www.ijarp.com ISSN 2456-9992 Page: 01-05

International Journal Advanced Research Publications

Review Article

Volume: 02
Issue: 09

INTEGRATED TEACHER EDUCATION PROGRAMME(ITEP) A NEW DEVELOP FACE OF TEACHER TRAINING IN NEP 2020

***Choudhury M. and Mangal S.**

Nirwan University, Jaipur, Rajasthan, India.

Article Received: 12 August 2026, Article Revised: 02 September 2026, Published on: 22 September 2026

***Corresponding Author: Choudhury M.**
Nirwan University, Jaipur, Rajasthan, India.
Doi: https://doi-doi.org/101555/ijarp.2514

ABSTRACT

Teacher education plays a vital role in making a pool of different school teacher for our next generation. The preparation of a good teacher is not an easy task, it is an activity that require multiple perspectives and knowledge. Mind these multiple perspectives and knowledge NEP 2020 introduced ITEP (Integrated Teacher Education Programme) a new formation of teacher training for the present generation which remove the traditional B.Ed. programme. The ITEP is the creation of passionate, motivated, professionally trained and well-equipped teacher building process in the field of School Education.

KEYWORD: Teacher education, ITEP, Training, programme.

INTRODUCTION

The quality of an education system fundamentally depends upon the quality of its teachers. Teachers are the principal agents responsible for translating educational objectives, curricular provisions, pedagogical approaches, and educational policies into meaningful learning experiences in the classroom. Consequently, the preparation of competent, professionally equipped, reflective, socially responsible, and culturally responsive teachers is essential for ensuring the quality and effectiveness of education. The quality of teacher preparation, in turn, is significantly influenced by the nature, structure, content, and effectiveness of the teacher education curriculum.

The changing nature of education in the twenty-first century has considerably transformed the role and responsibilities of teachers. Rapid developments in science and technology, globalization, changing social realities, and evolving educational expectations require teachers to function not merely as transmitters of knowledge but as facilitators of learning,

mentors, innovators, reflective practitioners, curriculum developers, and agents of social change. Teachers are increasingly expected to possess sound disciplinary knowledge, pedagogical competence, technological proficiency, critical thinking, creativity, professional ethics, communication skills, and sensitivity towards diversity and inclusion. These changing expectations have created the need for a teacher education curriculum that is holistic, multidisciplinary, flexible, experiential, professionally relevant, and responsive to the cultural and contextual realities of Indian society.

In India, despite several efforts to reform teacher education, concerns regarding the quality, relevance, and effectiveness of teacher preparation have continued. The conventional teacher education system has been associated with the separation of disciplinary knowledge from professional preparation, a persistent gap between theory and practice, limited opportunities for experiential learning, inadequate interdisciplinary integration, curriculum rigidity, and insufficient engagement with contemporary educational needs. Such limitations raise concerns regarding the extent to which existing teacher education programmes adequately prepare prospective teachers for the complex demands of modern classrooms.

NEED AND DISSCUSSION OF KEY AREAS

Recognizing the need for a comprehensive transformation of teacher education, the National Education Policy (NEP) 2020 has proposed significant reforms in teacher preparation. NEP 2020 envisages teacher education as a multidisciplinary, holistic, flexible, learner-centred, experiential, and professionally oriented field. In this context, the introduction of the Integrated Teacher Education Programme (ITEP) represents a major reform intended to transform the structure and content of teacher preparation in India. ITEP integrates disciplinary studies with professional teacher education within a four-year integrated programme, thereby seeking to overcome the traditional separation between subject knowledge and pedagogical preparation.

The ITEP curriculum is designed to provide an integrated learning experience through disciplinary knowledge, foundational knowledge, pedagogical studies, professional ethics, field engagement, experiential learning, and multidisciplinary perspectives. It further emphasizes critical thinking, creativity, communication skills, value-based education, reflective practice, and professional competencies. Through these curricular provisions, ITEP seeks to prepare prospective teachers who are capable of connecting theoretical understanding with practical teaching experiences and who can respond effectively to the diverse requirements of contemporary learners and classrooms.

