

Attitude of B.Ed. Student-Teachers Towards the Integrated Teacher Education Programme (ITEP) Under NEP 2020

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Abstract

The Integrated Teacher Education Programme (ITEP), introduced under India's National Education Policy (NEP) 2020, represents a transformative shift in teacher preparation. It integrates general education and professional training into a four-year multidisciplinary programme aimed at producing competent, reflective, and future-ready teachers for school education. This study examines the attitudes of Bachelor of Education (B.Ed.) student-teachers toward the Integrated Teacher Education Programme (ITEP) proposed under India's National Education Policy (NEP) 2020. The research explored how student-teachers from government and private institutions in Imphal, Manipur, perceive the four-year integrated programme. A descriptive survey method was used, with 120 student-teachers selected through stratified random sampling. Data were collected using a self-constructed Attitude Scale, analysed using mean, percentage, and t-test. Findings revealed that most student-teachers exhibited a favourable attitude toward ITEP, though differences were observed between institutional types. The study highlights the importance of preparing student-teachers for the forthcoming changes in teacher education.

Keywords: Attitude, B.Ed. student-teachers, Integrated Teacher Education Programme, NEP 2020, teacher education

INTRODUCTION

Education plays a transformative role in shaping individuals and societies. Teachers, as the foundational members of educational systems, require sound preparation through effective teacher education programmes (Darling-Hammond, 2006). Recognising this, India's NEP 2020 emphasised revamping teacher education by introducing the Integrated Teacher Education Programme (ITEP) a four-year multidisciplinary course combining subject knowledge and pedagogy (Ministry of Education, 2020).

Previous research (Cochran-Smith & Zeichner, 2005; Shulman, 1986) highlights that teacher quality depends on the coherence and depth of training. Integrated teacher preparation programmes, prevalent in several countries, aim to bridge theoretical and practical aspects of teaching. Studies by Kumar and Kumar (2019), Srinivasacharlu (2020), and Verma et al. (2023) found generally positive perceptions of the ITEP among student-teachers, though awareness levels varied by gender and institution type.

Despite growing national discussions, limited studies have explored student-teachers' perspectives in northeastern India, particularly in Manipur. Understanding these attitudes is essential for effective implementation of ITEP, ensuring alignment between national reforms and regional educational contexts.

Literature review

Several studies have examined perceptions toward the Integrated Teacher Education Programme (ITEP) since its proposal under NEP 2020. Kumar and Kumar (2019) found that student-teachers generally held positive attitudes toward the four-year integrated B.Ed. programme, though some were concerned about workload and readiness. Srinivasacharlu (2020) reported moderate awareness but favourable perceptions once the academic benefits were clarified.

Patil and Venkatesh (2021) observed that both teacher educators and student-teachers welcomed ITEP's concept but highlighted the need for better infrastructure and faculty training. Verma, Sachdeva, and Bajpai (2023) noted gender and institutional variations-government students showed stronger conceptual understanding, while private college students were more enthusiastic.

Other studies, such as those by Singh and Pandey (2022) and Devi (2023), have emphasised that positive attitudes depend on curriculum relevance, institutional climate, and perceived employability. Overall, the literature suggests that ITEP is viewed as a forward-looking reform, but local perspectives-especially from northeastern states like Manipur-remain underexplored, justifying the present study.

Rationale of the study

The NEP 2020 mandates that by 2030, all teacher education institutions transition to multidisciplinary four-year B.Ed. programmes. This reform aims to enhance professional standards and align teacher preparation with global practices. However, in states like Manipur, where educational infrastructure and socio-cultural contexts differ, understanding student-teachers' attitudes is vital for policy adaptation.

Since attitudes influence receptivity to educational change (Ajzen, 1991), assessing how student-teachers perceive ITEP provides insight into potential facilitators or barriers to its success. The study, therefore, seeks to inform policymakers, teacher educators, and institutions about the readiness and concerns of future educators in Manipur.

Objectives of the study

The objectives of the study are:

1. To study the attitude of B.Ed. student-teachers towards the four-year
2. Integrated Teacher Education Programme (ITEP).
3. To study the attitude of student-teachers studying in government
4. teacher education institutions towards ITEP.
5. To study the attitude of student-teachers studying in private teacher
6. education institutions towards ITEP.
7. To compare the attitude of student-teachers studying in government
8. and private teacher education institutions towards ITEP.

Methodology

The present study adopted a quantitative descriptive survey method to investigate the attitudes of B.Ed. student-teachers towards the Integrated Teacher Education Programme (ITEP). The study sought to provide an objective and empirical understanding of how student-teachers in Imphal perceive the newly proposed four-year integrated programme under the National Education Policy (NEP) 2020.

Sampling technique

The population comprised B.Ed. student-teachers from government and private teacher education

institutions in Imphal, Manipur. Using stratified random sampling, 120 participants were selected (60 each from government and private institutions) to ensure representation.

