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Implementation of Integrated Teacher Education Programme (ITEP) In India: Strengths and Challenges

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29 July 2025 Teachers are considered nation builders, and it is largely acknowledged that they acquire their expertise through training rather than innate ability. To develop skilled and competent educators for the 21st century, various teacher education programs have been ongoing for decades across different levels of education. Analyzing the history of education pre- and post-independence reveals that numerous commissions, policies, and programs have consistently emphasized the importance of cultivating competent teachers for our children. Periodic updates to policy initiatives have been implemented within teacher education programs. In this context, India's New Education Policy (2020) offers hope for reforming teacher education by introducing a four-year integrated teacher education program across all teacher education institutions. The policy recommends that, from 2030 onwards, teacher engagement will be exclusively through the Integrated Teacher Education Program (ITEP); therefore, a comprehensive analysis of all aspects of ITEP is essential for its successful implementation. A sample of 16 teacher educators was selected, and their perspectives on the strengths, challenges, and proposed measures for effective ITEP implementation were collected through semi-structured interviews. The data was qualitatively analyzed through coding and categorization of responses into various themes. The findings of this study highlight the strengths of ITEP and also identify issues related to its successful implementation. Additionally, this paper discusses the suggestions provided by teacher educators for the effective implementation of ITEP. The results of this research will be valuable to policymakers and other stakeholders in the education sector.

Keywords:

Integrated
Teacher
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NEP-2020,
Teacher
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INTRODUCTION

Teachers are the nation builders and social reformers who educate young minds to attain the goals of life. Throughout Indian history, beginning with the numerous commissions and committees, the University Education Commission. (1948-1949), Secondary Education Commission (1952-1953), Education Commission (1964-1966), etc., continuing through National Policy on Education (NPE) in 1986, and all up to the present National Education Policy (NEP) in 2020, the importance of teachers has been consistently emphasised. The Education Commission (1964 – 1966) explicitly acknowledges the role of teachers in creating the future of the nation, noting that “The destiny of India is currently being shaped in her classroom.” As NPE (1986) states the greater role of the teacher is : “The position of the teacher reflects the socio-cultural ethos of the society.” According to the NEP (2020), “the teacher must be at the centre of fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens.”

A dynamic, competent, proficient, reflective teacher is necessary to meet the global and national needs of 21st-century learners. Various professional development activities, programmes, etc., have been in practice to educate teachers and keep them up to date. In 1995, a statutory nature of apex body, known as the National Council for Teacher Education (NCTE) came into existence to oversee and maintain the quality of teacher training in India. The NCTE’s goal is to regulate and maintain norms and standards in the teacher education system, as well as things related to it. The NCTE has advocated

numerous educational reforms over the years. Recently, two versions of teacher education programmes have been suggested by the NCTE: the Non-Integrated Teacher Education Program (NITEP) after 10+2+3 (which is devoid of content) and the Integrated Teacher Education Program (ITEP) after 10+2+3 (content-cum-pedagogy). The existing programmes at present are in the form of D.El.Ed., B.Ed., being offered in stand-alone institutions where pedagogy is the primary focus of teaching. However, in a few institutions in India, teacher education programmes such as B.Sc.B.Ed., B.A.B.Ed., and B.El.Ed. are offered, which are both subjects and pedagogical specialisations in nature.

The NCTE advocates ITEP (the programme focuses on training teachers for Foundational, Preparatory, Middle and Secondary stages) in compliance with NEP2020. The NEP-2020, focuses on multidisciplinary inputs and advocates the need at present for the nation and globe. Para 15.4 of NEP-2020 states: “As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone teacher education institutions (TEIs) will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.” The

NCTE proposed a four-year ITEP for students in Class XII with 50% marks. It was thought that this would help to prepare teachers who are interested, responsible, and committed to the teaching profession. This study aims to explore the strengths of ITEP programs and the issues associated with their implementation in teacher education institutions, while also providing suggestions for effective implementation.

RESEARCH QUESTIONS

In order to understand teacher educators' views on the implementation of the four-year Integrated Teacher Education Programme (ITEP) in India, this study was primarily guided by the following research questions:

- How do experienced teacher educators perceive the strengths of the Integrated Teacher Education Programme (ITEP)?
- What challenges do teacher educators anticipate in the implementation of ITEP within higher education institutions?
- What recommendations do teacher educators offer to ensure the successful implementation of ITEP?

