

ITEP: A Framework for Teacher Education with 21st Century Skills

Dr. Ningthoukhongjam Sophia Devi

Assistant Professor, Dept of Teacher Education (B.Ed). S. kula women's College, Nambol.

Dr. Nongmaithem Sanjoy Singh

Guest Faculty. Dept of Education, Manipur University, Canchipur.

Abstract

The Government of India introduced NEP 2020 for overhauling the education system in relation to the general prevailing conditions. Its central purpose is on the overall growth of the posterity of the country. It plans to bring changes in every field of teacher education to come across the current challenges of classroom rising from the education system. It highlights the necessitate for superior educator preparation to enhance academic performances and promoting for a more embedded and comprehensive approach. For this, the National Council for Teacher Education has launched ITEP which aims at making prospective teachers. This program helped educators to plan and execute different educational tasks for students of diverse course organization in schooling. The program is launched to make certain that student teachers enhanced concepts in subject and teaching beside experiencing to efficient having techniques and ethos. ITEP enhance graduates skilled work readiness beside 21st century skills which destined to be executive style and embellishment for student teachers. This paper discuss es the revolution of ITEP, components and their impact, its implementation, challenges in different aspects, opportunities and outlook in reexploring teacher education in our country, suggestive measures. This study emphasizes its importance to reform teacher education and promote different strategies for development.

Keywords: *Teacher education, ITEP, NEP 2020, 21st century, Education system, Prospective Teacher.*

Date of Submission: 12-09-2026

Date of Acceptance: 22-09-2026

I. Introduction:

A country's development is primarily depended on the quality of the education system. It started inside the classroom at ground level. Competent teachers are required for quality learning environment. So, teachers are required to be well resourced in various aspects such as proficiencies in content, method of teaching, skill in management and communication, morality, performance and commitment in order to meet the challenges occurring from the behaviour of the students during the teaching learning process. Teacher education is the core foundation of every educational system which affect the quality and effectiveness of teaching inside the classroom and as a result, the educational goals of students. Teacher education is important in designing a prevetted groups of qualified teachers that well prepared the rising generation.

The National Education Policy 2020 highlights, "Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy". (Para 15. 1, NEP 2020).

Teachers are called as national builders as they are the key impetus of our country. The educational personal is both regardful and responsible for guiding student's life while promoting development in society. At every institution teacher not only disseminate understanding to the students but also builds into efficient person for development in the society as they are the posterity liable for the progress of the nation. So, the leading edge will be fully prepared for the improvement and expansion of the country's growth. The requisite of encompassing and different approach for the development of teachers is highlighted in NEP 2020.

The NEP 2020 proclaimed after over thirty years, revise the overall teacher training structure to line up with the requisition of the 21st century. NEP 2020 looks for the holistic approach and aims to make teachers who are apart from being only a person who has deep specialized knowledge and high skills but also a compassionate guide and ever learning person. The policy envisages a profound change from an absolute accreditation model to combined, competent and progressive pedagogical training culturally grounded I Indian values and nations standards. Thus NEP 2020 highlight a preliminary test of ITEP to equip teachers with 21st century skills via holistic education to generate skilled teachers to provide and accomplish the necessities of the education system. ITEP is

one of a program as a turning point in teacher education stated by National Council of Teacher Education. It is a twofold significant integrated program that design for furnish academic expertise along with professional competence to the practice teachers in holistically. It also aims to provide to 21st century skills and is enlightened with Indian values, dialect, wisdom, mindset, indigenous practices and educational innovations.

Integrated Teacher Education Program (ITEP)

ITEP stands for Integrated Teacher Education Program. It is a flagship program on National Council of Teacher Education under NEP 2020. ITEP as notified on 26 oct 2021 is a 4- year undergraduate program launched to furnish teachers with a holistic view of teaching, deep understanding of concepts and hands on classroom experience.

“The 4-year integrated B. Ed. Offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B. Ed will be a dual-major holistic bachelor’s degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, and more” (Para 15.5, NEP 2020).

The ITEP is a pioneering strategy that effortlessly mixed the knowledge of theory with hands on experience. It is design to prepared the future educators holistically. The ITEP combines different features of teaching such as subject specialist, teaching proficiency, classroom discipline and comprehension of children development. Its objective is to brought versatile and prospective teachers who can furnish to manage the intricacy of advance classroom. The ITEP guarantee that student teachers enhance practical experience via training and hands on teaching while concurrently expanding their comprehension of theories and principles of education The comprehensive and integrated system assist the student teachers to enhance vital proficiencies, assurance, and flexibility to give academic excellence and definitely influence the students understanding.

