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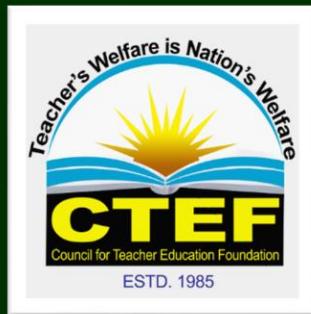
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Landscape of ITEP: Exploring Opportunities and Challenges

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Abstract

The landscape of teacher education in India is undergoing a transformative shift with the Implementation of NEP-2020. The study explores the Opportunities and Challenges perceived by Teachers and Research Scholars towards the 4 Years "Integrated Teacher Education Program" (ITEP) as mentioned in National Education Policy-2020. The nature of the study was a Descriptive survey method. Population of the study constituted Teachers and Research Scholars of 3 Central Universities (Jamia Millia Islamia, University of Delhi and Aligarh Muslim University) and 3 State Universities (BRA Bihar University, Patna University and Veer Bahadur Singh Purvanchal University). The sample of the study constituted 100 teachers and 200 research scholars of the above specified universities. A purposive sampling technique was used to collect the data. Self-prepared mixed questionnaire was used to collect the data through google form. A mixed method approach was adopted to analyze and describe the data. The study highlights that while ITEP's design is highly aligned with NEP 2020's goals for qualitative improvement, its success depends critically on strategic funding, resource equity, and institutional readiness to overcome these systemic implementation difficulties.

Keywords: NEP-2020, ITEP, Opportunities, Challenges, NPST

Introduction

The destiny of India is being shaped in her classrooms, denotes the value of education that determines the level of prosperity, welfare and future of the country (Kothari Commission, 1964). The Kothari commission has recommended to bring "National Education Policy" and finally NEP-1986 came. The NEP-1986 also highlighted the Importance of Teacher and

Teacher Education and made the statement "The Status of the Teacher reflect the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers" (NEP-1986). Therefore, the need for teachers and teacher education was felt at all times and it is a universal truth that the education system of any country depends on the education of the teacher and his/her ability, competencies, aptitude, and sharpness. Today, the perspective has completely changed, the expectations of society have changed, the needs of students have changed, the nature of education has changed, there has been a change in the learning style of the learners. On the other hand, the Justice Verma Committee report, points out the condition of Teacher education as very poor and critical; there are more than 10,000 teacher education institutes that are not serious about training teachers but only selling degrees like business (NEP-2020). Perhaps this ITEP program can address all these shortcomings as the NEP-2020 states that in order to improve, revamp and restore the prestige of teacher education the regulatory body shall be free to take strict action against malpractices and dysfunctional TEIs that do not meet even basic educational criteria. By 2030 only multidisciplinary and integrated teacher education programme shall be able to function and provide degrees (NEP-2020). There is an emerging challenge for teachers in the changing context. A new curriculum framework for teacher education has been released by the NCTE to be implemented by the universities and colleges. The four-year Integrated Teacher Education Program (ITEP) was offered in Regional Institute of Education (RIEs) across India over may years; it is now redesigned in the NEP-2020 to be implemented in universities across the country. It aims to prepare teachers to meet the challenges of the 21st century.

Conceptual Framework of the study

The Integrated Teacher Education Programme (ITEP) with established theories of teacher knowledge and reform implementation, specifically address integration. These theories serve to evaluate the ITEP policy vision against the contextual realities and systemic constraints identified in the implementation process (Gupta, 2025). The NEP 2020 draws upon the following frameworks and theories, which have been incorporated in the context of this study. Lee Shulman (1986-1987) conceptualized the knowledge base for teaching as encompassing content knowledge, pedagogical content knowledge (PCK), and curricular knowledge. PCK represents the transformation of subject matter into accessible forms through representations, analogies, and student-specific adaptations, distinguishing expert teachers from novices. This framework underscores teacher education's focus on integrating discipline-specific expertise with pedagogical reasoning.

Technological Pedagogical and Content Knowledge (TPACK) as a framework for the integration of technology within teaching. Three main bodies of knowledge – technological knowledge, pedagogical knowledge and content knowledge, inform the design of this theoretical framework (Mishra & Koehler, 2006; Mishra & Koehler, 2008; Koehler, et., al., 2013). The TPACK framework describes the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. This builds on the approach used by Shulman's (1986) pedagogical content knowledge (PCK), describing how and why teacher knowledge of pedagogy and content cannot be considered solely in isolation.