OBJECTIVES OF PRESENT STUDY

- To study the teacher educators' views on the strengths of integrated teacher education programmes (ITEP).
- To study the concerns of teacher educators over the constraints while implementing of Integrated teacher education programmes (ITEP).
- To study the suggestions from the teacher educators for the effective implementation of Integrated teacher education programmes (ITEP).

REVIEW OF RELATED LITERATURE

Although researchers could not find many research studies directly related to integrated teacher education programs conducted in India, they tried to develop their insight through a related review of literature. Bhattacharjee's (2002) study examined the attitudes and competencies of students enrolled in two different teacher education programs: a four-year Integrated B.Sc. B.Ed. and one-year B. Ed. Stella et al. (2007) revealed that the attitude of one-year B.Ed. students was better than the students of a four-year B.Ed. program towards teaching and other competencies. This is consistent with research suggesting that more extensive teacher preparation programs can lead to more favourable attitudes and higher perceived quality among graduates. Andrew (1990) suggested that one possible explanation for this difference is that the more immersive one-year program may better foster the development of teaching-related attitudes and skills compared to the four-year program (Kim et al., 2004). The quality and effectiveness of teacher education programs have long been a subject of debate in the educational landscape. Moruskar's (2004) study presented a compelling comparison between teachers trained through four-year integrated courses and one-year programs, highlighting the distinct advantages of the former (Kim et al., 2004). The findings revealed that students enrolled in the four-year integrated B.A. B.Ed. program. This demonstrated the superior teaching competency and effectiveness compared to their one-year B.Ed. counterparts (Kim et al., 2004) Gupta (2021). These findings were further corroborated, indicating that prospective teachers held a positive perception of the integrated program, recognising its benefits in nurturing teaching competencies and enhancing their prospects in the teaching profession.

Kundu (2021) in his study analysed the attitude of stakeholders of education towards the integrated programme and found that the four-years integrated B.Ed. programme fulfilled the educational objectives and developed adequate and stable

content knowledge, critical and logical thinking and different skills in student teachers. Results also revealed that this programme focuses more on practical aspects of education rather than theoretical aspects of education which enhances the teaching skills among teachers. Further different stakeholders opined that the integrated programme is more effective than the present two-years B.Ed. course. As well as some negatives were also expressed by the stakeholders such as it is costly, increases the learning burden of students and students may face problems due to the compulsion of 80% minimum attendance in the four years integrated B.Ed. course.

One more rigorous study of Bharti (2019) raised the issues and challenges of four-year integrated teacher education programme. This study also revealed that students will choose this course after the completion of 10+2 and at this level they are not mature enough to choose teaching as a profession because it is a noble profession which demands several competencies and abilities. Another issue she raised is the integration of different subjects which demands integration in all areas of the subject's curriculum. Integration of the TPACK model in all subject areas with pedagogy is also a point of concern. This study also highlighted the positive aspects of ITEP, as it provides two degrees in four years, securing one year of students, and will develop more professionalism among teachers. The study raised one major question whether the students who completed an integrated bachelor degree will be eligible for other professional opportunities, which they can opt for after completion of a three-year non-integrated degree programme.

RATIONALE OF THE STUDY

The National Education Policy (2020) advanced a fantastic idea of a multidisciplinary and composite model in the sphere of education. Currently, a four-year integrated teacher education programme is being launched in a few Indian schools. By 2030, the practice will be spread across the country. The

existing stand-alone teaching institutions will cease to exist in their current forms. The four-year integrated B.Ed. offered by such higher education institutions (HEIs) will be the minimum degree qualification for school teachers. In the four-year integrated B.Ed. programme, students will earn a dual-major Bachelor's degree in education as well as a speciality field such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, among other things. Additionally, the teacher education programme will provide a strong foundation in sociology, history, science, psychology, early childhood care and education, basic literacy, and numeracy. There appear to be numerous misunderstandings, obstacles, and causes for concern in the implementation process of ITEP. As a result, the current study investigates the views of teacher educators on integrated teacher education program (ITEP).

METHODOLOGY

Sample

A sample of 16 teacher educators was selected through purposive sampling techniques for in-depth analysis. Educators with more than ten years of academic experience were included in the sample. The rationale for this criterion was their experience in teacher education reforms in India from 2014 to the present. In India, 2014 marked a significant shift in teacher education programmes, as the duration of both undergraduate and postgraduate education programmes (B.Ed. and M.Ed.) was extended from one year to two years. Additionally, these educators were drawn from institutions where integrated teacher education programmes are currently not being offered.

