditional four-year program students about leadership development**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 9 | Your course develops leadership skills within you. | Strongly disagree | 3 | 6.00% |
| | | Disagree | 5 | 10.00% |
| | | Neutral | 18 | 36.00% |
| | | Agree | 19 | 38.00% |
| | | Strongly agree | 5 | 10.00% |

As seen in table 4.9, students' views on leadership skill development were also divided: 48% felt the curriculum supported this aspect, while 36% remained neutral and 16% disagreed. This suggests moderate success, but points to a lack of intentional, structured leadership training components within the curriculum. Clearer emphasis on team-based projects, classroom management, and mentorship models may be beneficial.

**Table 4.10 Perceptions of Traditional four-year program students about IKS integration**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 10 | Your curriculum meaningfully integrates the Indian Knowledge System (IKS). | Strongly Agree | 4 | 8.00% |
| | | Agree | 21 | 42.00% |
| | | Neutral | 19 | 38.00% |
| | | Disagree | 5 | 10.00% |
| | | Strongly Disagree | 1 | 2.00% |

Table 4.10 shows that the integration of the Indian Knowledge System (IKS), a pillar of the NEP 2020, was acknowledged by 50% of students, with 38% neutral and 12% disagreeing. While the responses affirm an effort to include culturally rooted perspectives, the high neutrality may reflect limited clarity or inconsistent exposure. Institutions might consider embedding IKS more explicitly across subjects and modules to increase awareness and engagement.

**Table 4.11 Perceptions of Traditional four-year program students about experiential learning**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 11 | Your curriculum incorporates experiential learning into classroom teaching. | Strongly Agree | 0 | 0% |
| | | Agree | 29 | 58.00% |
| | | Disagree | 3 | 6.00% |
| | | Neutral | 15 | 30.00% |
| | | Strongly disagree | 3 | 6.00% |

Table 4.11 shows that perceptions of experiential learning were relatively strong, with 58% agreeing that it was well integrated. However, 30% remained neutral and 12% disagreed. While the majority indicates satisfaction, the neutral segment again suggests variability in how experiential components like internships, fieldwork, and classroom simulations are implemented.

**Table 4.12 Perceptions of Traditional four-year program students about classroom preparedness**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 12 | This course prepares you to face real classroom challenges | Strongly agree | 5 | 10.00% |
| | | Agree | 23 | 46.00% |
| | | Disagree | 3 | 6.00% |
| | | Neutral | 17 | 34.00% |
| | | Strongly disagree | 2 | 4.00% |

As table 4.12 shows, when asked whether the course prepares them to face real classroom challenges, 56% responded positively. However, 34% were neutral, and 10% expressed dissatisfaction. These figures reveal that while foundational readiness is felt, confidence in practical competence could be bolstered through more field-based assignments and feedback loops.

**Table 4.13 Perceptions of Traditional four-year program students about career opportunities**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 13 | You have a clear idea about the possible career opportunities after completing this course. | Strongly Agree | 7 | 14.00% |
| | | Agree | 22 | 44.00% |
| | | Disagree | 4 | 8.00% |
| | | Neutral | 15 | 30.00% |
| | | Strongly Disagree | 2 | 4.00% |

Table 4.13 shows that students' awareness of career opportunities was relatively strong, with 58% expressing clarity about opportunities, though 30% were unsure and 12% disagreed. This indicates a decent level of guidance but also points to the necessity of strengthening career counselling and awareness programs to support informed decision-making.

**Table 4.14 Perceptions of Traditional four-year program students about opportunities in higher education**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 14 | You have clarity about the available options in higher education, after completion of the course. | Strongly agree | 10 | 20.00% |
| | | Agree | 23 | 46.00% |
| | | Disagree | 1 | 2.00% |
| | | Neutral | 14 | 28.00% |
| | | Strongly disagree | 2 | 4.00% |

Similarly, clarity about higher education options was affirmed by 66% of students as swwn in table 4.14, while only 6% disagreed. This is one of the stronger areas of the program, suggesting that students feel well-informed about academic progression, such as M.Ed., NET, or research pathways.

**Table 4.15 Perceptions of Traditional four-year program students about NEP-2020 alignment**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 15 | Your curriculum is aligned with the vision of NEP-2020. | Strongly Agree | 4 | 8.00% |
| | | Agree | 18 | 36.00% |
| | | Disagree | 5 | 10.00% |
| | | Neutral | 22 | 44.00% |
| | | Strongly Disagree | 1 | 2.00% |

Table 4.15 shows that, student perceptions of the curriculum's alignment with NEP 2020 were more neutral: 44% agreed it was aligned, 44% were unsure, and 12% disagreed. These findings imply that although NEP ideals may be present in the curriculum, they may not be sufficiently highlighted or explained to students, warranting more explicit discussion and framing of NEP-aligned goals in coursework.

**Table 4.16 Perceptions of Traditional four-year program students about competitive examination preparedness**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 16 | This program enables you to prepare for competitive examinations in the teaching field. | Strongly agree | 5 | 10.00% |
| | | Agree | 27 | 54.00% |
| | | Disagree | 6 | 12.00% |
| | | Neutral | 10 | 20.00% |
| | | Strongly disagree | 2 | 4.00% |

As seen in table 4.16, when it comes to exam readiness, 64% agreed that the course helped prepare them for competitive teaching exams, while 24% were neutral and 16% disagreed. This is a relatively strong outcome, suggesting the curriculum offers exam-oriented competencies, though support could be improved through practice tests and orientation workshops.

**Table 4.17 Perceptions of Traditional four-year program students about personal and professional development**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 17 | This course is helpful in your personal and professional development. | Strongly Agree | 4 | 8.00% |
| | | Agree | 25 | 50.00% |
| | | Neutral | 18 | 36.00% |
| | | Disagree | 1 | 2.00% |
| | | Strongly Disagree | 2 | 4.00% |

Table 4.17 shows that, in terms of personal and professional development, 58% felt the course had been helpful. However, 36% were neutral and 6% disagreed, pointing to a need for more holistic support systems that foster reflection, confidence, and adaptability beyond academic learning.

**Table 4.18 Perceptions of Traditional four-year program students about confidence boosting**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 18 | Based on what you have learned so far, you feel confident in handling real classroom situations. | Strongly Agree | 4 | 8.00% |
| | | Agree | 25 | 50.00% |
| | | Neutral | 14 | 28.00% |
| | | Disagree | 6 | 12.00% |
| | | Strongly Disagree | 1 | 2.00% |

Confidence in handling real classroom situations was similarly promising, as seen in table 4.18, with 58% expressing agreement, but 28% neutrality and 14% disagreement show room for enhancement in practical training, mentoring, and feedback mechanisms during field experiences.

**Table 4.19 Perceptions of Traditional four-year program students about overall usefulness**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 19 | You find your enrolled course useful for your teaching as well as your academic future. | Strongly Agree | 5 | 10.00% |
| | | Agree | 27 | 54.00% |
| | | Neutral | 16 | 32.00% |
| | | Disagree | 0 | 0% |
| | | Strongly Disagree | 2 | 4.00% |

Table 4.19, shows the overall usefulness of the course for both teaching and academic futures was seen positively by 64%, with no disagreement and 32% neutrality. This indicates solid baseline satisfaction and suggests that the program holds perceived value for future educators, though greater visibility of interdisciplinary applications could increase student confidence further.

**Table 4.20 Perceptions of Traditional four-year program students about preparedness for other competitive examinations**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 20 | You feel that your current course prepares you for teaching as well as other competitive exams. | Strongly Disagree | 2 | 4.00% |
| | | Disagree | 7 | 14.00% |
| | | Neutral | 13 | 26.00% |
| | | Agree | 24 | 48.00% |
| | | Strongly Agree | 4 | 8.00% |

When assessing if the course prepares them for both teaching and competitive exams, as we can see in Table 4.20, 56% responded positively, 26% remained neutral, and 18% expressed dissatisfaction. These numbers reveal a need to fortify the dual focus of the program by integrating exam-focused support with broader pedagogical development.

**Table 4.21 Perceptions of Traditional four-year program students about overall satisfaction**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 21 | You are satisfied with the structure of your course. | Strongly Disagree | 4 | 8.00% |
| | | Disagree | 8 | 16.00% |
| | | Neutral | 22 | 44.00% |
| | | Agree | 15 | 30.00% |
| | | Strongly Agree | 1 | 2.00% |

As shown in table 4.21, overall satisfaction with the course structure was notably mixed, with only 32% of students expressing satisfaction. Meanwhile, 24% reported dissatisfaction, and a substantial 44% remained neutral in their responses. This distribution highlights a lack of strong consensus among students, suggesting that many are uncertain about the effectiveness or suitability of the course design. The data points to a need for reviewing and potentially revising the curriculum structure to better align with student expectations and learning needs.

**Table 4.22 Perceptions of Traditional four-year program students about the program with the highest academic opportunities**

| S.No. | Curriculum Aspect | Response | Frequency | Percentage |
|---|---|---|---|---|
| 22 | Keeping in mind, the structure of the course, which of the following courses do you think will be more useful in providing teaching as well as academic opportunities? | B.Sc. B.Ed. Traditional | 28 | 37.00% |
| | | B.A. B.Ed. Traditional | 14 | 19.00% |
| | | B.Sc. B.Ed. ITEP | 18 | 24.00% |
| | | B.A. B.Ed. ITEP | 6 | 8.00% |
| | | B.Sc. Three Years and Two Years B.Ed. | 5 | 7.00% |
| | | B.A. Three Years and Two Years B.Ed. | 4 | 5.00% |

In table 4.22 it is clear that, when considering the course structure and its potential to provide both teaching and academic opportunities, 37% of students identified the B.Sc. B.Ed. Traditional program as the most useful. This was followed by 24% favouring the B.Sc. B.Ed. ITEP course, indicating a strong preference for science-focused integrated programs. Meanwhile, 19% preferred the B.A. B.Ed. Traditional, and smaller proportions supported other combinations such as B.A. B.Ed. ITEP (8%), B.Sc. Three Years plus Two Years B.Ed. (7%), and B.A. Three Years plus Two Years B.Ed. (5%). These preferences suggest that students generally favour traditional and integrated science-based courses, highlighting perceived strengths in their ability to prepare for both teaching and academic careers.

**23. In your opinion what are the contrasting features that differentiates ITEP from traditional integrated B.A. B.Ed. and B.Sc. B.Ed. batches.**

A total of 22 responses were recorded. The most frequently mentioned contrasting feature was in-depth or advanced subject knowledge in a specific discipline. Curriculum structure and syllabus differences were mentioned, specifically referring to major and minor subjects. NEP 2020 alignment and a more holistic or multidisciplinary approach were noted. Eligibility for PGT was cited, with mention of better preparation for future opportunities

such as higher studies. Overall, students highlighted specialization, curriculum structure, and NEP-based reforms as the primary distinguishing features of ITEP.

## Summary

In summary, several aspects of the traditional integrated B.A.B.Ed./B.Sc.B.Ed. curriculum were viewed positively by students. These include the ease of understanding the curriculum, clarity about higher education options, usefulness of the course for teaching and academic futures, preparation for competitive teaching exams, personal and professional development, and confidence in handling real classroom situations. These areas reflect the program's success in providing accessibility, conceptual clarity, and foundational teacher competencies.

Some items received more neutral or mixed responses, signalling variability in implementation or limited student awareness. These include curriculum alignment with NEP 2020, the promotion of critical thinking and leadership development, relevance to modern practices, clarity on career opportunities, experiential learning, and integration of Indian Knowledge Systems. These aspects show potential but require better visibility, consistency, and communication within the curriculum.

A few important areas emerged as needing clear improvement, such as structural organization of the curriculum, hands-on teaching opportunities, encouragement for active classroom participation, theoretical-practical integration, and satisfaction with overall course structure. These responses highlight the need for better sequencing, increased field exposure, participatory methods, and a more cohesive course design. Strengthening these areas would ensure a more robust and future-ready teacher preparation pathway.

Collectively, the findings point to a curriculum that holds valuable potential but would greatly benefit from structural realignment, deeper integration of practical training, and enhanced student-centred implementation to fully support the aspirations of tomorrow's educators.

