



## **INTEGRATED TEACHER EDUCATION PROGRAM: VISION, IMPLEMENTATION AND CONCERNS**

**Dr. Samira Kumar Sahoo**

*Assistant Professor in Educational Studies, Department of Teacher Education, Fakir Mohan  
(A) College, Balasore, Email Id- samira\_sahoo@yahoo.com*

**Paper Received On:** 20 JAN 2025

**Peer Reviewed On:** 24 FEB 2025

**Published On:** 01 MAR 2025

---

### **Abstract**

*According to the National Education Policy, 2020, the Integrated Teacher Education Program (ITEP) represents a revolutionary approach to teacher preparation in India. ITEP, an inclusive four-year program that combines a Bachelor of Arts, Science, and Commerce with a Bachelor of Education, aims to develop teachers who are subject-matter experts with pedagogical skills. The scope and vision of ITEP are covered in this document, along with an analysis of the implementation strategy, challenges and concerns, and suggestions for improvement, including curriculum design, resource allocation, and institutional preparation. The program's interdisciplinary structure opens doors for involvement in academic research, curriculum development, and policymaking.*

---

**Keywords:** *Teacher education, NEP 2020, ITEP, interdisciplinary learning, pedagogy*

## **INTRODUCTION**

It has been rightly pointed out by the Education Commission (1964-66) that “The destiny of India is being shaped in her classroom”. After independence Government of India had given special attention towards education sector and set up various committees and commissions, however still India lags behind other countries in respect to teacher education. To overcome this National Council for Teacher Education (NCTE), under the Ministry of Education has recently introduced the National Education Policy 2020. The NEP 2020 emphasizes restructuring teacher education to produce well-rounded, competent teachers capable of addressing 21st-century educational challenges (Government of India, 2020). The ITEP is designed to provide an interdisciplinary, research-based approach to teacher training, ensuring educators are equipped with both content knowledge and pedagogical expertise. The National Copyright © 2025, Scholarly Research Journal for Interdisciplinary Studies

Council for Teacher Education (NCTE) has mandated that ITEP will be the minimal qualification for school teachers by 2030. It integrates a Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), or Bachelor of Commerce (B.Com.) with a Bachelor of Education (B.Ed.), thereby reducing the traditional five-year pathway to four years. This paper explores the objectives, implementation strategies, and challenges of ITEP while proposing recommendations for effective execution.

### **OBJECTIVES OF ITEP**

The key objectives of ITEP include:

1. **Integration of Disciplinary and Pedagogical Knowledge:** The program ensures that future teachers are well-versed in their chosen subjects while simultaneously acquiring essential teaching methodologies. For instance, a mathematics teacher trained under ITEP will not only have strong mathematical knowledge but also understand effective ways to teach mathematical concepts to students of different learning levels.
2. **Multidisciplinary Learning:** By integrating teacher education into mainstream higher education institutions, ITEP allows aspiring teachers to interact with students from diverse disciplines. This approach fosters a more holistic learning experience and encourages interdisciplinary teaching strategies.
3. **Reduction of Training Duration:** The traditional teacher training process in India required a three-year undergraduate degree followed by a two-year B.Ed. ITEP condenses this into a four-year integrated program, allowing students to enter the teaching profession earlier while maintaining quality training.
4. **Alignment with NEP 2020's 5+3+3+4 Structure:** ITEP ensures that teachers are equipped to teach across all stages—Foundational, Preparatory, Middle, and Secondary—aligning their training with the new education framework.
5. **Development of 21st-Century Skills:** The program emphasizes critical thinking, digital literacy, and problem-solving skills, preparing teachers to use technology in the classroom effectively. For example, future teachers will be trained in digital pedagogy, allowing them to use online resources, smart classrooms, and AI-based educational tools to enhance learning experiences.

### **PROGRAM STRUCTURE AND IMPLEMENTATION OF ITEP**

ITEP follows a holistic, dual-major approach that integrates subject knowledge with pedagogy. It will be offered through multidisciplinary institutions, requiring standalone Teacher

Education Institutions (TEIs) to transition into broader Higher Education Institutions (HEIs) by 2030. The implementation will occur in three phases:

- **Phase 1:** Pilot mode in select institutions such as central universities and premier teacher education colleges.
- **Phase 2:** Gradual expansion to more universities across states, incorporating digital and physical infrastructure improvements.
- **Phase 3:** Full-scale implementation as the standard qualification for teachers by 2030.

The curriculum will include:

- **Core disciplinary knowledge** in humanities, sciences, and commerce, ensuring strong subject mastery.
- **Pedagogical training and hands-on teaching experience**, including classroom simulations, micro-teaching exercises, and real-time student engagement.
- **Grounding in Indian knowledge systems and values**, promoting cultural awareness and traditional teaching methodologies.
- **Integration of modern educational technologies**, such as AI-based assessments, online teaching platforms, and blended learning approaches.

. The key aspects of implementation include:

- **Curriculum Design:** The curriculum follows a dual-major approach, ensuring that students receive both content knowledge and teacher training. This includes a strong foundation in subject areas, educational psychology, and pedagogy, along with practical teaching experience.
- **Admission Process:** The National Testing Agency (NTA) will conduct admissions through the National Common Entrance Test (NCET). This ensures a standardized and merit-based selection process for aspiring teachers.
- **Practical Training:** A significant component of ITEP is hands-on experience in classrooms. Student-teachers will engage in internships, micro-teaching, and real-world teaching practice under mentorship. For instance, they may spend an entire semester teaching in schools, refining their skills under supervision.
- **Faculty Development:** Ensuring quality teacher training also depends on the educators who instruct aspiring teachers. Faculty development programs will be regularly conducted to keep educators updated with the latest pedagogical advancements and teaching methodologies.