Research method

A Descriptive survey method has been adopted for the present study.

Tools and techniques used

The researchers prepared a semi-structured interview schedule to gather teachers' views on ITEP. In completing this exercise, the authors reviewed policy documents viz., National education policy 2020, National curriculum framework for teacher education 2009, NCTE regulation 2014, ITEP regulations and related literature from the same field.

Data collection, analysis and coding

The data was collected with the help of semi structured interview schedule. Researchers personally contacted and developed rapport with the participants. Interview conducted in face-to-face manner and via video calls. For ensuring the validity of data researchers previously explained the purpose of interview, maintain consistency in questions, ensures the research ethics and record the responses of participants and also ensured them that their identities would be keep confidential and the collected data would be used only for research purposes.

Qualitative method of analysis was adopted for present study. Each response was thoroughly read, underlined, and examined for meaningful and emergent themes as per the objectives of the research by the researchers with the help of Microsoft excel. Underlying themes like strengths, concerns for implementation and suggestions were discovered inductively, and responses were grouped. Under these themes various emergent themes (discussing in coming section of results and discussion) were grouped, coded, and labelled and placed under different objectives.

RESULTS AND DISCUSSION

The results have been analysed objective wise and categorise under major three themes. Themes that emerged included:

1) Teacher educators' views on strengths of ITEP

2) Teacher educators' concerns on the implementation of ITEP

3) Teacher educators' suggestions for implementation of ITEP

TEACHER EDUCATORS' VIEWS ON THE STRENGTHS OF ITEP

Analysis of the data revealed the following major themes: 1) Vision about the programme scheme, 2) Time, 3) Quality, 4) Scope.

Theme 1: Vision about the Programme

It is a really good programme, according to the teacher educators. It would result in a kind of revolution in the field of teacher education. The participants, on the other hand, thought the approach was not novel. As a participant put it:

The integrated programme is already in use at RIE [Regional Institute of Education] Another programme, like B.El.Ed, has also been running in DU [Delhi University]. ITEP is not a new concept.

However, Mohalik et al. (2024) argue that ITEP seeks to modernize obsolete curricula and enhance subject-specific training, eventually cultivating a more proficient teaching profession capable of addressing varied educational requirements and obstacles. By 2030, ITEP is anticipated to be the exclusive program for secondary education teacher development, signifying a commitment to a cohesive educational framework (Ahmad, 2023). The Integrated Teacher Education Program (ITEP) in India seeks to elevate teacher quality via a 4-year Bachelor's Degree, including interdisciplinary elements and creative pedagogy to meet future educational demands and better the whole teaching-learning experience (Tiwari, 2022).

Theme 2: Time

The teacher educators expressed that the four-year integrated programme would enhance the teaching competencies among students. Students enrolled in this course would spend more time in school during

internship programmes, which would allow them to gain more realistic experience at the workplace. According to the received responses, teacher educators appear to believe that the programme can revolutionise education. Mondal (2023) also supports that the curriculum of ITEP integrates many subjects, facilitating a Bachelor of Arts, Science, or Commerce with a B.Ed., so enhancing the educational basis of prospective educators. In addition, the integrated curriculum will save one year for the students in receiving both a graduate degree in their major and education.

Theme 3: Quality

ITEP, according to teacher educators, would help to improve the quality of teacher education programmes. Students would benefit from greater in-depth training and hands-on experience as a result of this initiative. The majority of respondents were enthusiastic about ITEP's potential to increase the quality of education. A participant said:

No doubt, quality will improve. Teaching in the past has been an alternative. In the four-year integrated programme, on the other hand, students who are interested in becoming teachers will enrol. Ok, they will have teaching aptitude, it means only interested candidates will come [into the teaching profession. They will become teachers by choice, not by chance.

Teacher educators stated that in ITEP, students would join after they finished high school. Hence, the students who desire to pursue teaching as a career will enrol in ITEP, implying that an interested group of students will pursue teaching as a career. They also believe that if students enter by choice, our country would benefit from more qualified and motivated teachers in the future. Roy (2025) supports that the Integrated Teacher Education Programme (ITEP) in India enhances teacher education by cultivating enthusiastic, driven, and professionally qualified educators. Ahmad (2023) also supports that this program improve the quality of teacher education, ensuring

that prospective educators possess both theoretical knowledge and practical skills.