Tools used

A self-constructed Attitude Scale was administered, consisting of both positive and negative statements related to ITEP. Responses were scored using a five-point Likert scale ranging from “Strongly Agree” to “Strongly Disagree.”

Results and discussions

1. Attitude of B.Ed. Student-teachers towards ITEP

Table 1: Overall Level of Attitude of the B.Ed. Student-teachers

Sl.No.	Range of Raw Scores	No. of Student-teachers	Percentage	Level of Attitude
1	132 & above	0	0	Extremely Favourable
2	115 to 131	4	3.33	Highly Favourable
3	98 to 114	61	50.83	Above Average Favourable
4	81 to 97	54	45	Moderate/Average Favourable
5	64 to 80	1	0.83	Unfavourable
6	47 to 63	0	0	Very Unfavourable
7	46 and below	0	0	Extremely Unfavourable
	Total	120	100	

Most student-teachers (50.83%) demonstrated an “Above Average Favourable” attitude, followed by 45% with a “Moderate/Average Favourable” attitude. Only 0.83% showed unfavourable responses.

The findings indicate a generally positive perception of ITEP, suggesting that student-teachers view the reform as beneficial though not overwhelmingly favourable (Patil & Venkatesh, 2021).

2. Attitude of student-teachers in government institutions towards ITEP

Table 2: Level of Attitude of the B.Ed. Student-teachers of Government Institutions

Sl.No.	Range of Raw Scores	No. of Student-teachers	Percentage	Level of Attitude
1	132 & above	0	0	Extremely Favourable
2	115 to 131	2	3.33	Highly Favourable
3	98 to 114	27	45	Above Average Favourable
4	81 to 97	30	50	Moderate/Average Favourable
5	64 to 80	1	1.67	Unfavourable

6	47 to 63	0	0	Very Unfavourable
7	46 and below	0	0	Extremely Unfavourable
	Total	60	100	

Among government institution students, 45% reported an “Above Average Favourable” attitude and 50% a “Moderate/Average Favourable” attitude, while only 1.67% were unfavourable. Government institution student-teachers hold moderately positive attitudes, reflecting cautious optimism and growing awareness of the new programme’s objectives (Verma et al., 2023).

3. Attitude of student-teachers in private institutions towards ITEP

Table 3: Level of Attitude of the B.Ed. Student-teachers of Private Institutions

Sl.No.	Range of Raw Scores	No. of Student-teachers	Percentage	Level of Attitude
1	132 & above	0	0	Extremely Favourable
2	115 to 131	2	3.33	Highly Favourable
3	98 to 114	34	56.67	Above Average Favourable
4	81 to 97	24	40	Moderate/Average Favourable
5	64 to 80	0	0	Unfavourable
6	47 to 63	0	0	Very Unfavourable
7	46 and below	0	0	Extremely Unfavourable
	Total	60	100	

In private institutions, 56.67% of student-teachers exhibited an “Above Average Favourable” attitude, and 40% a “Moderate/Average Favourable” attitude. None showed negative attitudes. Private institution student-teachers show a slightly more positive orientation toward ITEP, possibly due to greater exposure to recent educational reforms or institutional adaptability (Kumar & Kumar, 2019).

4. Comparison between government and private institution student-teachers

Table 4: Comparison of Attitude between B.Ed. Student-teachers of Government and Private Institutions towards ITEP.

Type of Institution	No. of Student-teachers	Mean	S.D.	Degree of freedom	Standard error of difference	t-value	p-value	Remark
Student-teachers of Government Institutions	60	97.30	9.32	118	1.58	1.14	0.26	Not significant
Student-teachers of Private Institutions	60	99.10	7.97					

Private Institutions								
Total	120	98.20	8.65					

The mean scores for government and private institution students were 97.30 and 99.10 respectively, with a calculated t-value of 1.14 ($p = 0.26$), which is not statistically significant.

There is no significant difference in attitudes between government and private institution student-teachers, indicating overall similarity in their perceptions of ITEP (Srinivasacharlu, 2020).

Future directions and recommendations

1. Institutions should conduct workshops and orientations on ITEP to enhance understanding among student-teachers.
2. Teacher education institutions must prepare resources, infrastructure, and faculty development programs before ITEP's full implementation.
3. The Ministry of Education and NCTE should consider regional adaptations of ITEP to suit the socio-cultural and infrastructural context of states like Manipur.
4. Future studies can examine the longitudinal impacts of ITEP on teacher effectiveness and student learning outcomes once the programme is implemented.

Conclusion

The study concludes that B.Ed. student-teachers in Imphal hold an overall favourable attitude toward the Integrated Teacher Education Programme. They recognise its potential to professionalise teaching and improve teacher preparation quality. However, institutional differences highlight the need for targeted sensitisation and capacity-building initiatives. Effective implementation of ITEP requires collaboration between policymakers, institutions, and educators to ensure its sustainability and contextual relevance.

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