The ITEP symbolize as an important move as for increasing the quality and efficacy of teacher education. Conventional teacher training program constantly endured from separate between the conceptual understanding and implementation. The ITEP looks to connect by combining the two facets effortlessly, guaranteeing that student teachers are more than just proficient in academician furthermore well verse in pertaining these theories in physical learning environment. This combination is important for planning versatile who can get the varied demand of digital learning environment.

The ITEP highlights the overall development of teachers. It combines subject matter expertise with pedagogical skills, classroom management techniques and an understanding of child psychology and development. This comprehensive approach ensures that teacher candidates are prepared to handle various aspects of teaching, from lesson planning and instruction to assessment and classroom management. By fostering a deep understanding of both content and psychology, the ITEP aims to produce teachers who are confident, competent and capable of fostering a positive learning environment. (Sahoo & Sahoo, 2024).

The ITEP is a twofold integrated program that aims at the twofold objectives of furnishing academic expertise as well as professional skills to the future students holistically and aims to provide 21st century skills. The curriculum framework (9) of ITEP insisted, “ITEP envisions the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education, as the main feature. (National Council for Teacher Education [NCTE],2022).

According to the norms and standards on ITEP released by National Council for Teacher Education on October 26 and May 1 2022 calls for online applications for first phase of the preliminary test of ITEP from different intent institutions. From this, the test release of ITEP was started at 42 institutions with the recognition of NCTE including the Indian Institute of Technology (NIT) and government colleges for the session 2023-2024.

The ITEP emphasizes hands on training and practicum giving intent teachers with practical teaching experiences. Among institutional schooling experiences, practicum student teachers can apply conceptual understanding in actual educational setting and praising their teaching proficiency and management strategies. Knowing the significance of digital in today’s education system, ITEP also center on incorporating digital learning, learning management system and growth of digital teaching strategies in teacher education. Moreover, it emphasizes the importance of continuous professional development of teachers to raise continuing education facilitating teachers to enlarge their ideas, explore new concepts and continue to be active in their profession. ITEP guarantee teachers to keep in touch and modernized with the newest high quality educational strategies and advancement.

Features and Advantages of ITEP in the Context of Education

In educational institutions, the ITEP is remarkably better than other curricula. Nevertheless, there are many versatile components of an ITEP that are apparent. The curriculum of ITEP is blended with education courses and specialized in order to provide comprehensive training to all student teacher. The program of ITEP is

integrated curriculum and ensure the student teacher to achieve holistic education extending full range of subjects such as evaluation, curriculum development, child development and educational psychology. ITEP procedures furnish immediate access to teaching license, thus assisting quick teaching licensing. Student teacher for this twofold undergraduate program may simultaneously learn their teaching likewise their course of study. These program prioritized hands on learning to sufficiently furnish candidate for work life. Therefore, ITEP program promote hands on learning by using academic exercises, fieldwork, and practicum. This program focused on obtaining necessary proficiencies that will allows candidates to build fascinating and effective study skills all among their professional life. The program also furnishes opportunities to carryon to enlarge their skills and understanding after finishing the course, thus encouraging career advancement. The plan of ITEP consists of innovation in the program of teaching, therefore assisting student teachers to utilize them being an instructional strategy. It sustained their connection to the newest development in instructional design.

ITEP is mixed with teacher training course and under graduate program effectively. Therefore, the program has many benefits for student teachers and blended completely the educational program designed to impart knowledge required to get necessities for teacher certificate. This reduced the amount of time spent and the physical energy required to complete a course and teacher training program. Teacher training program may provide the candidate a more acute level of knowledge of practicum by blending academic engagement with structured framework of all planned learning experiences and furnish a better insight of practicum. Additionally, ITEP help the growth of the teaching proficiencies required to become a qualified teacher. Amidst additional items, students may select ideas on classroom discipline, evaluation technique, and instructional strategies. The program also supports the students to enhance comprehension of the subjects they were going to deal. This assists the student to skilled in their career, thus allowing them to help the students to build stronger knowledge. Accomplishing this program officially validates that a student has completed all essential and thus eligible to get their teaching credential directly. Therefore, the student has a greater number of possibilities to acquire a high-quality work conditions.

