

## **INTEGRATED TEACHER EDUCATION PROGRAMME IN INDIA: WAY FORWARD TO VIKSHIT BHARAT**

**Amar Upadhyaya**

Assistant Professor, Department of Education, Dibrugarh University

**Grishma Boruah**

M.Ed Student, Dibrugarh University

**Kapil Dev Gogoi**

M.Ed Student, Dibrugarh University

**Liza Gogoi**

M.Ed Student, Dibrugarh University

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### **ABSTRACT**

This article explores the part played by teacher education in achieving the vision of "Viksit Bharat 2047," placing special focus on the Integrated Teacher Education Programme (ITEP) launched through India's National Education Policy (NEP) 2020. It points to teachers as moral mentors, thinkers, and social leaders crucial to building the future of the country. The research, grounded in qualitative analysis of secondary sources—policy reports, government documents, and academic writings—examines the structure, curriculum, and policy framework of ITEP. It uncovers recurring issues in Indian teacher education like outdated curricula, inferior infrastructure, lack of professionalism, and drifting away from NEP's transformational objectives. The paper describes how ITEP, being a four-year dual-degree program, meets these challenges through combined academic-pedagogical preparation, flexible entry-exit points, outcomes-based education, and prolonged school-based internships. The program seeks to graduate competent, multidisciplinary teachers who can adjust to 21st-century demands. Results indicate that ITEP is capable of revolutionizing teacher education to be more relevant, inclusive, and competitive globally. Therefore, ITEP becomes a vital pillar in realizing the vision of Viksit Bharat 2047—a developed, knowledge-based, and self-reliant India.

### **INTRODUCTION**

Education is an ongoing process that transforms people intellectually, morally, and socially. Teachers are at the centre of this effort, not just as purveyors of information, but as guides, mentors, and moral leaders. They determine the country's future by inspiring young minds with their wisdom, values, and example. To establish dedicated teachers, a nation should provide robust teacher education programs to facilitate a heterogeneous and efficient educational system (Nial, Nag, & Rout, 2024). In order to play these roles efficiently, teachers need to be professionally trained. (Arandhara, 2024-2025). The central government has adapted various strategies to develop the country holistically including teacher education. The Viksit Bharat is one of such strategies that aims to transform the country into nation incorporating self-reliance and prosperous economy by 2047. Prime Minister Shri Narendra Modi inaugurated the 'Viksit Bharat at 2047: Voice of Youth' project on 11 December 2023 through video conference. The vision of Viksit Bharat covers various aspects of development such as- economic growth, social progress, environmental sustainability and good governance (Sahoo & Vadrnam, 2024).

According to **Sharma, Sharma & Singh (2025)**, the development of employability skills will be crucial to the attainment of Viksit Bharat. Detection and rectification of skill gaps by a well-defined framework will increase productivity, industry partnerships, start-up development, and international competitiveness. A skilled, versatile workforce will propel India's self-reliance, sustainable growth, and inclusive prosperity. In this way, India is certain to create the type of highly trained labour base that can power innovation, economic development, and international competitiveness. **Ahmad (2024)** examines the Indian education system and National Education Policy 2020, underlining its potential in attaining Viksit Bharat by 2047. It points to historical context, quality education, inclusivity, and teacher training, calling for immediate implementation of reforms to overhaul education and address Sustainable Development Goals. The effectiveness of education delivery in Viksit Bharat depends primarily on the quality and availability of teachers. (Gaur, Tiwari, saxena, & Sikarwar, 2024). The vision of "Viksit Bharat 2047" is to develop India as a developed nation within its 100th year of independence. Education is at the core of this development, as it holds the future of India. By investing in education, India can endow its citizens with the knowledge, abilities, and values to forge a thriving, inclusive, and unbiased society. An advanced India will be that where education induces growth, inclusiveness, and readiness for challenges and opportunities in the 21st century. (**Arandhara , 2025**).

Teacher education refers to the policies and procedures intended to equip teachers with the knowledge, attitudes, behaviours, and skills they need to carry out their functions efficiently in the school and classroom (Kadam, 2025). In India, teacher education is plagued by various challenges, including inadequate infrastructure, teacher shortages, and outdated curricula, which undermine quality. Additionally, a skills mismatch between education and labor market demands contributes to unemployment (Gaur, Tiwari, saxena, & Sikarwar, 2024). In response to these challenges, the National Council for Teacher Education (NCTE) launched the Integrated Teacher Education Programme (ITEP) as part of the National Education Policy (NEP) 2020. ITEP seeks to offer high-quality education in content, pedagogy, and values, resolving recurring challenges and improving the efficacy of teacher training. **Mohiyuddeen, Gayathri, and Meghana (2024)** analyze India's Viksit Bharat 2047 vision focusing on enhancing education and skill development. It identifies challenges like outdated curricula, access inequalities, and skills mismatch. The paper examines government initiatives like Skill India and explores technological innovations such as AI and VR. It concludes with strategic reforms and public-private partnerships to strengthen education, promote inclusivity, and align with global standards. The purpose of this review is to explore how ITEP can be the backbone of the education of countries' development, focusing on Vikshit 2047.

