



INTEGRATED TEACHER EDUCATION PROGRAMME 2030 IN NATIONAL EDUCATION POLICY 2020

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Abstract:

Teacher education serves as a fundamental pillar in ensuring the quality of education, as it directly influences teachers' professional competence and effectiveness in classroom practices. The curriculum structure and teaching methodologies adopted in teacher education programmes play a decisive role in preparing teachers to address the evolving demands of contemporary education. In the Indian context, the implementation of the National Education Policy (NEP) 2020 and the Integrated Teacher Education Programme (ITEP) represents a major shift towards a holistic, multidisciplinary, and practice-based approach to teacher preparation. This paper explores the curriculum framework and pedagogical practices in teacher education with particular emphasis on the ITEP model. It examines the movement from conventional, theory-oriented teaching to learner-centred, competency-based, and experiential pedagogies, including activity-based learning, microteaching, reflective practices, collaborative learning, and ICT-enabled instruction. The study emphasizes the significance of extended school internships, continuous assessment mechanisms, and interdisciplinary learning in effectively integrating theory with practice under the ITEP framework. Furthermore, it identifies key challenges such as outdated curriculum components, inadequate digital infrastructure, and the need for systematic capacity building



of teacher educators. The paper concludes that the effective implementation of ITEP depends on continuous curriculum renewal, innovative pedagogical practices, and strong institutional support. A flexible, technology-driven, and practice-oriented curriculum is essential for developing future-ready teachers in alignment with the objectives of NEP 2020.

Introduction

Teacher education is universally acknowledged as the foundation of an effective education system, as the competence and quality of teachers largely influence students' learning outcomes in schools. Teachers perform multiple roles, including knowledge facilitators, mentors, guides, and agents of social transformation. Consequently, the curriculum design and teaching methodologies adopted in teacher education programmes play a critical role in shaping teachers' professional competence, pedagogical abilities, attitudes, and overall classroom effectiveness. In an era characterized by rapid technological developments, globalization, and increasingly diverse learner needs, traditional models of teacher preparation are no longer sufficient to meet contemporary educational demands.

Traditionally, teacher education in India has been dominated by theory-oriented curricula with limited scope for practical engagement and reflective practice. Conventional instructional methods, such as lecture-based teaching and examination-driven assessment, often proved inadequate in preparing teachers to address real classroom situations. This resulted in a persistent disconnect between theoretical knowledge gained during training and its practical application in school settings. Acknowledging these shortcomings, recent educational reforms have emphasized the adoption of learner-centred, competency-based, and practice-oriented approaches in teacher education. The incorporation of innovative pedagogical strategies, experiential learning, and information and communication technology (ICT) has become essential for equipping teachers to effectively engage learners in the 21st century.

Against this backdrop, the National Education Policy (NEP) 2020 introduced comprehensive reforms in teacher education, with the Integrated Teacher Education Programme (ITEP) emerging as a transformative initiative. ITEP proposes a holistic, multidisciplinary, and integrated framework for teacher preparation that blends subject knowledge, pedagogical training, and extensive school-based experiences from the initial stages of the programme. Through its emphasis on extended teaching internships, continuous assessment, interdisciplinary learning, and digital pedagogy, ITEP seeks to bridge the gap between theory and practice. This paper explores the curriculum framework and teaching methods in teacher education with reference to the ITEP model, highlighting its potential to strengthen teacher preparation and align it with the broader objectives of NEP 2020.

Teacher education is broadly classified into two types: Pre-Service Teacher Education and In-Service Teacher Education. Pre-Service Teacher Education refers to the training provided to students prior to their entry into the teaching profession, equipping them with subject matter knowledge, child psychology, classroom management techniques, and pedagogical skills. On the other hand, In-Service Teacher Education is for teachers already in the profession, aiming to enhance their professional growth by keeping them updated, improving teaching strategies, and adapting to emerging educational trends and technologies. In-Service programs include refresher courses, workshops, orientation programs, online training, and seminars, ensuring



continuous learning for teachers to remain effective and competent. Various commissions, like the University Education Commission (1948-49) and Secondary Education Commission (1952-53), have emphasized the importance of teacher education for quality education. The Secondary Education Commission (1952-53) recommended both theoretical and practical training for secondary teachers. The Kothari Commission (1964-66) provided a comprehensive framework for teacher education, suggesting the establishment of teacher training institutions focusing on educational psychology and making teacher education more relevant and practical. The National Commission on Teachers (1983-85) recommended improving the professional status of teachers through merit-based recruitment and continuous training. The National Education Policy (NEP) 2020 introduced significant reforms, emphasizing the improvement of teacher education and equipping teachers with 21st-century skills. The National Education Policy (NEP) 2020 focuses on incorporating technology in pedagogic practices, equipping teachers with competency-based education and digital education, and providing continuous professional training. A major reform is the introduction of the four-year Integrated Teacher Education Programme (ITEP), which replaces the traditional 2-year B.Ed. course. By 2030, all teachers must have this integrated degree. ITEP is a multidisciplinary program offering holistic training for primary and secondary level teachers, combining pedagogical knowledge, disciplinary knowledge, and practical training. It aims to prepare teachers for modern classrooms, equipping them with 21st-century skills like creative thinking, critical thinking, digital literacy, and effective communication. ITEP produces reflective, skilled, and globally competitive teachers, strengthening the education system. The researcher explores ITEP's opportunities and challenges in redefining teacher education in India, suggesting measures for successful implementation.