Deng and Luke (2008) propose three conceptions of knowledge in teacher education: disciplinary (subject matter knowledge), practical (classroom strategies knowledge), and experiential (hands-on, context-driven learning). Their model critiques fragmented training, advocating balanced integration to foster reflective, adaptive practitioners capable of real-world application.

Curriculum theories classify into structure-oriented, value-oriented, content-oriented and process-oriented models, including Taba's grassroots model, Tyler model, CIPP model, and Johnson's systems approach. These inform teacher education by guiding content integration, flexibility, and alignment with societal needs, such as NEP's interdisciplinary push. Teachers must navigate official, taught, and hidden curricula for coherent, equitable delivery.

NEP-2020 redefines teacher knowledge around integrated programs, blending deep content mastery, modern pedagogy, technological proficiency, and continuous professional development (NEP-2020). It prioritizes multidisciplinary training, practical internships, and standards like NPST to bridge theory-practice gaps, aligning with global reforms for holistic, learner-centered competence among teachers (NPST-2022).

Review of the related literature

Across different institutions and regions, institutions are implementing ITEP programme. Number of studies have been conducted on perception, opinion, challenges and opportunities associated with ITEP programme. A review of a few of these studies is made hereinafter:

Review related to the vision and Structure of Integrated Teacher Education Programme (ITEP): The introduction of ITEP is necessitated by historical systemic weaknesses in teacher preparation, such as fragmentation, limited practical relevance (Kaushik & Chauhan, 2019; Singh & Mishra, 2023) and weak integration of subject knowledge and pedagogy. The core vision of ITEP is ambitious to unify disciplinary knowledge and professional training

into a structured program that produces teachers who are academically strong, pedagogically competent, and socially conscious (Gupta, 2025).

The literature reflects that ITEP has brought about a structural paradigm shift. ITEP reforms the traditional pathway by replacing the old route of pursuing a bachelor's degree followed by a separate two-year Bachelor of Education (B.Ed.) program (Kaushik & Chauhan, 2019). ITEP is designed as a four-year integrated undergraduate programme, structured as a dual-major holistic bachelor's degree (Sharma, 2025; Devi & Konwar 2025; Khan et, al. 2025). This framework ensures a strong base in both academic competency and pedagogical practice (Devi & Konwar 2025). The curriculum is designed to be broader than mere teaching methods, encompassing subjects like sociology, psychology, Early Childhood Care and Education (ECCE), Foundational Literacy and Numeracy (FLN), inclusive education, and knowledge of Indian knowledge systems and values (Gupta, 2025; Trivedi & Rawlley, 2025; Chakraborty, 2022; Gupta, 2024; Sharma, 2025). The program integrates extensive practical training, including rigorous school-based experiences (20 weeks suggested) teaching practice, and internships, designed to close the gap between theory and practice (Trivedi & Rawlley, 2025). Starting from 2030, the four-year integrated B.Ed. program is intended to be the minimum mandatory qualification for becoming a teacher in secondary schools (Devi & Konwar, 2025).

The literature also suggests some of the opportunities that have been associated with ITEP. The implementation of ITEP brings several potential opportunities that stakeholders, particularly teacher educators, view favorably (Khan, et al., 2025). ITEP offers significant time savings, allowing students to complete both their undergraduate degree and professional teaching qualification in just four years (Gupta, 2025; Chakraborty, 2022; Tarique & Kumar, 2021; Nial, et al, 2025). By requiring students to make a conscious choice for teacher education immediately after 10+2, it is expected that only serious candidates will enter the profession, similar to medical and engineering fields. This process is anticipated to avoid the oversupply of teachers and produce competent, serious, and dedicated teachers (Sharma, 2025; Tarique & Kumar, 2025; Nial, et al., 2025). ITEP provides a wide range of career opportunities and focuses on building a solid foundation in the liberal arts and sciences (Sharma, 2025). The multi- and inter-disciplinary academic environment is believed to help student teachers increase their knowledge in various subjects. Teacher educators believe ITEP will be helpful in ensuring the qualitative improvement of the teacher training program (Sharma, 2025; Khan, et., al. 2025). The long duration of the course is expected to provide

enough time to guide student teachers in improving teaching methodology and enhance teaching competency (Tarique & Kumar, 2025).