Theme 4: Scope

According to teacher educators, ITEP would expand students' prospects in the teaching profession. Teaching would be a more viable career option for students. Teacher educators believe that ITEP could help students develop a more positive attitude toward the teaching profession because they would study for four years and complete a teaching internship programme for a longer time. Four years at ITEP would mould students into competent teachers. Roy (2025) also supports that ITEP seeks to cultivate comprehensive educators capable of promoting an engaging educational atmosphere.

A participant stated:

Of course,... in future we will get more skilled and competent teachers. This program will engage students for more time in teaching; no doubts it would enhance the teaching skills of our future teachers.

The Integrated Teacher Education Programme in India, according to NEP 2020, seeks to promote comprehensive development by establishing a contemporary educational environment. It underscores a four-year integrated program, promoting adaptation among government colleges and cultivating favourable dispositions among trainee educators (Kundu & Basu, 2023).

TEACHER EDUCATORS' CONCERNS ON THE IMPLEMENTATION OF ITEP

The concerns of teacher educators for the implementation of ITEP has been coded qualitatively and categorized under the following major themes: 1) Infrastructure, 2) Budget, 3) Faculty for ITEP, 4) Training for teacher educators, 5) Problem of focus, 6) Prospects of students, 7) Ways of Integration

Theme 1: Infrastructure

Teacher educators expressed concern over how the implementation of the integrated teacher education programme would be set up. A multipurpose hall, faculty and common rooms, toilets as well as other amenities like safe drinking water, parking spaces and appropriate furniture would be required for the smooth running of ITEP. There is a perception that even in well-known institutions, the infrastructure for teacher education programmes is lacking, and this is a major worry for the efficient implementation of ITEP. Proper materials and training for teacher educators are crucial for the effective implementation of ITEP (Bose, 2013). According to Mahananda (2024) and Jena (2024) since many teacher education institutes do not have the resources and facilities needed for the implementation of ITEP.

Theme 2: Budget

The availability of funding to properly construct the institutional infrastructure was a major issue for teacher educators. Educators think that the government is already cutting the budgets of government institutions, and institutions are moving to self-funding systems in order to get the money they need to run. In these situations, the development of infrastructure for ITEP is a matter of great concern. A participant stated:

Money is the panacea for all ills. Infrastructure cannot be good if funding is not available. On paper, changing the system's structure appears simple, but in practice it is far more difficult.

Theme 3: Faculty for ITEP

Another important concern raised by teacher educators for the implementation of ITEP was related to the shortage of teachers and teacher educators in HEIs. They asserted that while running teacher education programmes, faculty members are insufficient, and numerous positions remain unfilled owing to budget constraints. In these circumstances, educational institutions will face

issue of insufficient number of faculty for the proper implementation of ITEP.

Theme 4: Training of Teacher Educators

Another issue raised by teacher educators was the lack of training for teacher educators. They claimed that teachers must be fluent in both bachelor's level subject and its pedagogical elements in order to participate in ITEP, even though their primary focus is currently on the pedagogical aspects of their topics. As a result, before entering the classroom, teacher educators would need to complete intensive training in both subject knowledge and pedagogy. An educator stated:

In classroom [teacher education programmes] our main focus is on the development of pedagogical skills among students not on the mastery over content. In integrated programme we also need refresher trainings in concern core subject.

The shift to ITEP raises apprehensions about the preparedness of institutions and educators to adjust to the new curriculum and teaching methodologies (Ahmad, 2023).

Theme 5: Problem of Focus

Teacher educators appear to assume that the content of educational prospects such as sociology, philosophy, psychology, and ICT, among other fields, is already abundant in the curriculum of teacher education programmes. Teacher education programmes involve a variety of curricular and co-curricular activities. The curriculum for Bachelor's degrees, on the other hand, is vast and packed with practical exercises, especially in the case of science courses. Teacher educators expressed concern over the integration aspects of the programme. They indicated if the integration is not done properly, the students will remain confused in the whole implementation of ITEP. A lack of integration would leave students unsure of where to place their attention, whether it be on the course topic itself or the pedagogy around it.