The ITEP curriculum also needs to be examined in relation to the broader principles and objectives of NEP 2020. The policy emphasizes multidisciplinary education, holistic development, experiential learning, critical thinking, creativity, values, professional competence, cultural rootedness, and the integration of Indian Knowledge Systems. Therefore, an important research concern is whether these policy principles are adequately reflected in the structure, content, objectives, learning outcomes, pedagogical approaches, practical components, field engagement, and assessment practices of the ITEP curriculum. The extent of alignment between the intended curriculum under NEP 2020 and the prescribed ITEP curriculum requires careful analytical investigation.

Furthermore, curriculum cannot be understood only in terms of what is prescribed in official documents. The effectiveness of a curriculum depends upon how it is interpreted, transacted, and experienced within teacher education institutions. Institutions implementing ITEP are required to adopt new curriculum structures, pedagogical approaches, assessment strategies, and field-engagement practices and to provide appropriate academic resources, infrastructure, and qualified faculty. Therefore, differences in institutional preparedness, faculty expertise, infrastructure, academic culture, resources, and understanding of NEP 2020 and IKS may influence the actual implementation of the prescribed curriculum.

This issue becomes particularly significant in the diverse Indian educational context. Teacher education institutions across different states may differ considerably in their institutional capacity, academic environment, faculty availability, technological resources, infrastructure, school linkages, and exposure to innovative pedagogical practices. Consequently, although ITEP is introduced within a common national policy framework, its curriculum may be interpreted and implemented differently in different institutional and state contexts. Such variations may affect the extent to which the intended objectives of NEP 2020 and the curricular vision of ITEP are realized.

The role of the National Council for Teacher Education (NCTE) is also significant in this regard. As the regulatory body for teacher education, NCTE provides norms, standards, curriculum frameworks, and guidelines for institutions implementing ITEP. Institutions are expected to align their academic practices with the prescribed standards while responding to their specific institutional and local contexts. This creates a need to examine the relationship between the prescribed curriculum framework and its actual curricular transaction at the institutional level.

More importantly, the ultimate purpose of curriculum reform in teacher education is to improve the quality of teachers. Therefore, the effectiveness of the ITEP curriculum cannot

be judged merely by examining the number or nature of courses included in the programme. It needs to be examined in terms of whether the curriculum provides prospective teachers with appropriate knowledge, skills, values, attitudes, cultural understanding, pedagogical competence, and practical experiences necessary for effective professional practice. The relationship between curriculum quality and teacher quality is therefore a fundamental concern of the present study.

Despite the significance of ITEP as a major reform under NEP 2020, there remains a need for systematic analytical and empirical examination of its curriculum, particularly from the perspective of IKS. Existing discussions have largely focused on the policy vision and conceptual dimensions of ITEP, while comparatively limited attention has been given to systematically analysing its curriculum structure, content, multidisciplinary orientation, pedagogical dimensions, experiential components, assessment practices, IKS integration, and alignment with the principles of NEP 2020.

The study will focus on the structure and organization of the ITEP curriculum, its objectives and content, multidisciplinary orientation, pedagogical approaches, experiential and field-based components, assessment practices, professional competencies, and the nature and extent of IKS integration. It will also examine the alignment of these curricular components with the major principles and objectives of NEP 2020 and explore the challenges and variations associated with their implementation.

Despite the transformative vision of NEP 2020 and the introduction of ITEP as a major reform in teacher education, there is insufficient systematic understanding of the extent to which the Integrated Teacher Education Curriculum reflects the principles and objectives of NEP 2020. The problem lies in analysing the nature, structure, content, pedagogical orientation, multidisciplinary character, experiential components, assessment practices, and IKS-related provisions of the ITEP curriculum, and in identifying the gaps, variations, and challenges that may influence its effectiveness in preparing quality, professionally competent, culturally responsive, and classroom-ready teachers.

CONCLUSION

The present study therefore seeks to bridge the gap between policy vision and curriculum design, curriculum design and curriculum implementation, and curriculum implementation and teacher quality. By examining these interrelated dimensions, the study aims to provide a comprehensive understanding of the extent to which ITEP represents a substantive

transformation of teacher education in India and the extent to which the integration of IKS within the curriculum contributes to realizing the broader educational vision of NEP 2020.

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