ITEP as an Evolving Demand of the Indian Education System

ITEP is a deliberate and well- planned response to the evolving landscape of education. The aim of ITEP is to provide holistic approach to teacher education by blending specific information, learning paradigms and practical knowledge gained outside theory. The main focus of ITEP is on how well tested ideas and practice are related in oppose to conventional teacher preparation program that often split these two parts. Information and Communication skills motivate strategies to significantly enhance student learning and support self- evaluation are amid the important principle of ITEP. ITEP ensure that students teachers are having the power to pertain their conceptual understanding in real world context by integrating practical teaching across the program. This approach pursues to shut the understanding they need between assumption and exercise enabling students to achieve the competencies needed to thrive in different learning situations. ITEP admit the significance of providing training to the students who hold specialized proficiency and instructional excellence. So that to receive the necessitate of a student who has unique background the program looks to bring teachers who can distinguish teaching make efficient and compelling lesson and utilize innovations to develop teaching. The aim of this program is to deal the challenges departing professional development improvised for the physical learning environment.

The Important Components and Impact of ITEP

- **Approach that connected multiple subjects and educational transformation**
Integrated curriculum and pedagogical innovation are primary components of ITEP. The curriculum integration of subject knowledge teaching and practical ideas obtained from theory in ITEP produced an easy process and a holistic well-planned educational journey. Teachers in training is going to be capable to put on their understanding in real life event and grasp how these components are linked. The core aim of ITEP is transforming the education system which motivate the teachers in training to explore and put on technologically oriented strategies to develop learning and engagement. Problem-based learning, experiential learning and interactive learning are all comprised in this. ITEP prepare teachers to plan fascinating and effective understanding that motivate thoroughly understanding and analytical reasoning by growing a progressive culture. ITEP emphasis on interdisciplinary learning to motivate the student teachers to linked the knowledge from different field of study. This method develops the ability to exercise knowledge in a diverse setting and help students in achieving an additional grasp of the world. Moreover, ITEP advocates the application of physical set up and solving the open- ended challenges in the classroom. Educational transformation can take place by using peer-to-peer learning and scale down teaching.

- **Enhancing teacher proficiencies for effective teaching.**
The purpose of ITEP is to enhanced the professional skill and competencies of teachers where they need to get success in different learning environment. For this, they required mastery in communicative competence appraisal, classroom discipline and teaching strategies. ITEP aims to well equip the teachers to cope with the varied groups

of students. The program put more focus on inclusive education to get the necessities of different learners by teaching student teachers how to differentiate instructions. This involve meeting the needs of students from different social heritage and disable students. Moreover, ITEP build collaborative problem solving and analytical reasoning abilities. It is inspired for student teachers to precisely assess their approach, practice, thought and specific location in which they have the potential to reach high standard quality. Peer-to-peer learning, collaborative assignment highlights the cooperation which promote the communication expansion and partnership. Unwavering commitment to doing what is right in teachers is also another aim of ITEP.

- **IT integration in education**

IT integration in education is the most vital component of ITEP which furnish teachers for the enhancing the function of technology in education. The main focus of this program is to enhance teaching and learning by using digital content and devices. Digital publishing, virtual teamwork devices and e-learning platform utilization are all obscured in the training given to the student teachers. This prepared the student teachers to plan efficiently and fascinating virtual learning environment. The ethical dilemmas encircling the utilization of technology in the field of education like as those relevant to e-safety, e- citizenship and information privacy are also include in ITEP. Student teachers are strongly encouraged to utilize technology prudently and ethically. The program made certain the teachers to teach students in ICT skills.

- **Hands-on experience and introspective learning**

The foundation of ITEP is hands-on experience which provide student teachers an opportunity to apply their ideas into exercise in real educational setting. The ITEP integrates practicum and apprenticeship providing student teachers the chance to get hands-on experience under the guidance of experienced guide. This program focused on critical reflection and urge student teachers to assess their strategies acutely and identify specific regions where the students can perform best. This involve accomplishing self- reflection and acquiring feedback from teachers and friends. ITEP ensures that student teachers are sufficiently equip to come in the teaching profession by connecting the interval between premise and teaching processes. Because of ITEP, student teachers achieve hands-on experience that enhance the self- assurance and capability as teachers.