The literature also indicated some of the challenges and implementation issues of ITEP. Despite the ambition of the ITEP and NEP-2020 vision, transforming this policy into practice presents multiple significant challenges, particularly in diverse contexts like Northern India (Gupta, 2025). Many TEIs, particularly in rural and under-resourced areas, face challenges related to inadequate infrastructure (Khan, et al., 2025). This includes a lack of modern classrooms, digital tools, libraries, laboratories, and teaching materials, hindering the delivery of multidisciplinary and experiential learning (Devi & Konwar, 2025; Mondal, et al., 2025). The norms and standards of ITEP require clear infrastructural requirements that many HEIs struggle to meet (Gupta, 2025). The policy's emphasis on integrating Information and Communication Technology (ICT) faces constraints due to the digital divide, especially in rural areas, affecting access to reliable internet connectivity (Trivedi & Rawlley, 2025). The vast diversity in educational institutions means that resource-rich urban HEIs may advance seamlessly while underfunded rural HEIs may be left behind, potentially exacerbating educational inequalities (Gupta, 2025). A crucial challenge is the insufficiency of trained and qualified teaching personnel (Mandal et al., 2025). Most current teacher educators were trained in the previous system that separated content and pedagogy and may lack the necessary expertise to teach integrated and interdisciplinary courses (Devi & Konwar, 2025). The necessity to condense a five-year traditional path into a four-year integrated structure risks curriculum overload (Gupta, 2024). Furthermore, teacher educators face a dilemma regarding their role in the integrated curriculum: whether they are responsible for the content of the subject or pedagogy only (Tarique & Kumar, 2021). The curriculum's construction when combining two disciplines is perceived as a significant challenge by many teacher educators (Khan, et., al., 2025; Sharma, 2025).

Objectives of the study

1. To Study the Opportunities as perceived by Teacher Educators and Research Scholars in the newly carved and implemented ITEP (Integrated Teacher Education Programme).

2. To Study the Challenges as perceived by Teacher Educators and Research Scholars in the newly carved and implemented ITEP (Integrated Teacher Education Programme).

Research Methodology

Design of the Study: Descriptive Survey method was used in this study.

Population: The population of the study constitute the teacher educators and research scholars of three central universities (Jamia Millia Islamia, University of Delhi, and Aligarh Muslim University) and 3 State universities (B.R.A. Bihar University, Patna University and Veer Bahadur Singh Purvanchal University).

Sample: The sample of the study constituted 100 teachers and 200 research scholars of the above three central & State universities but the response received only 196 (57 teachers and 139 research scholars). Hence the sample size remained 196 teachers and research scholars.

Sampling technique: The study employs purposive sampling as it includes teacher educators involved in teaching in the ITEP, as well as research scholars who completed their bachelor's studies under the ITEP programme.

Tools: A self-prepared mixed questionnaire was used for the data collection. The tool consisted of two sections. Section A consisted of 9 items capturing the perception of respondents towards the opportunities available in ITEP. Section B of the questionnaire consisted of another 9 items framed to capture the perception of respondents towards the challenges in implementing ITEP.

Content validity: The content validity of the tool was established by 4 experts of Education from different universities. On the basis of their suggestions and opinions, some items were refined and 2 items were removed. In this way finally the 18 items were finalized by the experts.

Reliability of the tool: For the purpose of establishing reliability, Cronbach's Alpha Coefficient was used by the investigator. Cronbach's Alpha is used to measure internal consistency of the tool. Usually, attitude, reaction, opinion, anxiety, and personality are assessed by the Likert-type scale. The Cronbach alpha coefficient was established through SPSS.

Table 1: Reliability Statistics of the self-prepared tool

No. of Items (N)	Cronbach's Alpha
18	.821

Table 2: Description of the Tool (Mixed Questionnaire for Teachers and Research Scholars)

Section	Related to	Open-ended Items	Close-ended Items	Total Items
A	Opportunities	5	4	9

B	Challenges	1	8	9
Total Items		**6**	**12**	**18**

Method of data collection: The data was collected through Google form from above specified University; the link was shared through Email and WhatsApp.

Methods of Data Analysis: The quantitative data was analyzed through a Likert-scale, and the findings are reported in percentage. The study uses inductive thematic analysis for the qualitative data, categorizing responses into codes and reporting the findings as emerging themes. These themes are related to the opportunities and challenges of the ITEP.