## Objective 2: To examine the perceptions of students enrolled in the Integrated Teacher Education Programme (ITEP) regarding various aspects of their course curriculum.

**Table 4.23 Perceptions of ITEP program students about program structure**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 1 | The curriculum is well structured. | Strongly Disagree | 18 | 36.00% |
| | | Disagree | 8 | 16.00% |
| | | Neutral | 13 | 26.00% |
| | | Agree | 8 | 16.00% |
| | | Strongly Agree | 3 | 6.00% |

Table 4.23 shows that, a significant concern emerged regarding the structure of the curriculum, where 36% of the students strongly disagreed and 16% disagreed that it was well structured, whereas only 22% (Agree + Strongly Agree) viewed it positively. This indicates a pressing need for structural revision.

**Table 4.24 Perceptions of ITEP program students about curriculum understanding**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 2 | The curriculum is easy to understand. | Strongly Disagree | 3 | 6.00% |
| | | Disagree | 11 | 22.00% |
| | | Neutral | 16 | 32.00% |
| | | Agree | 17 | 34.00% |
| | | Strongly Agree | 3 | 6.00% |

As seen in table 4.24, when students were asked if their curriculum is easy to understand, 40% students found the curriculum easy to comprehend, and 32% remained neutral, though 28% still found it difficult, which indicates that clarity remains a moderately positive but improvable area.

**Table 4.25 Perceptions of ITEP program students about theoretical and practical aspects**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 3 | The course clearly covers theoretical and practical aspects. | Strongly Disagree | 1 | 2.0 |
| | | Disagree | 6 | 12.00% |
| | | Neutral | 5 | 10.00% |
| | | Agree | 33 | 66.00% |
| | | Strongly Agree | 5 | 10.00% |

Table 4.25 shows that, perceptions regarding the coverage of theoretical and practical aspects within the curriculum were largely positive, with 76% of students agreeing or strongly agreeing that these elements were adequately addressed. This suggests that a majority found the content balance effective and coherent. However, the remaining 24% of responses, falling into neutral or disagreeing categories, indicate that for a notable portion of students, the integration of theory and practice may still lack clarity or consistency in its application.

**Table 4.26 Perceptions of ITEP program students about content relevance**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 4 | The curriculum content is relevant to modern educational practices | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 7 | 14.00% |
| | | Neutral | 7 | 60.00% |
| | | Agree | 30 | 14.00% |
| | | Strongly Agree | 6 | 12.00% |

As table 4.26 shows, a substantial 74% of students agreed or strongly agreed that the curriculum content aligns with modern educational practices, indicating that many found it relevant to contemporary pedagogical approaches. This reflects positively on the curriculum's responsiveness to evolving educational standards. However, the remaining 26% of students were either neutral or disagreed, suggesting that for a significant minority, the curriculum may not fully meet expectations in addressing current trends or innovations in education.

**Table 4.27 Perceptions of ITEP program students about promotion of active participation**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 5 | The curriculum encourages you to actively participate and share ideas in the classroom | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 4 | 8.00% |
| | | Neutral | 34 | 68.00% |
| | | Agree | 10 | 20.00% |
| | | Strongly Agree | 2 | 4.00% |

Table 4.27 shows that, when it came to classroom engagement, 68% of students responded neutrally about whether the curriculum encouraged them to actively participate and share ideas, suggesting a lack of clear impact in this area. With only 24% expressing agreement and 8% disagreeing, the data indicates that student-centred teaching strategies may be inconsistently applied or insufficiently emphasized, potentially limiting opportunities for active involvement and collaborative learning in the classroom.

**Table 4.28 Perceptions of ITEP program students about promotion of critical thinking and problem solving**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 6 | The curriculum promotes critical thinking and problem-solving skills. | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 5 | 10.00% |
| | | Neutral | 19 | 38.00% |
| | | Agree | 24 | 48.00% |
| | | Strongly Agree | 2 | 4.00% |

As seen in table 4.28, in terms of fostering critical thinking and problem-solving skills, 52% of students agreed or strongly agreed that the curriculum supported such development, indicating a generally positive response. However, with 38% remaining neutral and 10% expressing disagreement, the results suggest that while the curriculum is somewhat effective in encouraging higher-order thinking, its impact may not be consistently experienced by all students, highlighting room for enhancement in this area.

**Table 4.29 Perceptions of ITEP program students about opportunities for hands-on practices**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 7 | Ample opportunities have been provided to use hands-on teaching practices effectively. | Strongly Disagree | 3 | 6.00% |
| | | Disagree | 28 | 56.00% |
| | | Neutral | 7 | 14.00% |
| | | Agree | 10 | 20.00% |
| | | Strongly Agree | 2 | 4.00% |

We can see in table 4.29, a notable area of concern is the lack of hands-on teaching practice, as reflected in the responses of 62% of students who disagreed or strongly disagreed that ample opportunities were provided. This points to a significant shortfall in the experiential aspects of the programme, which are essential for equipping future educators with practical classroom readiness and confidence. The absence of sufficient real-world teaching exposure may hinder the development of essential instructional skills and limit the overall effectiveness of the teacher preparation process.

**Table 4.30 Perceptions of ITEP program students about ICT integration**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 8 | The curriculum provides ample opportunities to integrate ICT into the teaching-learning process | Strongly Disagree | 1 | 2.00% |
| | | Disagree | 5 | 10.00% |
| | | Neutral | 8 | 16.00% |
| | | Agree | 22 | 44.00% |
| | | Strongly Agree | 14 | 28.00% |

As table 4.30 shows, on a positive note, 72% of students agreed or strongly agreed that the curriculum integrates ICT effectively into the teaching-learning process, indicating that the programme is keeping pace with technological advancements in education. This favourable perception suggests that digital tools and platforms are being meaningfully incorporated, supporting interactive and modern teaching methods. However, the remaining 28% of responses, comprising neutral or disagreeing views, imply that the integration of ICT may still be inconsistent or underutilized in some areas.

**Table 4.31 Perceptions of ITEP program students about leadership development**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 9 | Your course develops leadership skills within you. | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 6 | 12.00% |
| | | Neutral | 7 | 14.00% |
| | | Agree | 21 | 42.00% |
| | | Strongly Agree | 16 | 32.00% |

As table 4.31 shows, the curriculum appears to be effective in nurturing leadership skills, with 74% of respondents agreeing or strongly agreeing that their course contributed to this aspect of their development. This suggests that the programme offers opportunities for students to build confidence, take initiative, and engage in roles that foster responsibility and collaborative decision-making. Nevertheless, the remaining 26% of students who were neutral or disagreed point to a need for more intentional or visible leadership-building components across the curriculum.

**Table 4.32 Perceptions of ITEP program students about IKS integration**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 10 | Your curriculum meaningfully integrates the Indian Knowledge System (IKS) | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 0 | 0.00% |
| | | Neutral | 8 | 16.00% |
| | | Agree | 26 | 52.00% |
| | | Strongly Agree | 16 | 32.00% |

As seen in table 4.32, one of the strongest positive responses came from the item on the integration of the Indian Knowledge System (IKS), with 84% of students agreeing or strongly agreeing that it was meaningfully embedded in the curriculum. This indicates a strong alignment with the cultural and philosophical goals outlined in the National Education Policy (NEP-2020), reflecting the programme's commitment to contextualizing education within indigenous traditions and values. The high level of agreement suggests that students are not only aware of this integration but also perceive it as a valuable and relevant component of their teacher training.

**Table 4.33 Perceptions of ITEP program students about experiential learning**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 11 | Your curriculum incorporates experiential learning into classroom teaching. | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 4 | 8.00% |
| | | Neutral | 17 | 34.00% |
| | | Agree | 23 | 46.00% |
| | | Strongly Agree | 6 | 12.00% |

Table 4.33 shows that, the inclusion of experiential learning in the curriculum was acknowledged positively by 58% of students who agreed or strongly agreed with its presence, indicating a reasonably favourable perception of practical, hands-on components within the course. However, with 34% of students responding neutrally and 8% expressing disagreement, there appears to be a degree of uncertainty or variability in how effectively these experiential elements are implemented. This suggests that while experiential learning is present, its consistency, quality, or visibility may require strengthening to ensure all students benefit equally from applied learning opportunities.

**Table 4.34 Perceptions of ITEP program students about classroom preparedness**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 12 | This course prepares you to face real classroom challenges | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 5 | 10.00% |
| | | Neutral | 28 | 56.00% |
| | | Agree | 11 | 22.00% |
| | | Strongly Agree | 6 | 12.00% |

Table 4.34 shows that, only 34% of the students felt that the programme adequately prepared them to face real classroom challenges, while a significant 56% remained neutral in their responses. This widespread neutrality suggests a lack of clear or consistent exposure to real-world teaching environments, possibly due to limited fieldwork, insufficient simulation-based practice, or a gap between theoretical learning and classroom realities. The data indicates that more structured, immersive, and reflective practicum experiences may be

necessary to build students' confidence and preparedness for the practical demands of teaching.

**Table 4.35 Perceptions of ITEP program students about career opportunities**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 13 | You have a clear idea about the possible career opportunities after completing this course. | Strongly Disagree | 16 | 32.00% |
| | | Disagree | 18 | 36.00% |
| | | Neutral | 8 | 16.00% |
| | | Agree | 5 | 10.00% |
| | | Strongly Agree | 3 | 6.00% |

A seen in table 4.35, a significant concern of the students was career guidance, with 68% disagreeing or strongly disagreeing that they had a clear understanding of future career opportunities. This widespread uncertainty highlights a major gap in the program's practical orientation, indicating that career support and counselling are inadequate. The findings suggest the need for more structured career planning resources, mentorship, and exposure to real-world professional pathways to better equip students for their post-graduation futures.

**Table 4.36 Perceptions of ITEP program students about opportunities in higher education**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 14 | You have clarity about the available options in higher education, after completion of the course. | Strongly Disagree | 3 | 6.00% |
| | | Disagree | 6 | 12.00% |
| | | Neutral | 6 | 12.00% |
| | | Agree | 28 | 56.00% |
| | | Strongly Agree | 7 | 14.00% |

Table 4.36 shows that, on a positive note, 70% of students expressed clarity regarding the higher education options available to them after completing the ITEP program. This strong majority reflects effective communication or support in this area, suggesting that the program successfully informs students about their academic progression pathways. However, this clarity stands in contrast to other areas where guidance may be lacking,

highlighting the need to maintain and expand such support mechanisms across all aspects of student development.

**Table 4.37 Perceptions of ITEP program students about NEP-2020 alignment**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 15 | Your curriculum is aligned with the vision of NEP-2020 | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 2 | 4.00% |
| | | Neutral | 4 | 8.00% |
| | | Agree | 27 | 54.00% |
| | | Strongly Agree | 17 | 34.00% |

As seen in table 4.37, a substantial 88% of students believed that their curriculum is aligned with the vision of NEP-2020, indicating strong perceived coherence between the program and national education policy goals. This high level of agreement suggests successful integration of the policy's principles into the curriculum design, reflecting the program's responsiveness to contemporary educational reforms. Such alignment may enhance the relevance and effectiveness of the curriculum in preparing students for future challenges.

**Table 4.38 Perceptions of ITEP program students about competitive examination preparedness**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 16 | This program enables you to prepare for competitive examinations in the teaching field. | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 16 | 32.00% |
| | | Neutral | 11 | 22.00% |
| | | Agree | 19 | 38.00% |
| | | Strongly Agree | 4 | 8.00% |

Table 4.38 shows that, preparation for competitive exams elicited mixed responses from students, with 46% expressing positive views about their readiness. However, a combined 54% of respondents were either neutral or disagreed, indicating a lack of strong confidence in their exam preparation. This distribution suggests that the program may not be

consistently effective in equipping students with the skills and strategies needed for competitive exams, highlighting an area for potential enhancement in support and training.

