

# **CHAPTER V: SUMMARY, FINDINGS AND SUGGESTIONS**

## **5.1 Introduction**

Teacher education is fundamental to building an effective and equitable school education system. The quality of teachers directly influences the quality of learning in schools, and this, in turn, is determined by the rigor and relevance of teacher education programs. In India, traditional four-year integrated programs like B.A.B.Ed./B.Sc.B.Ed. have long served this purpose, especially through institutions such as the Regional Institutes of Education (RIEs). However, with the introduction of the Integrated Teacher Education Programme (ITEP) under the National Education Policy (NEP) 2020, a shift has occurred toward a more integrated, multidisciplinary, and practice-oriented framework. This study examines student perceptions of these two co-existing models, aiming to provide evidence-based insights into their effectiveness and areas for improvement. The findings have relevance for policymakers, teacher educators, curriculum developers, and institutional administrators who are engaged in shaping future-ready teacher education systems.

## **5.2 Statement of the problem**

A Comparative Study of ITEP and Traditional Integrated B.A.B.Ed./B.Sc.B.Ed. Programs: Student Perspectives.

## **5.3 Objectives of the study**

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.
2. To examine the perceptions of students enrolled in the Integrated Teacher Education Programme (ITEP) regarding various aspects of their course curriculum.
3. To compare the traditional B.A. B.Ed./B.Sc. B.Ed. and the ITEP course based on students' perceptions of various aspects of their course curriculum.

## **5.4 Research Questions**

1. What are 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?
2. What are the perceptions of students enrolled in the ITEP regarding various aspects of their course curriculum?

3. In what ways do the traditional B.A. B.Ed./B.Sc. B.Ed. programs and ITEP differ, as perceived by students?

## **5.5 Sample**

The sample consisted of 100 student-teachers enrolled in either ITEP or traditional B.A.B.Ed./B.Sc.B.Ed. courses at the Regional Institute of Education (RIE), Bhopal. Participants were selected using simple random sampling.

## **5.7 Research tools used**

A structured questionnaire based on a 5-point Likert scale was developed on Google Forms. It contained 21 items assessing student perceptions across various dimensions such as curriculum structure, ICT integration, Indian Knowledge Systems, leadership development, NEP alignment, and overall satisfaction. One open-ended question and one checkbox question was included to gather qualitative insights.

## **5.8 Research methodology**

The study employed a descriptive survey method. Quantitative data were collected and analysed using descriptive statistics and independent samples t-tests to identify significant differences between the two groups. The analysis aimed to highlight areas of similarity and difference in students' perceptions of the curriculum.

## **5.9 Major findings of the study**

21 items curriculum items were analysed using the student perception scale questionnaire out of which, 11 showed statistically significant differences.

- Traditional integrated program students rated higher in:
  - Curriculum structure
  - Hands-on teaching opportunities
  - Ease of understanding
  - Clarity about career options
  - Usefulness for teaching and academic careers
- ITEP students rated higher in:
  - Integration of theory and practice
  - Alignment with NEP-2020

- Use of ICT in teaching
- Development of leadership skills
- Integration of Indian Knowledge Systems (IKS)
- No significant difference was found in aspects like experiential learning, critical thinking, personal development, and exam readiness.

## **5.10 Educational implications**

The findings carry significant implications for curriculum planners, teacher educators, and institutional administrators:

- ITEP's emphasis on modern teaching strategies, ICT integration, and leadership development presents a progressive model. However, it needs stronger implementation of hands-on teaching opportunities and clearer career guidance mechanisms.
- Teacher educators across both programs should receive ongoing training to bridge the gap between theory and practice, ensuring that student-teachers are confident and classroom-ready.
- Institutions should adopt a more structured approach to career counselling and exam preparation to support students in navigating diverse career pathways.
- Curriculum developers should prioritize interactive, reflective, and student-centred pedagogies, enhancing engagement and learning outcomes.

## **5.11 Suggestions for further study**

To deepen the understanding of teacher education models and enhance their effectiveness, the following directions are suggested for future research:

- Longitudinal studies should be conducted to assess the sustained impact of ITEP and traditional programs on graduates' teaching effectiveness, adaptability, and career progression.
- Expanding the study to include a more diverse set of institutions across regions and program types which will provide a more generalizable perspective.
- A qualitative inquiry involving interviews or focus group discussions can enrich quantitative data, offering deeper insights into student experiences and program implementation.
- Further research may explore faculty perceptions, administrative challenges, and institutional readiness for delivering integrated teacher education programs.

- Comparative international studies could also be considered to benchmark Indian teacher education practices against global standards and innovations.

## **5.12 Conclusion**

The study revealed both shared and distinctive features in student perceptions of ITEP and traditional integrated teacher education programs. While ITEP reflects innovative pedagogical features aligned with NEP 2020, traditional programs continue to offer strengths in clarity, structure, and academic preparedness. A balanced approach that synthesizes the best of both models can create a future-ready teacher education system. Continued feedback from student-teachers should guide future reforms to ensure that programs remain responsive to classroom realities and policy visions.