## OBJECTIVES

This article examines the ITEP structure, curriculum, and policy framework under the National Education Policy (NEP) 2020. It discusses how ITEP will develop quality teachers through integrated and multidisciplinary training in support of achieving Vikshit Bharat by 2047.

## METHODOLOGY

This paper adopts a qualitative approach in examining the provision for the Integrated Teacher Education Programme of India. The data were gathered using secondary sources such as official policy documents, government and commission reports, and educational literature regarding teacher education reforms and NEP 2020.

## RESULTS

### ITEP FROM NEP 2020 PERSPECTIVES

The National Education Policy (NEP) 2020, succeeds NEP 1968 and NEP 1986. It was presented to cater to demographic changes and fast-paced technological advancements that rendered the previous system less effective. NEP 2020 shifts from the 10+2 system to a 5+3+3+4 pattern to produce well-rounded people with empathy, creativity, and rationality. Teachers are put at the forefront of this change, being critical to education reform. In response to the Justice J. S. Verma Commission (2012), which had pointed out serious deficiencies in teacher education institutions (TEIs), NEP 2020 promotes overhauling teacher training according to India's plural knowledge systems. One of the reforms is the Integrated Teacher Education Programme (ITEP), a four-year, dual-degree, multidisciplinary course aimed at producing capable and culturally sensitive teachers. Targeted for national implementation by the year 2030, ITEP looks to improve the profession of teaching and match it with international standards (Rout , Puhan, & Malla, 2024).

**Rethinking Teacher Preparation for Viksit Bharat 2047:** The Integrated Teacher Education Programme (ITEP), brought forward in NEP 2020 and NCF 2023, is an important initiative toward Viksit Bharat 2047. ITEP's four-year integrated program of studies incorporates subject content as well as studies on education to ready teachers to serve an engaged society. ITEP focuses on reflective, values-based, and socially engaged pedagogy with longer internships and practice training. ITEP educates teachers to adjust to the changed school architecture and develop critical thinking, creativity, and inclusivity. Teacher educators are now positioned as mentors, facilitating the future teachers to link pedagogy with life skills and social imperatives, and therefore, they create empowered and innovative citizens (Dheeraj, 2024).

### CHALLENGES OF TEACHER EDUCATION IN INDIA

Teacher education is crucial for ensuring quality education, directly influencing teaching and learning. Despite efforts to improve teacher education in India, significant challenges persist. Addressing these issues is essential to align teacher education with the evolving educational needs of the nation.

- 1. Lack of Professionalism:** Teacher educators mostly remain isolated from academic updates, depending mostly on syllabi and textbooks. They should read scholarly journals, attend webinars, and stay informed about current issues in order to stay professional (Jena, 2024).
- 2. Frequent Changes in Eligibility Criteria:** Frequent changes in the eligibility criteria for teacher educators weaken the quality of teacher preparation. Inconsistent recruitment standards hurt the competence of faculty members as well as the overall quality of education (Mohanty, Mishra, & Pradhan , 2024).
- 3. Teacher Educators' Incompetence:** Several teacher educators lack the skills to incorporate technology in teaching efficiently. In addition to content and pedagogy, teacher educators also need to remain technologically up-to-date to equip student teachers to meet today's classroom requirements (Jena, 2024).
- 4. Lack of Clear Goal Setting:** Teacher trainees frequently do not have clear career objectives, with teaching only being an alternative. Such a lackadaisical approach towards their studies reduces the intensity of their learning and, by extension, their teaching performance.

**5. Inadequate Internship Programs:** The 16-week practice teaching internship is usually not enough to acquire practical skills and carry out research. The lack of pedagogy teachers and inadequate supervision worsens the situation, leaving trainees ill-prepared for actual teaching.

**6. Unpredictable Student Selection Criteria:** The criteria for selecting students for teacher education programs vary erratically, with some institutions basing it on academic grades and others on entry exams. This inconsistency reduces the overall quality of teacher training programs.

**7. Inadequacy of Alignment with NEP 2020:** Teacher education curriculum has not been comprehensively revised to align with the NEP 2020 guidelines. The outdated frameworks based on the Secondary Education Commission (1952-53) and the Justice Verma Committee (2012) cannot fit the flexible and innovative strategies suggested by NEP 2020 (Mohanty, Mishra, & Pradhan, 2024).