One of the participants stated :...*Just think about the curriculum of graduation ,it is rich with content and practical aspects for example in the case of physics ,chemistry and biology ,you must know students spend hours in labs .On the other side of the coin is teacher education which is already rich in theoretical and practical aspects. As you too experienced, so just imagine! how will a student manage the burden of the curriculum in an integrated programme?*

Theme 6 : Prospects of students

Teacher educators showed concern about the future of students. They questioned if ITEP students would have greater employment prospects than those who completed two-year or one-year teacher education programmes.

One of the participants replied: *Will there be any better opportunities for the students who are enrolling in the integrated programme than the students who are doing two or one-year B.Ed? It is a great confusion.*

Theme 7: Ways of Integration

Teacher educators believe that ITEP requires collaboration among several departments such as chemistry, physics, humanities, social sciences, psychology, philosophy, sociology, and teacher education to coordinate curriculum and teacher education. As a result, they expressed concern about the way different departments will coordinate their timetables, resources, and the exchange of teachers. They go on to say that in many institutions, the departments are dispersed over a large geographical area. In such situations, it will not be convenient for students to attend classes covering a variety of subjects in a variety of departments. In addition, a teacher educator stated:

...the policy of teacher training and policy of recruitment must be in sink [integration]. That is, we are currently lagging behind. Concentrating exclusively on training is insufficient. Even trained and competent

teachers are hired as paraprofessionals or contractual teachers in schools. The term integration must be conceptualised. Merely combining major subjects and pedagogy under the roof is not integration.

The findings of various studies have also identified numerous challenges related to the effective implementation of the Integrated Teacher Education Programme (ITEP). Roy (2025) outlines several barriers that hinder the successful deployment of India's ITEP, including inadequate facilities, a shortage of qualified educators, resistance to abandoning long-standing pedagogical practices, and the pressing need for ongoing professional development. Sharma (2024) highlights obstacles such as insufficient infrastructure, issues in maintaining program quality, and public perceptions of educators that impede the progress of India's integrated teacher education initiative. Additionally, Shah (2019) points to institutional inertia, inadequate investment in quality enhancement, failure to adequately incorporate skills, lack of appropriate technological integration, and domain pedagogical incompatibilities as significant challenges affecting integrated teacher education programs in India. These issues collectively obstruct both the effective preparation of teachers and the attainment of transformative learning outcomes.

TEACHER EDUCATORS' SUGGESTIONS FOR THE IMPLEMENTATION OF ITEP

The suggestions given by teachers educators for the implementation of ITEP has been coded qualitatively and categorized under the following major themes: 1) Budgets, 2) Research, 3) Infrastructure & Resources, 4) Faculty Requirement & Training, 5) Placement of teachers, 6) Mind set, 7) Effective guidelines

Theme 1: Budgets

Teacher educators suggested that budget should be granted to institutions for the development of infrastructure, requirement of teaching and non-

teaching staff and other resources. A participant said:

If the GDP [gross domestic product] is increased by 6 percent, as proposed by committees and the commission, Hopefully, the implementation would be simpler on a national scale.

Kundu (2019) also suggested for the formulation of economical solutions for the maintenance and enhancement of educational resources.

Theme 2: Research

The teacher educators suggested that there is a need for in-depth research in the area of ITEP. Researchers should be encouraged to research various aspects of ITEP like availability of resources, infrastructure, faculty, curriculum, budget, positive and negative aspects and views of academicians etc.

A participant stated: *The integrated programme is already running at RIE [Regional Institute of Education] another programme, like B.El.Ed, has also been running in DU [Delhi University]. ITEP is not a new concept. However, there are fewer research studies available that evaluate whether an integrated style of teacher education is superior to a stand-alone teacher education programme. The findings of the studies to date are not particularly encouraging. It's good to conduct research on ITEP as a pilot project.*

Theme 3: Infrastructure & Resources

The teacher educator suggested that ITEP should be implemented after the development of infrastructure, resources and other amenities in institutions. It should be implemented following the recruitment and training of teacher educators. A participant stated:

The institutions like DU [Delhi University], Jamia Millia Islamia etc.. the departments are situated far away in kilometres. Distance will waste the time of students in joining classes for different subjects. For this, I am suggesting that

for integrated programmes, all classes should be conducted in the same building.

Mahananda (2024) also advocates for the implementation of an integrated teacher education program in India, modernisation of infrastructure should be there.