**Table 4.39 Perceptions of ITEP program students about personal and professional development**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 17 | This course is helpful in your personal and professional development. | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 4 | 8.00% |
| | | Neutral | 12 | 24.00% |
| | | Agree | 22 | 44.00% |
| | | Strongly Agree | 12 | 24.00% |

Table 4.39 shows that, a large majority of 68% of students acknowledged that the course contributes positively to their personal and professional development. This strong endorsement suggests that the program fosters a well-rounded growth experience, supporting not only academic learning but also broader skills and attributes essential for future success. The data highlights the program's holistic impact in preparing students both personally and professionally.

**Table 4.40 Perceptions of ITEP program students about confidence boosting**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 18 | Based on what you have learned so far, you feel confident in handling real classroom situations | Strongly Disagree | 1 | 2.00% |
| | | Disagree | 3 | 6.00% |
| | | Neutral | 10 | 20.00% |
| | | Agree | 33 | 66.00% |
| | | Strongly Agree | 3 | 6.00% |

As seen in table 4.40, confidence in handling real classroom situations was relatively strong, with 72% of students agreeing or strongly agreeing that they felt prepared. This majority indicates that the program effectively builds practical skills and self-assurance necessary for classroom management. However, the remaining 28% who were neutral or disagreed

suggest there is still room to enhance hands-on training and real-world practice to ensure all students feel equally confident.

**Table 4.41 Perceptions of ITEP program students about overall usefulness**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 19 | You find your enrolled course useful for your teaching as well as your academic future. | Strongly Disagree | 0 | 0.00% |
| | | Disagree | 16 | 32.00% |
| | | Neutral | 11 | 22.00% |
| | | Agree | 20 | 40.00% |
| | | Strongly Agree | 3 | 6.00% |

Table 4.41 shows that, the overall usefulness of the course for both academic and teaching futures elicited mixed perceptions among students. While 46% responded positively, indicating that nearly half found the program beneficial for their career and educational goals, a notable 32% disagreed, expressing dissatisfaction with its relevance or applicability. This division suggests that the course may not consistently meet all students' expectations or needs, highlighting an opportunity to better tailor content and support to enhance its perceived value.

**Table 4.42 Perceptions of ITEP program students about preparedness for other competitive examinations**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 20 | You feel that your current course prepares you for teaching as well as other competitive exams. | Strongly Disagree | 1 | 2.00% |
| | | Disagree | 4 | 8.00% |
| | | Neutral | 16 | 32.00% |
| | | Agree | 18 | 36.00% |
| | | Strongly Agree | 11 | 22.00% |

In table 4.42 we can see that a similar trend emerged regarding preparation for teaching and other competitive exams, with 58% of students expressing satisfaction with their readiness. However, 32% of respondents were either neutral or dissatisfied, indicating that a significant portion of students lack confidence in the program's ability to fully prepare them for these

important assessments. This suggests that enhancements in exam-focused training and support may be necessary to address gaps and boost overall student preparedness.

**Table 4.43 Perceptions of ITEP program students about overall satisfaction**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 21 | You are satisfied with the structure of your course. | Strongly Disagree | 5 | 10.00% |
| | | Disagree | 7 | 14.00% |
| | | Neutral | 14 | 28.00% |
| | | Agree | 14 | 28.00% |
| | | Strongly Agree | 10 | 20.00% |

Table 4.43 shows that, when asked about overall satisfaction with the course structure, students' responses were fairly divided. While 48% expressed satisfaction, a significant 28% remained neutral, and 24% reported dissatisfaction. This distribution indicates moderate approval of the curriculum but also reveals considerable scope for improvement to better meet student expectations and enhance their learning experience.

**Table 4.44 Perceptions of ITEP program students about the program with the highest academic opportunities**

| Sr. No. | Questions | Response | Frequency | Percentage |
|---|---|---|---|---|
| 22 | Keeping in mind, the structure of the course, which of the following courses do you think will be more useful in providing teaching as well as academic opportunities? | B.Sc. B.Ed. Traditional | 21 | 30.00% |
| | | B.A. B.Ed. Traditional | 6 | 9.00% |
| | | B.Sc. B.Ed. ITEP | 26 | 38.00% |
| | | B.A. B.Ed. ITEP | 14 | 20.00% |
| | | B.Sc. Three Years and Two Years B.Ed. | 1 | 1.50% |
| | | B.A. Three Years and Two Years B.Ed. | 1 | 1.50% |

We can see in table 4.44 that, when asked which course structure would be more useful in providing both teaching and academic opportunities, 38% of students favoured the B.Sc. B.Ed. ITEP program, indicating a strong preference for this integrated science education pathway. This was closely followed by 30% who preferred the B.Sc. B.Ed. Traditional course, reflecting the appeal of traditional science-focused programs. The B.A. B.Ed. ITEP program attracted 20% of respondents, while only 9% favoured the B.A. B.Ed. Traditional course. Very few students selected the B.Sc. Three Years plus Two Years B.Ed. and B.A. Three Years plus Two Years B.Ed. options, each receiving just 1.5%. These results suggest a clear inclination toward integrated and science-based programs, highlighting their perceived effectiveness in balancing academic and teaching prospects.

**23. In your opinion what are the contrasting features that differentiates ITEP from traditional integrated B.A. B.Ed. and B.Sc. B.Ed. batches.**

A total of 27 responses were recorded. The students mentioned contrasting features such as focus on major or minor subjects, NEP alignment, curriculum or syllabus structure, future opportunities and further studies, four-part course structure, and early specialization. Some students raised concerns about the credit system and lack of practical exposure, while many others were blank or unclear.

## Summary

In summary, the ITEP programme reflects considerable promise in several core areas of teacher education. Students expressed strong confidence in the integration of Indian cultural knowledge, the curriculum's alignment with the National Education Policy 2020, and the incorporation of ICT in the teaching-learning process. They also viewed the programme as beneficial to their personal and professional growth, offering a good balance between theoretical and practical learning, and helping them feel prepared for real classroom environments. Further, many students appreciated the programme's support in developing leadership qualities and felt well-informed about the academic pathways available to them after graduation.

At the same time, several aspects of the curriculum yielded mixed or neutral perceptions. These included the relevance of the content to modern educational practices, the promotion of critical thinking and problem-solving, the clarity and ease of understanding the curriculum, the overall satisfaction with the course structure, and the usefulness of the

programme for both teaching and academic futures. Students also expressed uncertainty regarding their preparation for competitive examinations and whether the curriculum provided sufficient experiential learning opportunities. Such responses suggest that while the curriculum is conceptually robust, its implementation may vary, leaving some students unsure of its effectiveness in specific areas.

More critically, certain elements of the programme emerged as clear areas for improvement. Many students felt the curriculum lacked a coherent structure and reported inadequate opportunities for hands-on teaching practice. A significant number also expressed confusion about career prospects after course completion, indicating a need for more targeted guidance and professional orientation. Additionally, students felt that the curriculum could do more to foster classroom engagement and encourage active participation. These findings point to gaps in practical training, curriculum communication, and real-world preparedness that, if addressed, could substantially enhance the overall impact of the ITEP programme.

Ultimately, while the ITEP initiative aligns well with policy goals and is appreciated for its theoretical foundation and cultural relevance, it must strengthen its structural clarity, experiential components, and career guidance efforts in order to fully equip future educators for the dynamic demands of the teaching profession.