**8. Time-Consuming Course Structures:** Present teacher education courses, as per NCFTE 2009, are time-consuming and inflexible. B.Ed and M.Ed courses involve students in a two-year course after three years of undergraduate studies, thus making the whole process time-consuming.

**9. Lack of Flexibility:** There is minimal flexibility in the system, restricting teacher trainees to a predetermined course structure. The inflexibility does not allow them to follow teacher education in a manner that can be more compatible with personal career objectives.

To overcome these challenges and achieve NEP 2020 objectives, the teacher education system needs to be overhauled in its entirety. Some of the areas that need to be improved are strengthening teacher training institutions, updating curricula to include technology and innovative pedagogy, and bringing in flexibility in course design. These reforms are necessary to create a teacher education system that can cater to the demands of 21st-century classrooms.

### **VISION OF ITEP BASED ON NEP 2020:**

The Four-year Integrated Teacher Education Programme (ITEP) shifts from the traditional B.Ed. to align with NEP 2020, aiming to develop qualified teachers who can create effective, developmentally appropriate learning experiences for diverse school stages to Vikshit Bharat 2047.

- 1) **DUAL MAJOR SYSTEM:** The Integrated Teacher Education Programme (ITEP) integrates teacher preparation by merging a B.A., B.Sc., or B.Com. With a B.Ed. within four years. This two-major program enables students to take academic and education courses at the same time, reducing the conventional five-year route to four. (Suresh, Balamurugan, & Lavanya, 2025)
- 2) **FLEXIBILITY IN COURSE STRUCTURE:** ITEP offers flexible entry, exit, and re-entry options, unlike the traditional B.Ed. program. Based on completion stages, students earn a certificate after one year, a diploma after two, a bachelor's degree after three, and a dual-major degree with B.Ed. after four years (subject to grade criteria). This structure supports diverse learning needs and career paths, allowing learners to pause or rejoin as needed. (Education N. C.)
- 3) **CLEAR GOAL SETTING:** ITEP, launched by the Government of India, is specifically designed for students who have a clear ambition to become teachers. It offers a concentrated, target-oriented course of studies that integrates theoretical studies with

pedagogical training and enables would-be teachers to systematically pursue and attain their professional goals in the education sector right from the start.

- 4) **OUTCOMES-BASED APPROACH:** In accordance with NEP 2020 and NCF 2023, ITEP adopts an outcomes-based model that aims to nurture the necessary knowledge, values, capacities, and professional dispositions of student-teachers. Graduate attributes like critical thinking, ethical behaviour, digital literacy, and social awareness are promoted through combined academic and practical learning. This way, future teachers are not only competent to teach but also equipped to be responsible and reflective.
- 5) **APPROPRIATE TEACHING INTERNSHIP:** The ITEP has a 20-week internship consisting of three stages: pre-internship, teaching internship, and post-internship, at different school levels—Foundational, Preparatory, Middle, and Secondary. During Semester 5, student teachers undergo pre-internship activities such as viewing educational videos, studying inclusion in education, and preparing teaching materials. During Semester 6, they observe schools, researching school processes, infrastructure, and stakeholder engagement to learn about the school setting. Semester 7 is the instructional internship, wherein student teachers use their theoretical concepts in actual classrooms and carry out action research to resolve school issues and create teaching plans. Then, in Semester 8, they write a post-internship report, providing an all-encompassing practical experience. This format gives effective, hands-on training for future teachers (Curriculum Framework of ITEP, pp. 38–47).
- 6) **DESIGNING A STANDARDIZED CURRICULUM OF ITEP:** The ITEP curriculum is designed in alignment with the structure and vision of NEP 2020. With NEP introducing the 5+3+3+4 structure for school education, it is essential to prepare teachers to meet the needs of this new system. The traditional B.Ed. the programme does not fully support this vision, which led to the creation of ITEP with a revised curriculum.

ITEP includes training for all four stages:

- **Foundational Stage** (ages 3–8, including Anganwadi/pre-school and Grades 1–2)
- **Preparatory Stage** (Grades 3–5)
- **Middle Stage** (Grades 6–8)
- **Secondary Stage** (Grades 9–12)

The curriculum balances academic content with pedagogy and integrates an effective internship programme to promote professional development. By standardizing the curriculum, ITEP aims to prepare competent teachers who can design responsive teaching-learning and assessment practices suited to learners at various developmental stages.

- 7) **DIFFERENT STAGES IN TEACHER EDUCATION:** ITEP provides student teachers the flexibility to choose any pedagogical stage and major stream, allowing them to pursue B.A. B.Ed., B.Sc. B.Ed., or B.Com. B.Ed. in the Foundational and other stages. Students need to select their pedagogical stage of interest at the time of admission.