Theme 4: Faculty Requirement and Training

The teacher educators recommended that ITEP be implemented after meeting all the standards and proper training for teacher educators. Teacher educators also suggested that students be provided with quality teaching ability. Higher teaching values should be reflected in their behaviour, which would set them apart from the students of other teacher education courses. As a result, recruiters would be attracted to the high potential of ITEP students, and students will be motivated to pursue ITEP as a career path. Mahananda (2024) also advocates for the implementation of an integrated teacher education program in India by updating the curriculum to align with global standards, enhancing practical training through experiential learning, promoting continuing professional development, and using technology for efficient teaching and learning.

Theme 5: Placement of Teachers

In the opinion of teacher educators, policies for student placement should be developed for the four-year integrated curriculum. To make student placement easier, they recommended that ITEP colleges or universities in future interact with local schools and other agencies.

Theme 6: Mindset

In the opinion of teacher educators, the public's view of teaching as a profession is often negative. Thus, orientation programmes should be organised to develop interest among bright students, so that they choose the teaching profession. Additionally, it was also suggested by teacher educators that the mindset of students towards the teaching profession

needs to be changed for the effective implementation of ITEP.

Theme 7: Effective Guidelines

Teacher educators suggested that effective and separate guidelines should be formulated for the effective implementation of ITEP, keeping in view the new education policy 2020 in mind. Sharma (2018) advocates for transformative reforms in teacher education, highlighting the necessity for a unified teacher education policy to tackle systemic challenges and enhance the quality of teacher education in India. A participant suggested:

.... Nothing is effective without a strong plan. So, it is a suggestion from this side that an effective guideline should be in our hands for its implementation.

The findings of Mahananda (2024) also advocates for the implementation of an integrated teacher education program in India, modernisation of infrastructure, alignment of curricula with global standards, enhancement of practical training via experiential learning, promotion of continuous professional development, and utilisation of technology for effective teaching and learning. Roy (2025) advocates for the improvement of teacher training quality, the assurance of affordability, the integration of novel pedagogical approaches, and the resolution of implementation issues. It underscores the necessity for ongoing curriculum changes and the cultivation of a supportive atmosphere for prospective educators within the Integrated Teacher Education Programme.

LIMITATIONS OF THE STUDY

There are numerous limitations to the current research investigation. In this study, the data have been collected with in-depth interviews by interacting with participants individually; thus, due to time constraints from the side of participants and researchers, this study includes a small number of participants. The findings are only indicative and are tied to the successful implementation of ITEP

throughout the country and across. There is a need to perform additional research with a larger sample size to obtain more thorough conclusions.

CONCLUSION AND RECOMMENDATIONS

The ultimate objective of any systemic reform in teacher education is to enhance student outcomes. The presence of qualified teachers in schools consequently leads to the development of capable students, which is a global imperative for the 21st century. Currently, teacher educators require ongoing professional development to sustain their competencies and to adhere to national educational policies (NEP-2020). Change within a system is inherently gradual rather than instantaneous. The Integrated Teacher Education Programme (ITEP) in India aims to bolster professional development for both in-service and pre-service teachers, thereby fostering quality education through effective pedagogical strategies.

The teacher educators involved in this study appear to express concerns regarding ITEP implementation, primarily focusing on budget and educational funding issues. They emphasise that the successful realization of implementation objectives may not be attainable until the gross domestic product (GDP) allocated for education is increased, aligning with prior statements by various commissions and committees. The concerns articulated in this study seem to relate to the manner in which the integration process is conducted. Further investigation is also warranted into whether integrating main subject instruction with pedagogy is more beneficial compared to delivering pedagogy as a standalone component within teacher training institutions. Moreover, for ITEP to be effectively implemented, it is necessary to conceptualize and strategically approach its execution. Although their recommendations appear sound for elevating overall educational quality, such improvements are contingent upon adequate financial and administrative support from stakeholders. The majority of respondents emphasised the importance of enhancing infrastructure standards, promoting

interdisciplinary approaches, and advancing teachers' professional development. The qualitative analysis of their responses predominantly highlights budgeting as the principal solution. While the findings of this study are promising, the concerns and suggestions raised by teachers are particularly significant, as they align closely with the key qualities identified by experts for efficient ITEP implementation. In summary, the principles underpinning the national education policy (NEP-2020) for teacher education are fundamentally sound and can be fully actualized with sufficient financial investment, comprehensive training, and systemic reforms.

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