**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.**

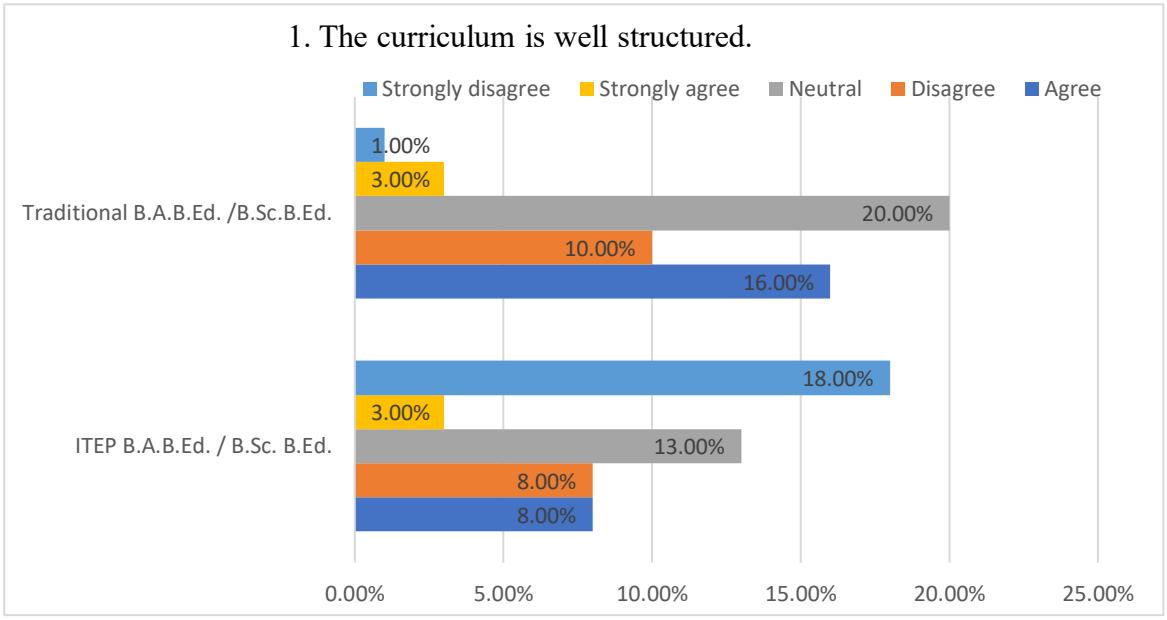


**Figure 4.1 Student Perceptions on Curriculum Structure in Traditional Integrated Programs vs. ITEP**

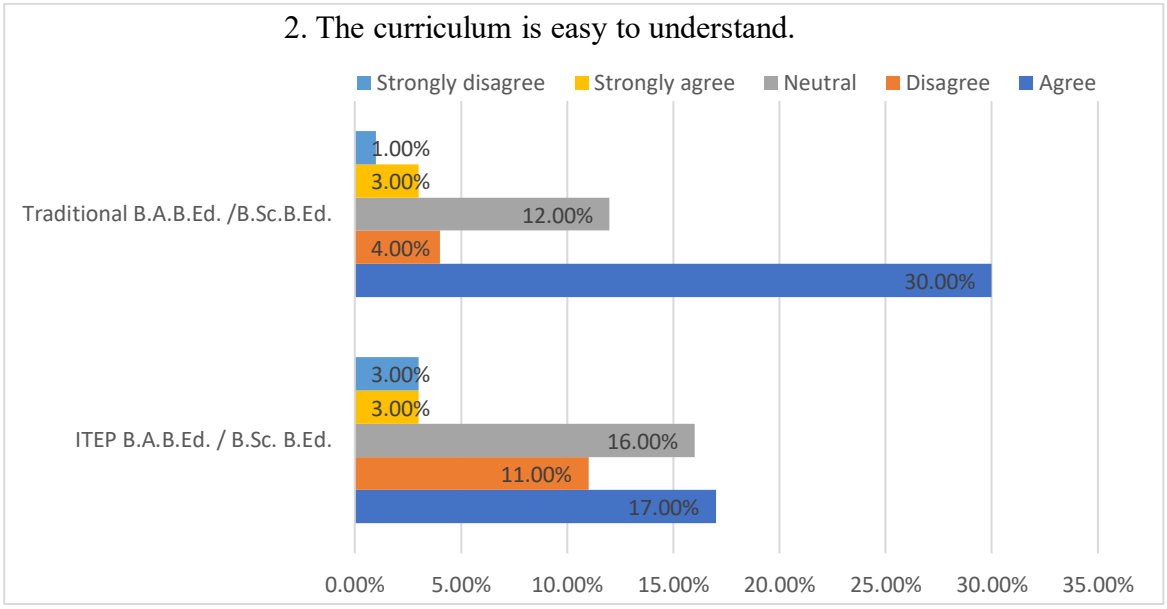


**Figure 4.2 Student Perceptions on comprehensiveness in Traditional Integrated Programs vs. ITEP**

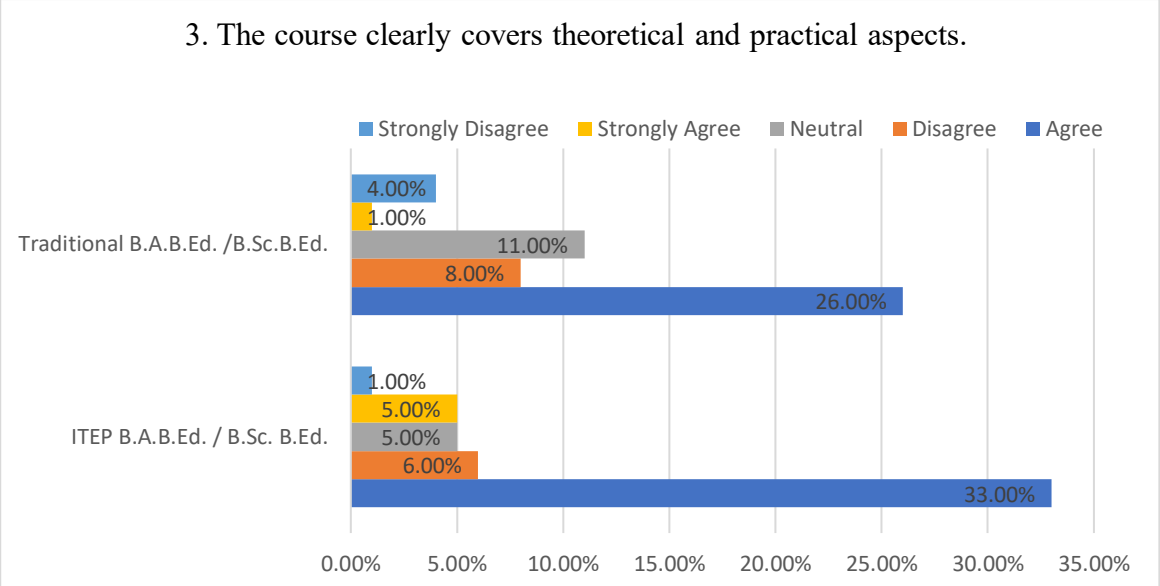


**Figure 4.3 Student Perceptions on balance between theory and practice in Traditional Integrated Programs vs. ITEP**

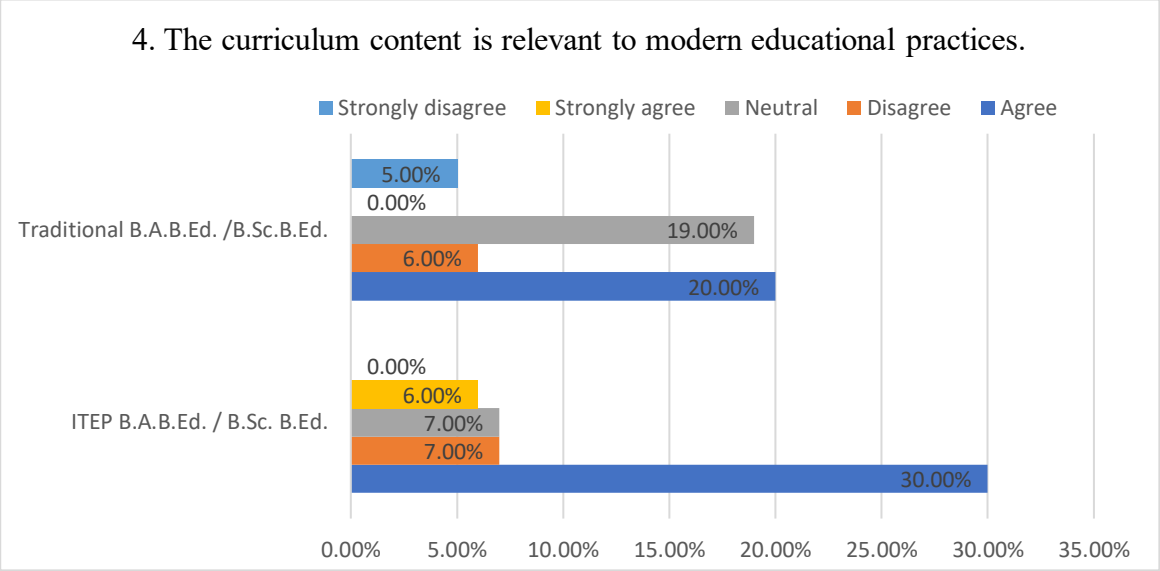


**Figure 4.4 Student Perceptions on contemporary relevance in Traditional Integrated Programs vs. ITEP**

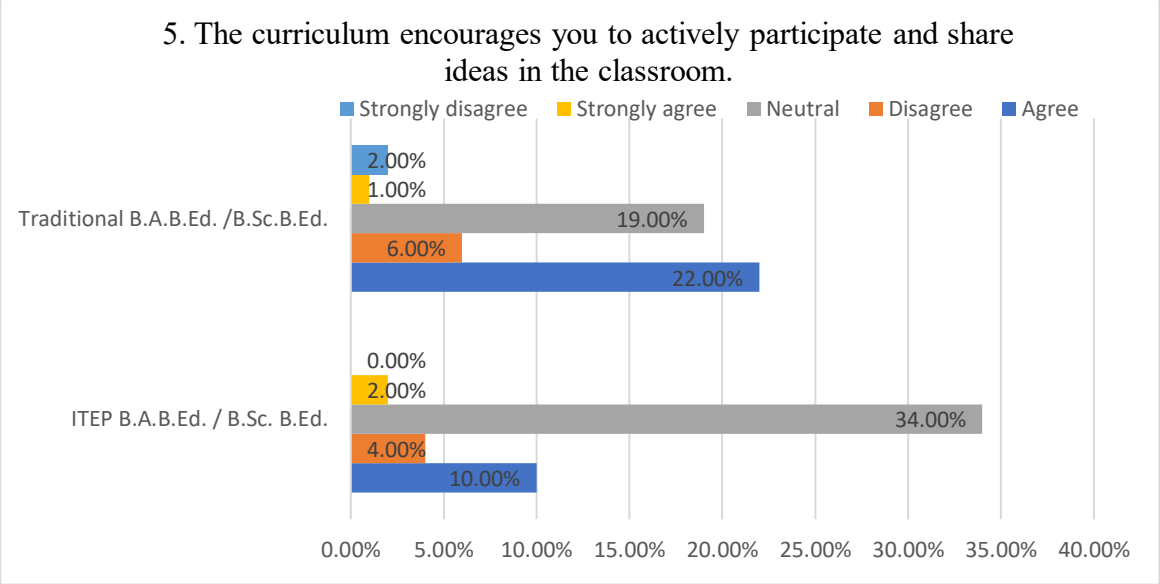


**Figure 4.5 Student Perceptions on active classroom participation in Traditional Integrated Programs vs. ITEP**

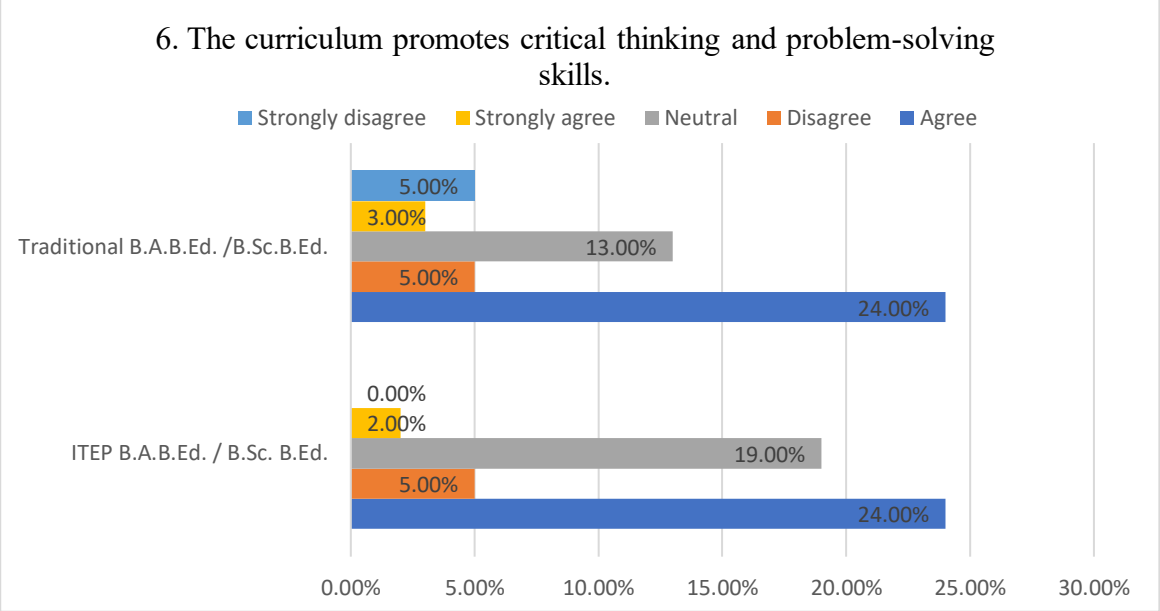


**Figure 4.6 Student Perceptions on promotion of critical thinking and problem solving in Traditional Integrated Programs vs. ITEP**