Future Ideology and Implementations

The study aims to explore the potential opportunities and prospects of the Integrated Teacher Education Programme (ITEP) in redefining teacher education in India, and identify major issues and provide suggestive measures for its successful implementation. The objectives include analysing ITEP's potential to improve teaching quality and student outcomes, examining its impact on modern classrooms, and identifying challenges related to infrastructure, faculty training, curriculum design, and regulatory frameworks. The methodology involves a literature review, surveys, and interviews with stakeholders, including teacher educators, prospective teachers, and policymakers. The expected outcomes include a comprehensive understanding of ITEP's opportunities and challenges, suggestive measures for implementation, and recommendations for policymakers and educators.

The Integrated Teacher Education Programme (ITEP) offers several opportunities and prospects, including fostering equity and inclusivity by providing scholarships and fee waivers to marginalized students, and creating supportive academic environments. Technology integration is another key aspect, with the National Education Policy (NEP) 2020 promoting digital tools and resources to enhance teaching and learning. The policy also proposes the establishment of the National Educational Technology Forum (NETF) to drive technological advancement in education. Additionally, ITEP offers a dual degree provision, allowing students to earn a degree in BA along with a B.Ed., enhancing academic and



professional prospects. This multidisciplinary approach prepares teachers for modern classrooms and equips them with 21st-century skills.

The Integrated Teacher Education Programme (ITEP) offers several benefits, including a dual degree provision that combines subject-specific knowledge with pedagogical proficiency, promoting interdisciplinary learning and well-rounded educators. It focuses on experiential learning, encouraging hands-on, real-world experiences to enhance teaching strategies. The program also adopts a multidisciplinary approach, blending pedagogy with subjects from arts, sciences, social sciences, and technology to develop critical thinking, creativity, and problemsolving skills. This approach enables teachers to connect academic content with real-life contexts, making learning more meaningful and engaging. By incorporating these approaches, ITEP prepares educators to meet the diverse demands of modern classrooms and support holistic student development.

The Integrated Teacher Education Programme (ITEP) emphasizes Early Childhood Education, aligning with NEP 2020's focus on holistic development through play-based learning for children aged 3-6 years. ITEP prepares teachers with specialized ECCE skills, fostering early literacy, numeracy, and socio-emotional growth. Additionally, ITEP promotes Continuous Professional Development (CPD), requiring teachers to complete 50 hours of annual training in contemporary pedagogies, such as experiential learning and competencybased education, through workshops and online modules, ensuring educators stay updated on innovative practices.

The implementation of ITEP faces several challenges, including resource and infrastructure deficiencies, with many Teacher Education Institutions (TEIs) lacking digital infrastructure and ICT tools. There is also a shortage of trained and qualified teaching personnel, with teachers struggling to apply NEP 2020's goals and methods in practice. Additionally, shifting educational paradigms and faculty readiness pose cultural challenges, requiring a mindset shift among educators and administrators. Capacity building of teacher educators is crucial, but infrastructure limitations, digital literacy gaps, and equitable access to training centres remain hurdles. Addressing these challenges requires comprehensive strategies to build teacher educators' capacity and bridge the gaps in resources and infrastructure.

The implementation of ITEP faces challenges like lack of monitoring and evaluation mechanisms, making it hard to assess effectiveness and adjust. There is also a digital divide, with uneven ICT integration across regions, and many institutions in rural or under-resourced areas struggling with digital infrastructure, reliable internet, and trained personnel, hindering digital pedagogy adoption, and limiting pre-service teachers' technological competency development.

To ensure successful implementation of ITEP, several measures are suggested: continuous professional development should be provided to teacher educators to equip them with innovative pedagogies; structured mentorship initiatives should guide teacher educators in managing the curriculum and integrating theory with practice. Recruitment policies should be revised to accommodate ITEP's multidisciplinary nature, and awareness campaigns should promote ITEP graduates' relevance. Institutions should invest in infrastructure, digital tools, and resources, and address socio-economic barriers faced by marginalized students through financial aid and flexible program models, ensuring equitable access to teacher education.



Conclusion

The Integrated Teacher Education Programme (ITEP) under NEP 2020 marks a significant shift in India's teacher education, combining subject knowledge, teaching skills, and professional values to improve teacher preparation quality. NEP 2020's vision for education reform relies heavily on ITEP, preparing teachers for current and future learners' needs.

Collaboration among institutions, government bodies, and education professionals is crucial for its success, requiring continued support, funding, and careful implementation. ITEP offers a platform to reimagine Indian education, fostering educators who inspire, lead, and elevate learning outcomes, ultimately shaping India's future.

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