Special Qualities of ITEP

ITEP is dissimilar from B.Ed. program and possess special qualities:

- **Double major framework:** ITEP is a double major framework where students go through two undergraduate courses concurrently in academic discipline (BA, BSC, or BCom) and in professional education (B.Ed). In this, students have to study both professional education and academic discipline.
- **Comprehensive method:** ITEP prefer lifelong education, flexibility and combine with physical, mental, emotional, social, creative, pleasant and inner growth. It encompassed student centred approach and elevate inclusive and team-based learning throughout the course.
- **21st century skills:** The ITEP integrates 21st century skills under NEP 2020. It enhanced the understanding of student teachers with the new progress in the method and practice of teaching. It provides 21st century skills like digital literacy, adaptability, cross-cultural communication, originality, logical reasoning, problem solving, governance and people skills for future educators.
- **Indian Knowledge System:** Integration of Indian Knowledge System into the ITEP is the primary aim of NEP 2020. ITEP furnish an exceptional base of cultural heritage, dialect, intellectual growth, values, governance, legislation, handicraft and traditional medicine.
- **Multifaceted Result:** ITEP guarantee the mastery of students in disciplinary along with instructional courses. This course is managed by multifaceted higher education institution and help students to use the entire tangible assets accessible in the institution. This inspired the students to team up their school subjects and give them multifaceted results.
- **Diverse stages in training of teachers:** ITEP has a unique process with four stages according to the advocated system of education 2+3+3+4 by NEP 2020. For Anganwadi, 1 and 2 grades, the ITEP with foundational stage specification is 3 to 8 years. Grades 3 to 5 is ITEP with preparatory stage. Grades 6 to 8 is ITEP with the middle specification stage. 9 to 12 grades is ITEP with secondary specification. Master degree in disciplinary subjects is not required in secondary stage to deal the 11 and 12 grades. But in B. Ed, the student teachers are required to finish the post graduate for dealing 11 and 12 grades.
- **National Professional Standards for Teachers (NPST):** On Feb 2024, a regional consultation meeting for evaluation was conducted by NCTE for exchanging excellent exercises on NPST. Core values and ethics, knowledge and practice, professional growth and development are the three domains of NPST. Plan of action, applicability and periodical review are the three levels of NPST. The uniqueness of ITEP is to assess teacher and the quality of teaching. NPST has been defined as “Shikshak Samman Dastavez”.
- **Centralized Admission Process (CAP):** The admission process of ITEP is a centralized process of admission where the students need to appear the National Common Entrance Test conducted by the National

Testing Agency (NTA) if they want to get admission in ITEP. This is the requisite for the Centralized Admission Process.

- **Multicultural enrichment:** The centralized admission process facilitates ITEP with multicultural students from entire India. It encouraged comprehension and recognition of values for the multifaceted experience of the students.
- **Joint research initiative:** NEP 2020 permit ITEP to openly follow doctorate degree by not having post graduate degree, permit students to done doctorate degree in pertinent to their discipline.
- **Lowest level of qualification for teachers:** For teachers at foundational, preparatory, middle and secondary stages of school education by 2030, the primary objectives of NEP 2020 is to establish ITEP as the lowest level of qualification.
- **Continuable period:** A student teacher is set to be endorsed to accomplished ITEP in six years of entrance if the students are not able to done any semesters guaranteeing a continuable period for their education.
- **Make proficient teachers:** ITEP encourage public participation and furnish student teachers with competencies such as analytical skills, logical reasoning, interaction and ethical reasoning.
- **Frequent access, way out and re-entrance:** ITEP provides frequent access, way out and re-entrance for student teachers with correct accreditation for way out after one or four years of execution. Student teachers will be officially granting accreditation in the academic discipline and dual major degree in relation to the year of achievement as well as minimum passing grade.