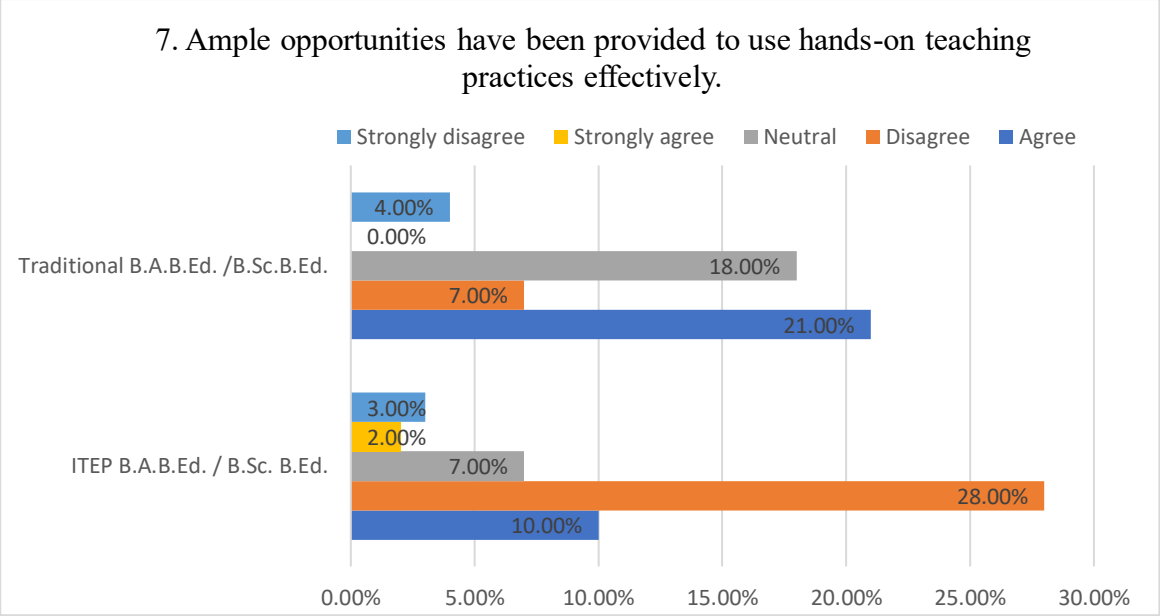


**Figure 4.7 Student Perceptions on opportunities for hands-on practices in Traditional Integrated Programs vs. ITEP**

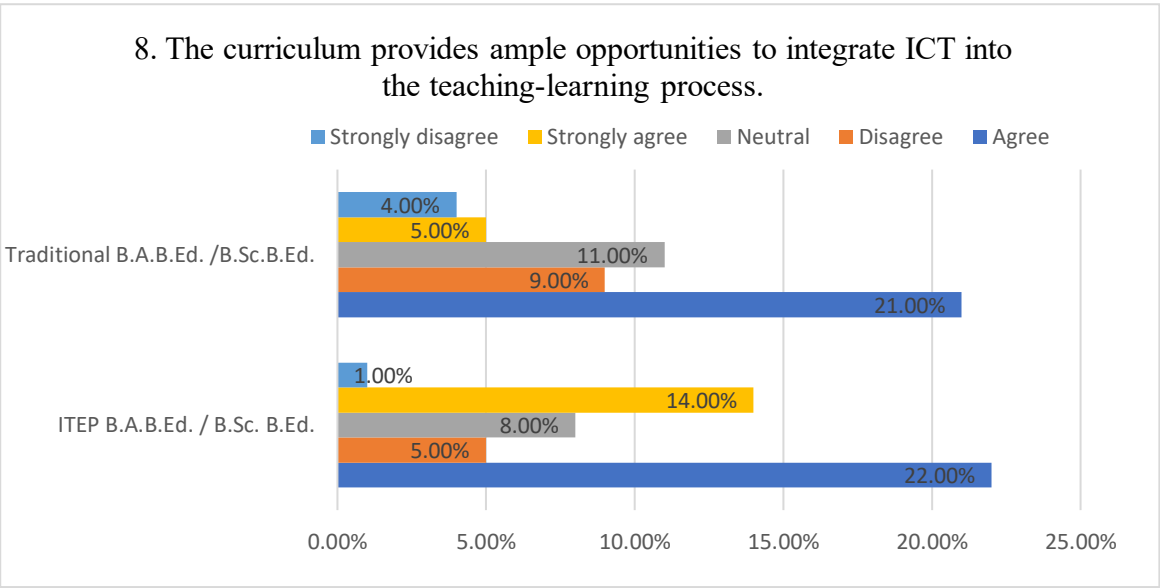


**Figure 4.8 Student Perceptions on ICT integration in Traditional Integrated Programs vs. ITEP**

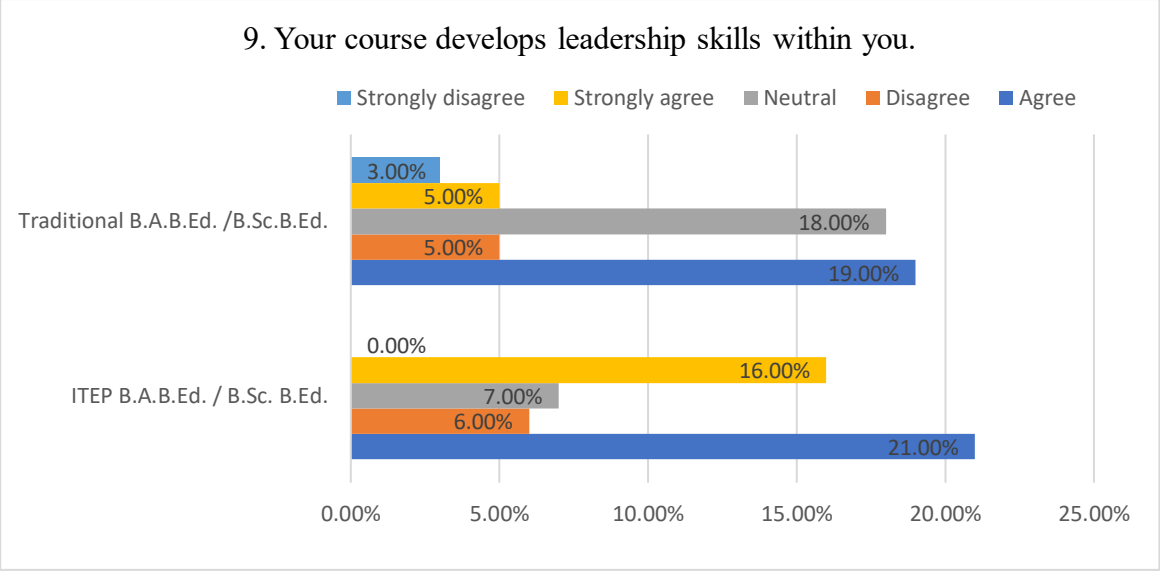


**Figure 4.9 Student Perceptions on leadership development in Traditional Integrated Programs vs. ITEP**

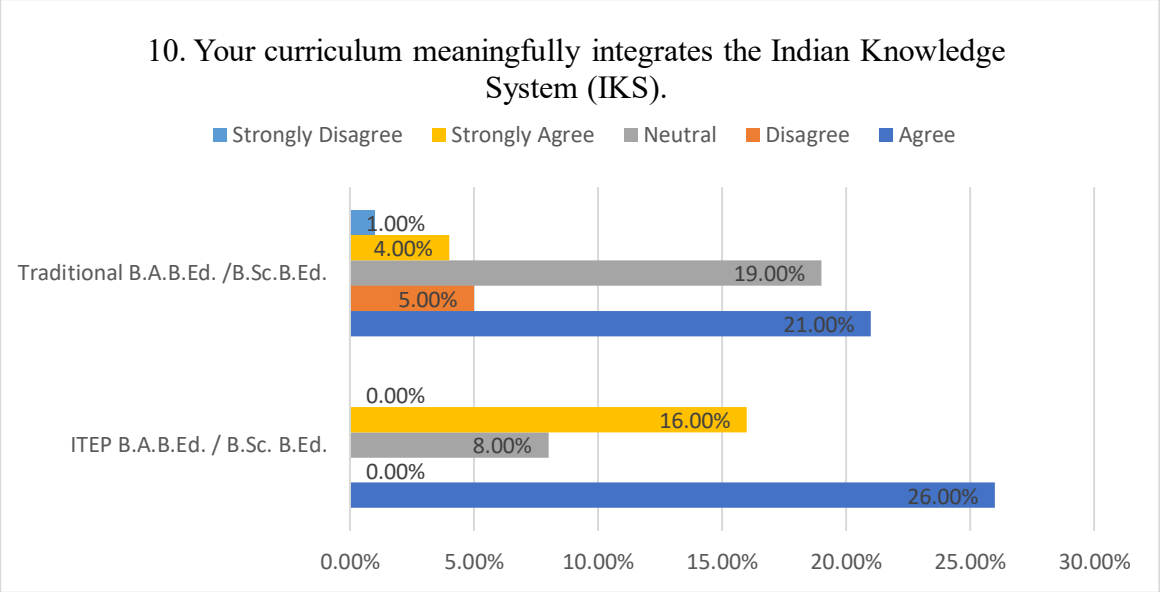


**Figure 4.10 Student Perceptions on IKS integration in Traditional Integrated Programs vs. ITEP**

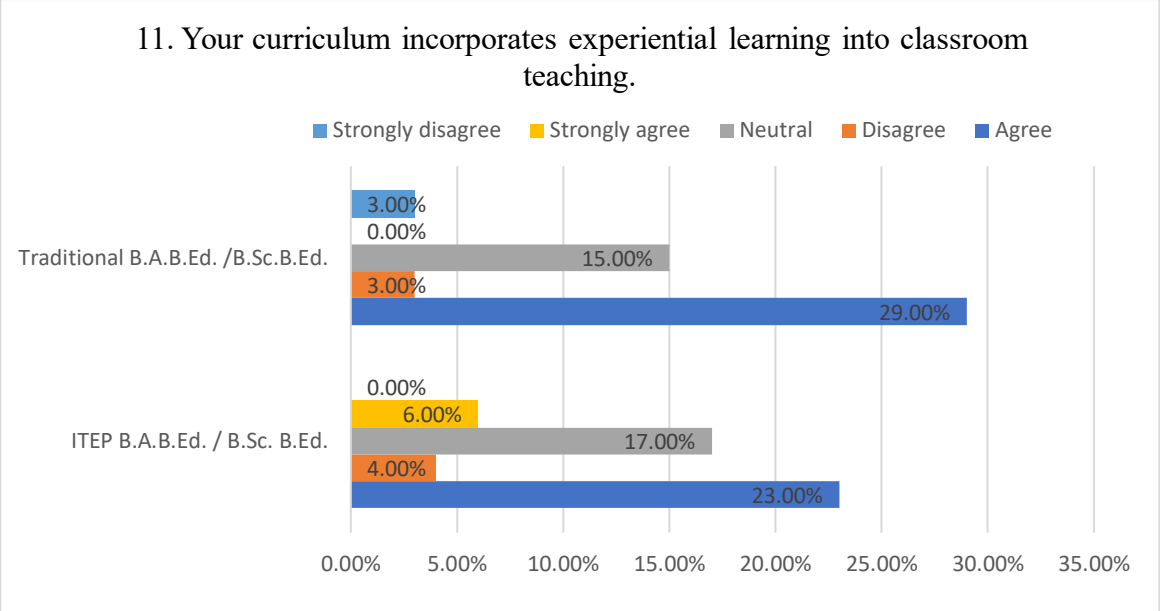


**Figure 4.11 Student Perceptions on integrating experiential learning in Traditional Integrated Programs vs. ITEP**

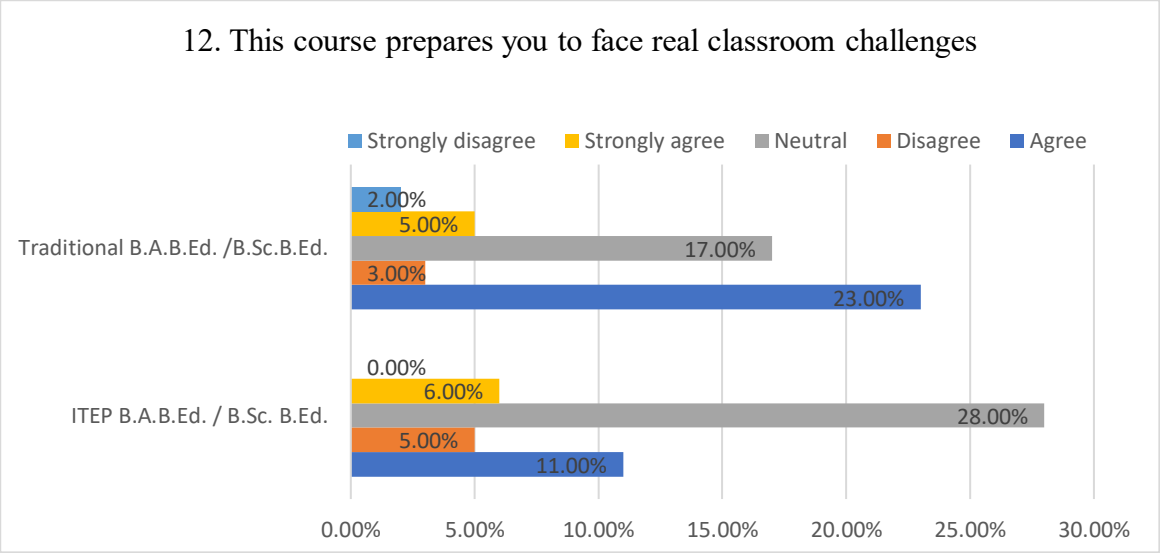