ITEP also allows vertical mobility. Students who complete the four-year programme can pursue a master's degree in Education or their major discipline. This freedom enables students to chart their own academic and professional paths.

- 8) **DIGITAL SKILLS AND ICT-BASED PEDAGOGY:** In today's world, technology is a crucial part of education. NEP 2020 emphasizes the integration of technology in teaching



and learning. Accordingly, ITEP focuses on enhancing digital skills and ICT-based pedagogy to ensure that future teachers are technologically equipped and prepared for 21st-century classrooms.

- 9) **PROVIDING INDIAN KNOWLEDGE SYSTEM:** NEP 2020 highlights the importance of incorporating Indian values, culture, laws, and ethos at all educational levels. To align with this vision, ITEP includes value education and gives priority to the Indian knowledge system, including traditional laws, politics, culture, art, and ancient medicinal practices, in its curriculum.
- 10) **TEACHER AND SOCIETY:** ITEP introduces innovations to enhance teacher education by focusing on digital literacy, physical fitness, intellectual capacity, and leadership. It establishes standardized admissions, national professional standards, and research-based education to address challenges and build a future-ready teaching workforce.

## **FINDINGS & DISCUSSION**

Education is the backbone of the progress of a nation. The vision of Vikshit Bharat believes that education, the bedrock of any nation's progress, will undoubtedly play a vital role in this journey. By 2047, India is going to celebrate 100 years of independence.. We need to envision an education system that enables all Indians, promotes inclusive growth.

1. **BRIDGING THE SKILL GAP:** Viksit Bharat requires a qualified workforce to propel economic growth. The Integrated Teacher Education Programme (ITEP) has a significant role to play by training teachers to integrate vocational skills with theoretical knowledge. Practicably accessible, ITEP prepares teachers to raise industry-ready, future-ready students, thereby bridging the country's skill gap. (Arandhara, 2024-2025)
2. **Engaging the Community via ITEP Internships** The Integrated Teacher Education Programme (ITEP) incorporates community involvement into its internships by engaging prospective teachers in grassroots work and awareness-raising campaigns. Interns work with local communities and civil society organizations to advocate for education, rights, and development, promoting increased public participation and solutions that are locally appropriate. (Yadav & singh, 2024)
3. **Unemployment, Workforce Development, and ITEP:** India's increasing youth population calls for immediate attention to employability. ITEP is responding to this by training teachers to incorporate vocational skills with academics, making students ready for a technologically driven job market and decreasing unemployment and underemployment. (Yadav & singh, 2024)
4. **Inclusive Education and the Role of ITEP** For a Viksit Bharat, India has to have 100% participation and literacy through accessible schooling—formal schools, digital modes, local languages, and special programmes for the marginalized. Inclusivity demands meeting diverse requirements such as special education, mother-tongue teaching, and learning disability support. The Integrated Teacher Education Programme (ITEP) is central, as it prepares teachers to promote inclusivity, accommodate special-needs pupils, and build adaptive, compassionate learning environments for all. (Das, 2024)
5. **Holistic Development and ITEP in Accordance with NEP 2020** In accordance with the National Education Policy (NEP) 2020, a Viksit Bharat has in sight an education that extends beyond mere academics to encourage critical thinking, creativity, cooperation, and emotional intelligence. The Integrated Teacher Education Programme (ITEP) steps into this role to shape teachers who can bring together holistic learning methodologies,

such as sports, arts, and community service. ITEP prepares teachers to emphasize non-cognitive abilities like teamwork, moral values, and communication, as envisioned by NEP 2020, in the development of holistic individuals who can contribute positively to society. (Das, 2024)

## CONCLUSION

Education is the pillar of a nation's development, and as India is moving towards its 100th year of freedom in 2047, it is important to establish a school system that builds capable citizens, accelerates inclusive growth, and readies students for the challenges of the 21st century. The Integrated Teacher Education Programme (ITEP) brings innovations to enhance the quality and accessibility of teacher education. It is focused on creating digitally literate, physically fit, and mentally competent teachers with high values, leadership skills, and good pedagogical knowledge in consonance with NEP 2020. ITEP also regularizes the admission process, determines national professional standards, and focuses on research and ongoing professional growth. Teacher training needs to be strengthened, key stakeholders should be involved, and there should be a focus on ongoing learning. Equitable solutions to educational imbalances through scholarships, hostels, and bridge courses will also be fostered. Schools need to encourage entrepreneurship by incorporating it into curricula and encouraging student innovation. Closing the digital divide through digital literacy, low-cost internet, and accessible learning spaces is critical. These combined efforts will enable India's education system to change and make the country a vibrant and empowered nation by 2047.

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