Challenges and opportunities

- The main challenge of ITEP is a making and implementing the curriculum that is mixed with academical knowledge and the practical knowledge get from outside book. The integration of technologies into the curriculum also required faculty members that posses the abilities and knowledge for handling the technologies. So, the curriculum needs to review more often in order to updated the changing demands of our education system.
- For implementing the ITEP effectively, the faculty teachers need training and development in their profession. They must not only possess the field mastery but also instructional and digital competence. It is important to stay current with the latest and best exercises in education by faculty members on the current professional development. So, the faculty teachers are essential to get training in order to mentor effectively the student teachers during their course.
- For successfully implementing ITEP, it is necessary for funding facilities and technology. In order to support the program like libraries simulation centres and technology lab, institution must make investment. For practical experience, the collaboration with school is essential and these should be conclusive.
- For judgening the effectiveness of ITEP, creating trustworthy and valid evaluation and assessment is important. Moreover, to standard metrics of educational attainment, assessment of academic proficiencies, technological literacy and critical reflection should take in. Contiguous study of ITEP graduates is essential to evaluate the long- term effects on teacher effectiveness and student outcome.
- To meet the different needs of learning for students including those from various social heritage, teachers must prepare by the ITEP program. Therefore, the curriculum must contain the practices of inclusive education, chance must be provided to student teachers to work with various student from different backgrounds. In the program, the elements of socio economic that affect learning must be covered.
- In order to implement the ITEP effectively, collaboration with educational institution, neighbourhood association and other interested parties are very important. From this, student teachers can study from experience masters and get practical ideas get from outside books. Partnership also provide the ITEP the perspective observations on how potent it is.

II. Conclusion

The ITEP programme introduced under the NEP 2020 imbody a fundamental change in the formulation and pedagogical preparation. It is an important step for preparing student for the challenges of 21st century learning environment. ITEP aims to improve the effectiveness and quality of teacher education by combining the knowledge, pedagogical techniques, moral code into a single programme. It represents a changing opportunity to reframe teacher education program. Its success is linked on addressing important challenges like improper infrastructure, preparedness of teachers, discrepancy of policies and deeply ingrained. To fill this gap, investment in institutional capacity, program for professional development and develop co operation between the stakeholders are essential. Different elements are vital for careful consideration of planning and executing integrated curriculum, professional development, creation of reliable assessment. ITEP can change the teacher education and ensure that students can prepared their ideas for tomorrow by getting continuous development strategies supporting cooperation between stakeholders and ready to face the transforming demands of the educational journey.

References

- [1]. Alam, MD. A. (2024). Transforming Teacher Education: The Impact of NEP 2020 on ITEP Implementation. *Indian e- Journal on Teacher Education (iejte)*, 475-483.
- [2]. Devi, U. N. & Konwar, J. (2025). Integrated Teacher Education Programme (ITEP): The Paradigm Shift of Teacher Education in India. *International Journal of Scientific Research in Modern Science and Technology*, 4(11), 1-10. DOI:<https://doi.org/10.59828/ijrmst.v4i11.388>.
- [3]. Rini Mandal; Dr Jayanta Mete; Ratna Mondal Biswas (2025). ITEP In India: Problems and Prospects Under nep 2020. *International Journal of Innovative Science and Research Technology*, 10(5), 2940-2946. <https://doi.org/10.38124/ijisrt/25may 1596>
- [4]. Safuvan, M. (2025). Reimagining Teacher Education: The Role of ITEP In Shaping Future- Ready Educators. *International Journal of Creative Research Thoughts (IJCRT)*, 13(9), c798-c802.
- [5]. Sahoo, D. & Sahoo,D.P. (2024). A Study on the Opinion of B. Ed. Student Teachrs, towards Integrated Teacher Education Programme (ITEP). *International Journal of All Research and Scientific Methods (IJARESM)*, 12(6),1060-1066.
- [6]. Suresh, K, Balamurugan, R.& Lavanya, M. (2025). ITEP: An Idiosyncratic Programme for Generating Teachers with 21st Century Skills. *International Research Journal of Multidisciplinay Scope (IRJMS)*, 6(1), 790-802. DOI:10.47857/irjms. 2025 . v06i01.02654
- [7]. Verma, A. (2025). ITEP: A REVOLUTION IN INDIAN EDUCATION SYSTEM. *International Journal of Advanced Research (IJAR)*, 13(11), 1075-1080. DOI:10.21474/IJAROI/22190.
- [8]. Sarangi, P.M. & Panda, S.C. (2025). Implementation of Integrated Teacher Education Programme (ITEP): Challenges and Opportunities. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*,16(02),171-178. DOI:10.30945/2230-7311.2.2025.9
- [9]. National Council for Teacher Education, Curriculum Framework. ITEP Curriculum. NCTE: India. 2022. <https://ncte.gov.in/itep/PDF/ITEP Norms and Standards. Pdf>.
- [10]. National Council for Teacher Education, List of central/state universities/institution including IITs,NITs,RIEs and government colleges for the academic session 2023-2024. Institution List. NCTE:India.2024 <https://ncte.gov.in/wedsite/PDF/list of 42 Institutes.pdf>