**Figure 4.12 Student Perceptions on classroom preparedness in Traditional Integrated Programs vs. ITEP**

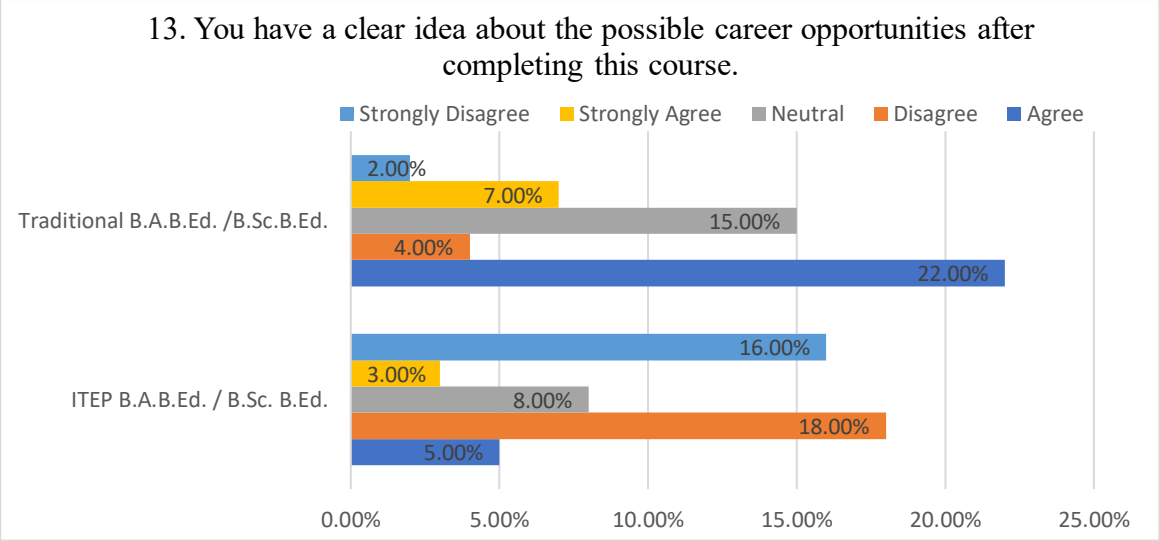


**Figure 4.13 Student Perceptions on career opportunities in Traditional Integrated Programs vs. ITEP**

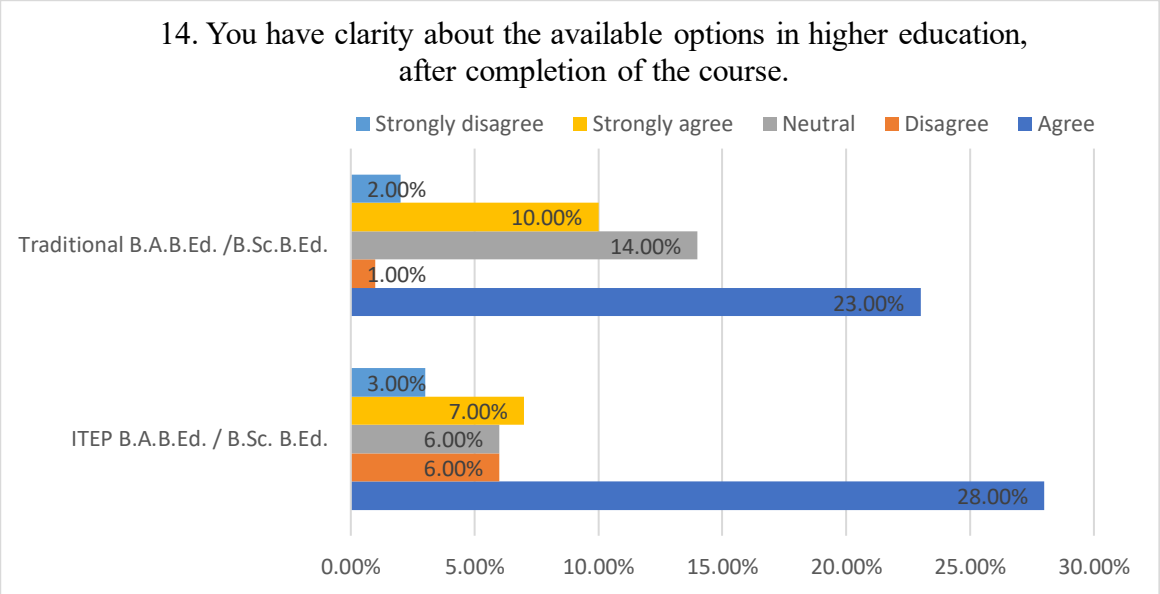


**Figure 4.14 Student Perceptions on opportunities in higher education in Traditional Integrated Programs vs. ITEP**

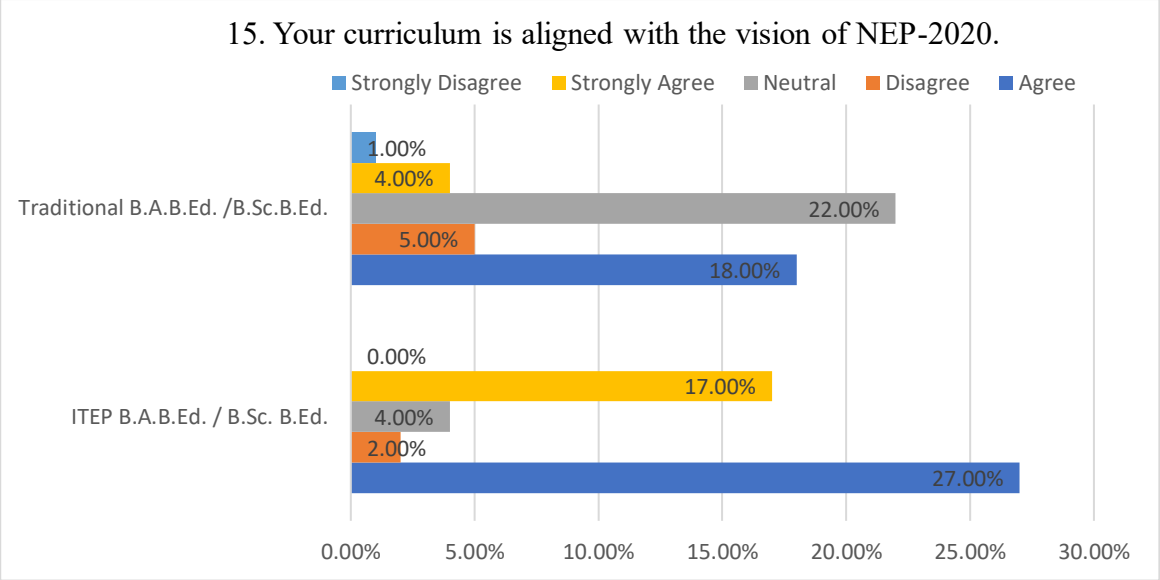


**Figure 4.15 Student Perceptions on NEP-2020 alignment in Traditional Integrated Programs vs. ITEP**

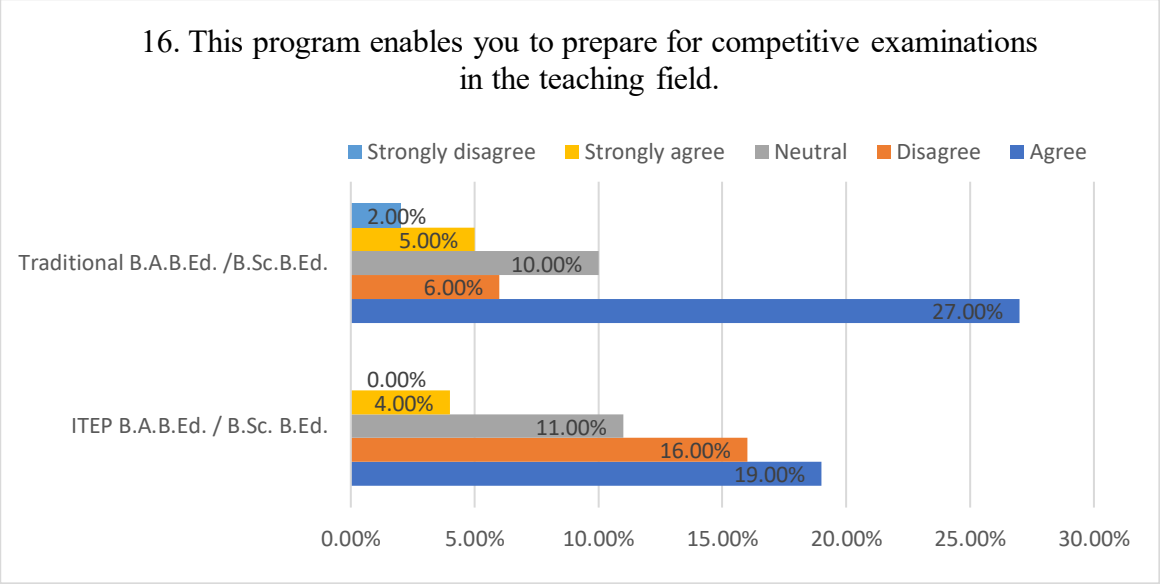


**Figure 4.16 Student Perceptions on preparedness for competitive examinations in Traditional Integrated Programs vs. ITEP**