- **Technology Integration:** The use of digital tools will be emphasized throughout the training process. Virtual classrooms, AI-driven assessments, and interactive learning modules will be incorporated into teacher education to make learning more dynamic and efficient.

## CHALLENGES AND CONCERNS

Despite its potential, ITEP faces several challenges:

- **Institutional Preparedness:** Many TEIs lack the necessary infrastructure, trained faculty, and interdisciplinary environment required to transition into multidisciplinary HEIs. For example, smaller institutions may struggle with resources such as advanced laboratories, digital learning platforms, and expert faculty from various disciplines.
- **Curriculum Standardization:** While flexibility is necessary for accommodating regional and linguistic diversity, ensuring a uniform quality of teacher education across different HEIs is a challenge. Establishing a balance between national guidelines and institutional autonomy will be crucial.
- **Financial Constraints:** Implementing ITEP requires significant investment in infrastructure, faculty training, and curriculum development. Government and private funding sources must collaborate to support institutions, especially in rural and underprivileged areas.
- **Admission and Inclusivity:** While NCET ensures a merit-based admission process, concerns regarding equal opportunities for students from disadvantaged backgrounds persist. Special provisions must be made to include marginalized communities in teacher education.
- **Assessment and Accreditation:** Continuous monitoring is essential to maintain the quality and credibility of ITEP. A robust framework must be established to assess the effectiveness of teacher training programs and ensure adherence to NEP 2020 recommendations.

## RECOMMENDATIONS

To overcome these challenges, the following recommendations are proposed:

- **Strengthening Institutional Capacity:**

Government and private institutions must collaborate to provide financial and technical support to HEIs. A phased approach to infrastructure development should be adopted, ensuring that all HEIs meet the required standards before implementing ITEP. Example:

Institutions like Delhi University and Jawaharlal Nehru University can act as model HEIs, setting benchmarks for smaller institutions.

- **Faculty Development Programs:**

Continuous professional development workshops should be conducted for teacher educators to familiarize them with modern pedagogical approaches. Example: A monthly teacher training program incorporating case studies, technology integration, and classroom management strategies can enhance faculty expertise.

- **Flexible Curriculum Design:**

A modular and interdisciplinary approach should be adopted, allowing HEIs to customize the curriculum based on local and regional educational needs. Example: In rural areas, subjects like agricultural science and local history can be integrated into the teacher training curriculum to make learning more relevant to students' contexts.

- **Technology-Driven Learning:**

Online platforms and AI-driven learning tools should be integrated into teacher training to familiarize future educators with digital classrooms. Example: The use of AI-based platforms like Edmodo or Google Classroom can help teachers create interactive and student-centered learning environments.

- **Continuous Monitoring and Evaluation:**

A structured assessment framework should be established to measure the effectiveness of ITEP and ensure compliance with NEP 2020 guidelines. Example: The National Accreditation Board for Teacher Education (NABTE) can be set up to oversee quality assurance and institutional evaluation.

- **Financial Support for Underprivileged Students:**

Scholarships and grants should be introduced to encourage students from economically weaker sections to pursue ITEP. Example: The introduction of government-sponsored fellowships similar to the National Means-Cum-Merit Scholarship can help increase enrolment among marginalized communities.

- **Industry and Community Partnerships:**

HEIs should collaborate with schools, research institutions, and ed-tech companies to provide practical exposure and real-world teaching experiences to student-teachers.

Example: Partnering with organizations like Teach for India or educational NGOs can provide internships and mentorship opportunities for aspiring teachers.

- **Promotion of Regional and Cultural Inclusivity:**

Language-specific training programs should be introduced to prepare teachers for multilingual classrooms, aligning with NEP 2020's vision for mother tongue-based education. Example: A teacher training module focusing on bilingual and multilingual teaching strategies can help address language diversity in Indian classrooms.

## CONCLUSION

The Integrated Teacher Education Program (ITEP) is a transformative initiative aligned with the vision of NEP 2020. By integrating subject expertise with pedagogical training, ITEP aims to produce highly skilled educators capable of adapting to evolving educational needs. While the program faces implementation challenges, strategic interventions in institutional support, curriculum development, and faculty training can ensure its success. A collaborative approach involving policymakers, educators, and institutions is essential to realizing the full potential of ITEP in strengthening India's teacher education system.

## REFERENCES

- Government of India. (2020). National Education Policy 2020. Ministry of Human Resource Development.*
- National Council for Teacher Education. (2021). Guidelines for Integrated Teacher Education Program. New Delhi: NCTE.*
- Singh, R., & Sharma, P. (2021). Reforming Teacher Education in India: Implications of NEP 2020. Educational Review, 35(2), 112-127.*
- Keay, F.E. (1972). A History of Education in India. Oxford University Press.*
- Sharma, P. (2022). Digital Learning in Teacher Education: Challenges and Opportunities. Journal of Modern Pedagogy, 28(1), 45-59.*
- Mishra, R. & Gupta, K. (2021). Multidisciplinary Education and the Future of Teacher Training in India. Indian Journal of Educational Research, 40(3), 89-104.*