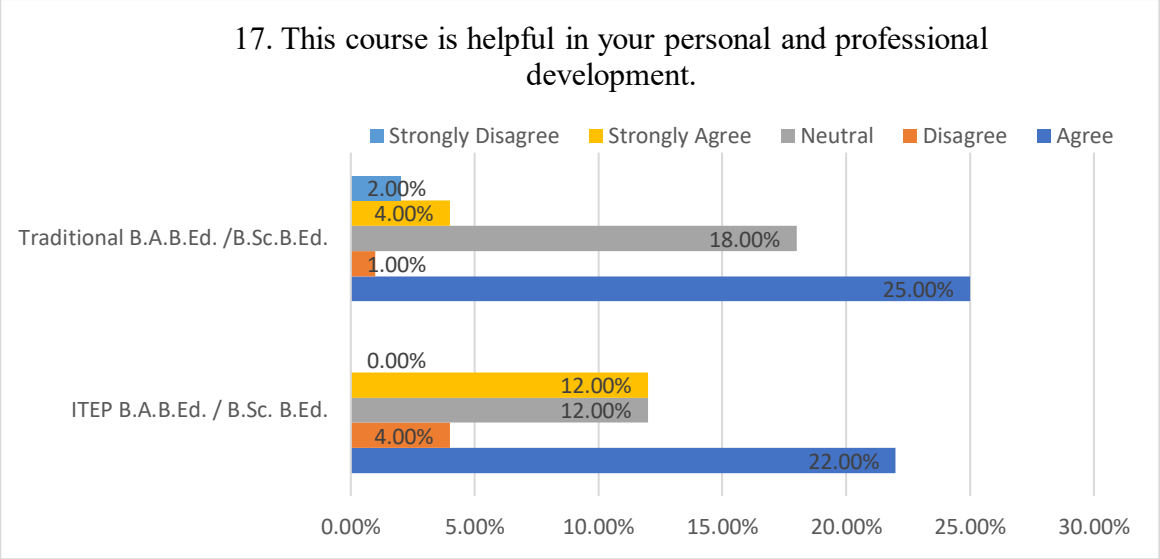


**Figure 4.17 Student Perceptions on personal and professional development in Traditional Integrated Programs vs. ITEP**

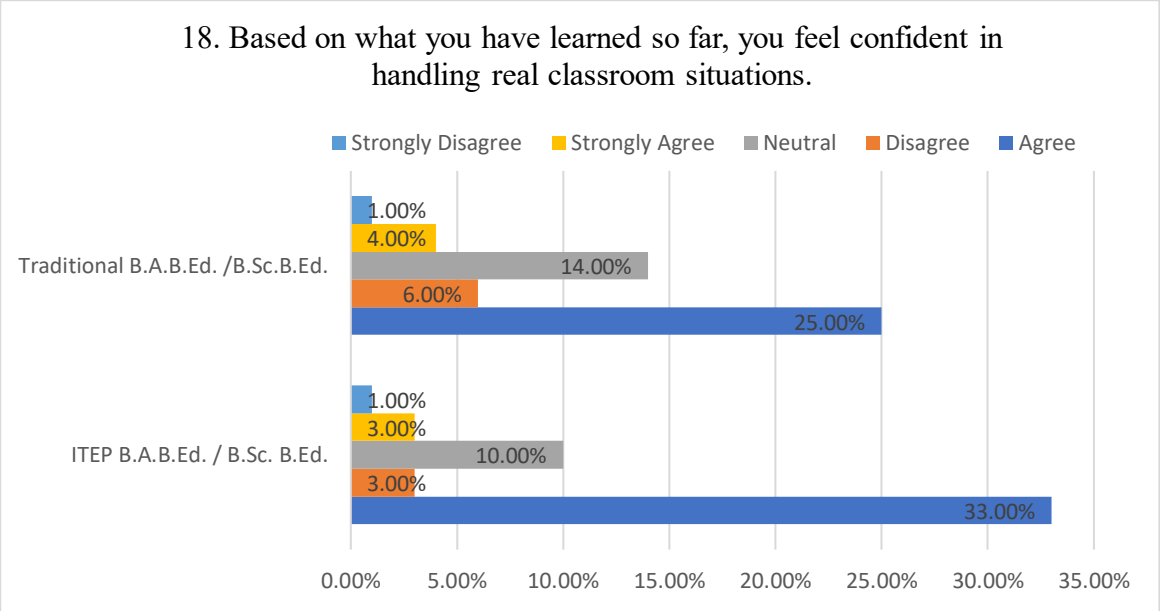


**Figure 4.18 Student Perceptions on confidence boosting in Traditional Integrated Programs vs. ITEP**

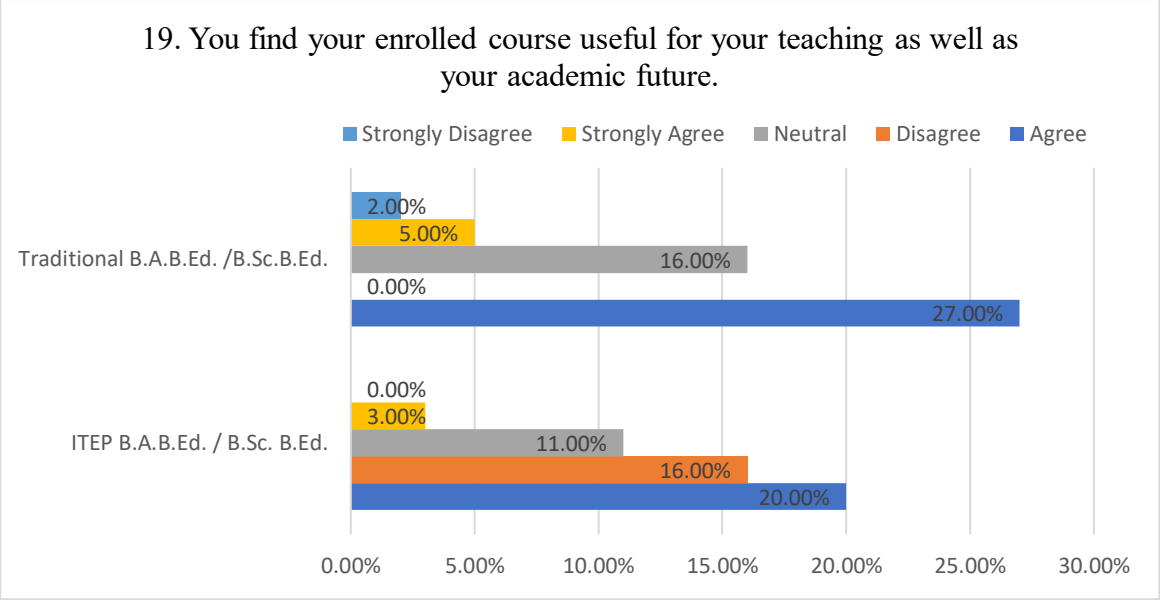


**Figure 4.19 Student Perceptions on overall usefulness in Traditional Integrated Programs vs. ITEP**

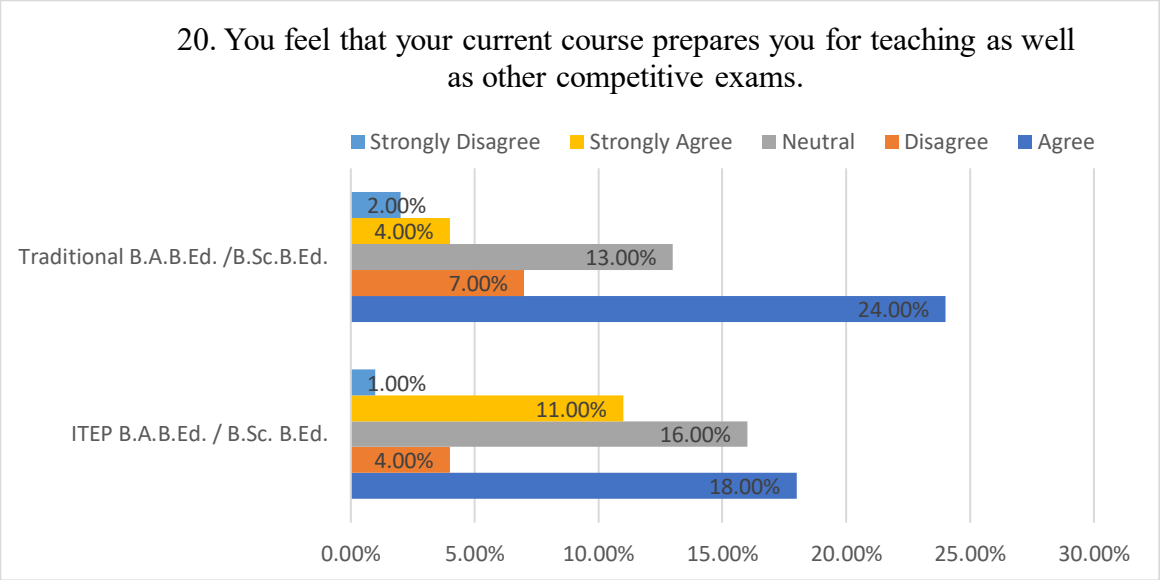


**Figure 4.20 Student Perceptions on preparedness for other competitive examinations in Traditional Integrated Programs vs. ITEP**

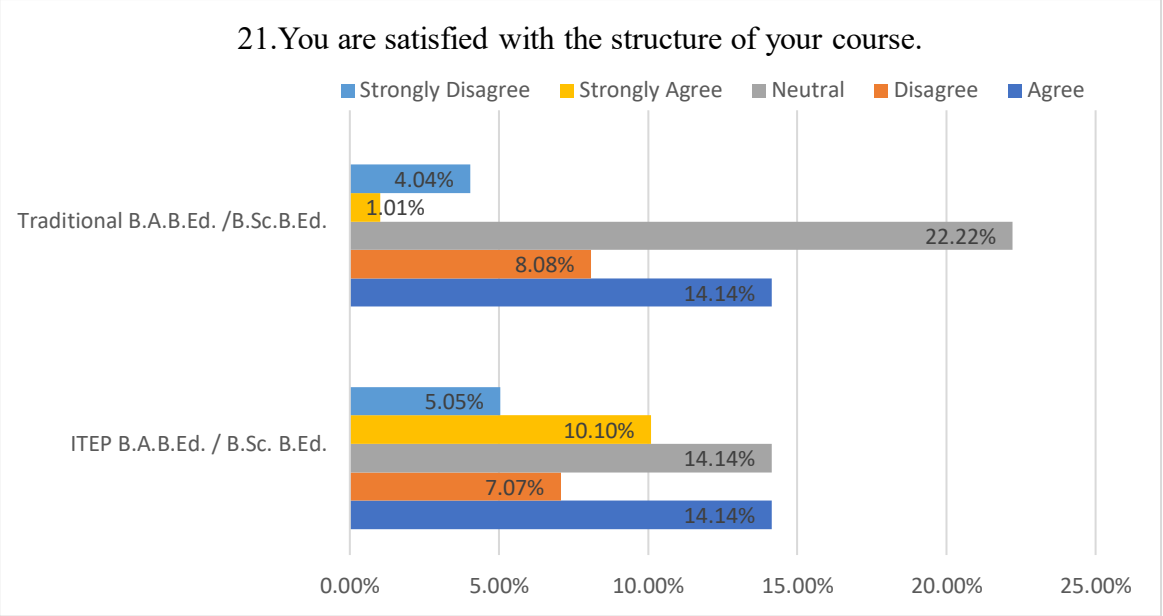


**Figure 4.21 Student Perceptions on overall satisfaction in Traditional Integrated Programs vs. ITEP**

## Table 4.45 Mean scores of student perceptions towards curriculum

(a= Traditional Integrated B.A.B.Ed./ B.Sc.B.Ed. Program

b= ITEP Program)

| Statements | Program Name | N | Mean | Std. Deviation |
|---|---|---|---|---|
| 1. The curriculum is well structured. | a | 50 | 3.20 | 0.904 |
| | b | 50 | 2.40 | 1.294 |
| 2. The curriculum is easy to understand. | a | 50 | 3.60 | 0.808 |
| | b | 50 | 3.12 | 1.023 |
| 3. The course clearly covers theoretical and practical aspects. | a | 50 | 3.24 | 1.021 |
| | b | 50 | 3.70 | 0.886 |
| 4. The curriculum content is relevant to modern educational practices. | a | 50 | 3.08 | 0.966 |
| | b | 50 | 3.70 | 0.863 |
| 5. The curriculum encourages you to actively participate and share ideas in the classroom. | a | 50 | 3.28 | 0.858 |
| | b | 50 | 3.20 | 0.639 |
| 6. The curriculum promotes critical thinking and problem-solving skills. | a | 50 | 3.30 | 1.074 |
| | b | 50 | 3.46 | 0.734 |
| 7. Ample opportunities have been provided to use hands-on teaching practices effectively. | a | 50 | 3.12 | 0.940 |
| | b | 50 | 2.60 | 1.010 |
| 8. The curriculum provides ample opportunities to integrate ICT into the | a | 50 | 3.28 | 1.126 |
| | b | 50 | 3.86 | 1.010 |

| | | | | |
|---|---|---|---|---|
| teaching-learning process. | | | | |
| 9. Your course develops leadership skills within you. | a | 50 | 3.36 | 1.005 |
| | b | 50 | 3.94 | 0.978 |
| 10. Your curriculum meaningfully integrates the Indian Knowledge System (IKS). | a | 50 | 3.44 | 0.861 |
| | b | 50 | 4.16 | 0.681 |
| 11. Your curriculum incorporates experiential learning into classroom teaching. | a | 50 | 3.40 | 0.857 |
| | b | 50 | 3.62 | 0.805 |
| 12. This course prepares you to face real classroom challenges. | a | 50 | 3.52 | 0.909 |
| | b | 50 | 3.36 | 0.827 |
| 13. You have a clear idea about the possible career opportunities after completing this course. | a | 50 | 3.56 | 0.972 |
| | b | 50 | 2.22 | 1.183 |
| 14. You have clarity about the available options in higher education, after completion of the course. | a | 50 | 3.76 | 0.938 |
| | b | 50 | 3.60 | 1.069 |
| 15. Your curriculum is aligned with the vision of NEP-2020. | a | 50 | 3.38 | 0.855 |
| | b | 50 | 4.18 | 0.748 |
| 16. This program enables you to prepare for competitive examinations in the teaching field. | a | 50 | 3.54 | 0.973 |
| | b | 50 | 3.22 | 0.996 |

| | | | | |
|---|---|---|---|---|
| 17. This course is helpful in your personal and professional development. | a | 50 | 3.56 | 0.837 |
| | b | 50 | 3.84 | 0.889 |
| 18. Based on what you have learned so far, you feel confident in handling real classroom situations. | a | 50 | 3.50 | 0.886 |
| | b | 50 | 3.68 | 0.768 |
| 19. You find your enrolled course useful for your teaching as well as your academic future. | a | 50 | 3.66 | 0.823 |
| | b | 50 | 3.20 | 0.969 |
| 20. You feel that your current course prepares you for teaching as well as other competitive exams. | a | 50 | 3.42 | 0.971 |
| | b | 50 | 3.68 | 0.978 |
| 21.You are satisfied with the structure of your course. | a | 49 | 3.00 | 0.935 |
| | b | 50 | 3.34 | 1.239 |

## Table 4.46 Independent Samples Test

| Statements | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | |
|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Significance | | Mean Difference |
| | | | | | | One-Sided p | Two-Sided p | |
| 1. The curriculum is well structured. | Equal variances assumed | 13.166 | 0.000 | 3.585 | 98 | 0.000 | 0.001 | 0.800 |
| | Equal variances not assumed | | | 3.585 | 87.616 | 0.000 | 0.001 | 0.800 |
| 2. The curriculum is easy to understand. | Equal variances assumed | 2.678 | 0.105 | 2.603 | 98 | 0.005 | 0.011 | 0.480 |
| | Equal variances not assumed | | | 2.603 | 93.015 | 0.005 | 0.011 | 0.480 |
| 3. The course clearly covers theoretical and practical aspects. | Equal variances assumed | 3.309 | 0.072 | -2.405 | 98 | 0.009 | 0.018 | -0.460 |
| | Equal variances not assumed | | | -2.405 | 96.095 | 0.009 | 0.018 | -0.460 |
| 4. The curriculum content is relevant to | Equal variances assumed | 0.309 | 0.580 | -3.385 | 98 | 0.001 | 0.001 | -0.620 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| modern educational practices. | Equal variances not assumed | | | -3.385 | 96.792 | 0.001 | 0.001 | -0.620 |
| 5. The curriculum encourages you to actively participate and share ideas in the classroom. | Equal variances assumed | 6.744 | 0.011 | 0.529 | 98 | 0.299 | 0.598 | 0.080 |
| | Equal variances not assumed | | | 0.529 | 90.555 | 0.299 | 0.598 | 0.080 |
| 6. The curriculum promotes critical thinking and problem-solving skills. | Equal variances assumed | 5.616 | 0.020 | -0.870 | 98 | 0.193 | 0.387 | -0.160 |
| | Equal variances not assumed | | | -0.870 | 86.603 | 0.193 | 0.387 | -0.160 |
| 7. Ample opportunities have been provided to use hands-on teaching practices effectively. | Equal variances assumed | 1.333 | 0.251 | 2.665 | 98 | 0.005 | 0.009 | 0.520 |
| | Equal variances not assumed | | | 2.665 | 97.494 | 0.005 | 0.009 | 0.520 |
| 8. The curriculum provides ample opportunities to | Equal variances assumed | 2.254 | 0.136 | -2.711 | 98 | 0.004 | 0.008 | -0.580 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| integrate ICT into the teaching-learning process. | Equal variances not assumed | | | -2.711 | 96.879 | 0.004 | 0.008 | -0.580 |
| 9. Your course develops leadership skills within you. | Equal variances assumed | 0.490 | 0.485 | -2.925 | 98 | 0.002 | 0.004 | -0.580 |
| | Equal variances not assumed | | | -2.925 | 97.923 | 0.002 | 0.004 | -0.580 |
| 10. Your curriculum meaningfully integrates the Indian Knowledge System (IKS). | Equal variances assumed | 4.366 | 0.039 | -4.638 | 98 | 0.000 | 0.000 | -0.720 |
| | Equal variances not assumed | | | -4.638 | 93.062 | 0.000 | 0.000 | -0.720 |
| 11. Your curriculum incorporates experiential learning into classroom teaching. | Equal variances assumed | 0.028 | 0.868 | -1.323 | 98 | 0.095 | 0.189 | -0.220 |
| | Equal variances not assumed | | | -1.323 | 97.622 | 0.095 | 0.189 | -0.220 |
| 12. This course prepares you to face real | Equal variances assumed | 0.397 | 0.530 | 0.921 | 98 | 0.180 | 0.360 | 0.160 |

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| classroom challenges. | Equal variances not assumed | | | 0.921 | 97.141 | 0.180 | 0.360 | 0.160 |
| 13. You have a clear idea about the possible career opportunities after completing this course. | Equal variances assumed | 1.371 | 0.244 | 6.188 | 98 | 0.000 | 0.000 | 1.340 |
| | Equal variances not assumed | | | 6.188 | 94.455 | 0.000 | 0.000 | 1.340 |
| 14. You have clarity about the available options in higher education, after completion of the course. | Equal variances assumed | 0.975 | 0.326 | 0.795 | 98 | 0.214 | 0.428 | 0.160 |
| | Equal variances not assumed | | | 0.795 | 96.373 | 0.214 | 0.428 | 0.160 |
| 15. Your curriculum is aligned with the vision of NEP-2020. | Equal variances assumed | 2.362 | 0.128 | -4.983 | 98 | 0.000 | 0.000 | -0.800 |
| | Equal variances not assumed | | | -4.983 | 96.297 | 0.000 | 0.000 | -0.800 |
| 16. This program enables you to prepare for | Equal variances assumed | 0.761 | 0.385 | 1.625 | 98 | 0.054 | 0.107 | 0.320 |

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| competitive examinations in the teaching field. | Equal variances not assumed | | | 1.625 | 97.949 | 0.054 | 0.107 | 0.320 |
| 17. This course is helpful in your personal and professional development. | Equal variances assumed | 0.069 | 0.793 | -1.622 | 98 | 0.054 | 0.108 | -0.280 |
| | Equal variances not assumed | | | -1.622 | 97.646 | 0.054 | 0.108 | -0.280 |
| 18. Based on what you have learned so far, you feel confident in handling real classroom situations. | Equal variances assumed | 2.684 | 0.105 | -1.085 | 98 | 0.140 | 0.280 | -0.180 |
| | Equal variances not assumed | | | -1.085 | 96.042 | 0.140 | 0.280 | -0.180 |
| 19. You find your enrolled course useful for your teaching as well as your academic future. | Equal variances assumed | 5.330 | 0.023 | 2.558 | 98 | 0.006 | 0.012 | 0.460 |
| | Equal variances not assumed | | | 2.558 | 95.514 | 0.006 | 0.012 | 0.460 |
| 20. You feel that your current course prepares you | Equal variances assumed | 0.000 | 0.988 | -1.334 | 98 | 0.093 | 0.185 | -0.260 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| for teaching as well as other competitive exams. | Equal variances not assumed | | | -1.334 | 97.994 | 0.093 | 0.185 | -0.260 |
| 21. You are satisfied with the structure of your course. | Equal variances assumed | 8.102 | 0.005 | -1.539 | 97 | 0.064 | 0.127 | -0.340 |
| | Equal variances not assumed | | | -1.543 | 91.111 | 0.063 | 0.126 | -0.340 |

**Interpretation:**

1. The curriculum is well structured.

Interpretation: A statistically significant difference was found between Group A and Group B, $t(87.62) = 3.585$, $p < 0.05$, indicating that students in Group A perceived the curriculum to be significantly better structured than those in Group B. This suggests that Group A experienced a more systematically designed curriculum that facilitated their academic engagement.

2. The curriculum is easy to understand.

Interpretation: The result revealed a significant difference, $t(98) = 2.603$, $p < 0.05$, where Group A rated the curriculum as easier to comprehend compared to Group B. This reflects better clarity and accessibility in the presentation and delivery of course content for Group A.

3. The course clearly covers theoretical and practical aspects.

Interpretation: A significant difference was observed, $t(98) = -2.405$, $p < 0.05$. Group B perceived a stronger integration of theoretical and practical components in the course, indicating more effective curricular design in bridging theory with classroom application.

4. The curriculum content is relevant to modern educational practices.

Interpretation: The t-test result showed a significant difference, $t(98) = -3.385$, $p < 0.05$. Group B considered the curriculum more aligned with current educational practices. This

finding highlights a potential area for curriculum improvement in Group A's program to make it more contemporary and practice-oriented.

5. The curriculum encourages you to actively participate and share ideas in the classroom.

Interpretation: No significant difference was found, $t(90.56) = 0.529$, $p > 0.05$. Both groups reported similar experiences in terms of opportunities to participate and share ideas, indicating equitable instructional practices in this regard.

6. The curriculum promotes critical thinking and problem-solving skills.

Interpretation: The result was not statistically significant, $t(86.60) = -0.870$, $p > 0.05$, suggesting that both groups held comparable views on the development of critical thinking and problem-solving skills through their curriculum.

7. Ample opportunities have been provided to use hands-on teaching practices effectively.

Interpretation: The analysis yielded a significant difference, $t(98) = 2.665$, $p < 0.05$, indicating that Group A experienced significantly more opportunities for hands-on teaching practices. This suggests a stronger emphasis on experiential learning in Group A's training.

8. The curriculum provides ample opportunities to integrate ICT into the teaching-learning process.

Interpretation: A statistically significant difference, $t(98) = -2.711$, $p < 0.05$, was observed with Group B indicating greater opportunities for ICT integration. This highlights the need for improved technological integration in the teaching practices of Group A.

9. Your course develops leadership skills within you.

Interpretation: There was a significant difference, $t(98) = -2.925$, $p < 0.05$, with Group B rating this aspect more favourably. This suggests that the curriculum experienced by Group B included more components geared toward leadership development.

10. Your curriculum meaningfully integrates the Indian Knowledge System (IKS).

Interpretation: The findings showed a highly significant difference, $t(98) = -4.638$, $p < 0.05$. Group B students strongly perceived the integration of the Indian Knowledge System in their curriculum, whereas Group A perceived this to a lesser extent.

11. Your curriculum incorporates experiential learning into classroom teaching.

Interpretation: No significant difference was found, $t(98) = -1.323$, $p > 0.05$. Both groups believed that experiential learning was similarly integrated into their programs, indicating uniformity in the inclusion of experiential methods.

12. This course prepares you to face real classroom challenges.

Interpretation: There was no significant difference, $t(98) = 0.921$, $p > 0.05$. Both groups expressed similar levels of preparedness for managing classroom realities, suggesting consistency in this aspect across programs.

13. You have a clear idea about the possible career opportunities after completing this course.

Interpretation: A highly significant difference was found, $t(98) = 6.188$, $p < 0.05$. Group A reported significantly greater clarity regarding career prospects post-completion, suggesting more effective guidance or orientation related to professional pathways.

14. You have clarity about the available options in higher education, after completion of the course.

Interpretation: The result was not statistically significant, $t(98) = 0.795$, $p > 0.05$. Students from both groups were similarly aware of higher education opportunities available upon course completion.

15. Your curriculum is aligned with the vision of NEP-2020.

Interpretation: The test revealed a significant difference, $t(98) = -4.983$, $p < 0.05$. Group B perceived a stronger alignment of their curriculum with the National Education Policy (NEP) 2020 guidelines, implying greater policy relevance in their academic framework.

16. This program enables you to prepare for competitive examinations in the teaching field.

Interpretation: There was no significant difference, $t(98) = 1.625$, $p > 0.05$. Both groups viewed their curriculum as similarly effective in preparing them for competitive exams related to the teaching profession.

17. This course is helpful in your personal and professional development.

Interpretation: The difference between groups was not significant, $t(98) = -1.622$, $p > 0.05$. The course was equally perceived as beneficial for personal and professional growth by students from both groups.

18. Based on what you have learned so far, you feel confident in handling real classroom situations.

Interpretation: No significant difference was observed, $t(98) = -1.085$, $p > 0.05$. This implies both groups felt similarly confident in their ability to manage classroom dynamics effectively.

19. You find your enrolled course useful for your teaching as well as your academic future.

Interpretation: A significant difference was noted, $t(98) = 2.558$, $p < 0.05$. Group A reported higher usefulness of the course in terms of preparing them for both academic and teaching careers, highlighting a stronger perceived value in their training program.

20. You feel that your current course prepares you for teaching as well as other competitive exams.

Interpretation: The result was not statistically significant, $t(98) = -1.334$, $p > 0.05$. Both groups found their course similarly helpful in preparing for both teaching roles and competitive examinations.

21. You are satisfied with the structure of your course.

Interpretation: No significant difference was observed, $t(91.11) = -1.543$, $p > 0.05$. This indicates comparable levels of satisfaction with the course structure among students from both groups.

## Summary of Findings

The independent samples t-test revealed that 11 out of 21 items are significantly different from each other between the two groups, which means these items are rated higher by one of the two groups. Traditional Integrated B.A.B.Ed./B.Sc.B.Ed. student showed more satisfaction in terms of curriculum structure, ease of understanding, hands-on teaching opportunities, clarity about career opportunities, usefulness for teaching and academic future while ITEP course students showed higher agreement in aspects like integration of theoretical and practical aspects, relevance to modern educational practices, ICT integration, leadership development, integration of IKS and alignment with NEP-2020.

No significant differences were found in the remaining 10 items, suggesting areas of comparable educational experience across the two groups. These insights are crucial in

informing curriculum revisions, policy alignment, and institutional improvements to ensure equitable and effective teacher preparation programs.