Delimitation of the study

- The study was delimited to teacher educators.

- The study was delimited to those research scholars currently enrolled in Ph.D. (Education).

Analysis and Result:

Section-A: Opportunities of ITEP, Objective wise result and discussion.

Objective-1: To Study the Opportunities as perceived by Teachers and Research Scholars in the newly carved and implemented ITEP (Integrated Teacher Education Programme).

Table 3: Key opportunities as perceived by respondents

Sr. No.	Items	S. D	Disagree	Neutral	Agree	S. A
1	ITEP will strengthen the whole system of School Education	7.5%	13.5%	30%	37%	12%
2	Through ITEP, multidisciplinary and quality teachers will be prepared	0.9%	1.7%	25.6%	56.4%	15.4
3	ITEP will help in producing disciplinary as well as professional competencies among Pre-Service teachers	3.2%	4.5%	12.8%	51.3%	28.2%
4	ITEP is an opportunity for prospective teachers as it provides both types of degree that is B. A/ B.Sc./B. Com	3.35%	4.35%	3.5%	59%	30.8%

along with B.Ed. in a single enrollment

Analysis & Discussion

The above table depicts that 49 % of respondents said that ITEP will develop the whole system of Education because the system is basically related to teachers. If the teachers' quality develops, then the whole system will be developed. Only 21 % of the respondents disagreed with the same, and 30% were neutral over the statement. This shows that participants are confused and waiting for better implementation. Whereas 71.8% respondents agreed that through ITEP, quality teachers will be prepared, only 2.6% disagreed with the statement, while 25.6% neutral over the statement. It is obvious that if pre-service teachers study pedagogy along with their subject for four years, it will improve their knowledge as well as sharpen their teaching skills. Respondents, responded over the item related to ITEP will help in producing disciplinary as well as professional competent teachers, 79.5% agreed with the same whereas only 7.7% disagreed and 12.8% neutral over the statement. The results show if the teachers will engage more in school internship and field engagement along with the extension programme, it will enhance their professional skill along with competencies. In response to the item 4 regarding opportunity for prospective teachers in ITEP as it provides both types of degree that is B. A/ B.Sc./B. Com along with B.Ed. in a single enrollment, 89.8% respondent agreed with the statement. Only 7.7% disagreed and 3.5% neutral over the statement. The positive side of ITEP is that it has the potential to save one year in the overall training duration for prospective teachers.

Themes for qualitative data analysis regarding opportunities

The opportunities perceived by respondents regarding the Integrated Teacher Education Programme (ITEP) classified into three major themes, focusing on structural shift and dual qualification, enhanced pedagogical quality and multidisciplinary competency, elevating professional commitment and IKS integration.

A. **Structural shift and dual qualification**: The theme centered on the advantages of the integrated structure in terms of time management and academic qualification. ITEP is an opportunity as it provides pre-service teachers with a dual bachelor's degree (such as B.A./ B.Sc./ B.Com.) along with a B.Ed. in a single enrollment (Khan, et al., 2025; Nial, et al., 2025; Gupta, 2024; Sharma, 2024). This integrated course is highly valued because it allows students to complete both degrees in four years, saving one entire precious year. The prospective teachers will avoid the stressful situation of managing tough competition

at two separate admission levels (Tarique & Kumar, 2021). The four-year duration perceived as an ideal time for being professionals. The provision of dual degrees will enhance academic depth, career prospects and employability (Sharma, 2024).

B. **Enhanced pedagogical quality and multidisciplinary competency**: The theme highlights the academic enhancement of the integrated model, which ensures better preparation by combining content along with pedagogy. ITEP will develop disciplinary as well as professional competent teachers. The program promotes a multidisciplinary approach welcomes students from different stream and prepares teachers for all four stages of the new school structure 5+3+3+4 (Nial, et al., 2025). The 4 years duration of the course is enough time to guide student teachers in teaching methodology and ensures in-depth analysis of the field (Khan, et al., 2025). ITEP curriculum addresses a gap in the two-year B.Ed. program by ensuring students are simultaneously looking at concepts along with pedagogic techniques to implement them in classrooms, it also enhances their content knowledge and helping them prepare for qualifying exams like CTET/TET. The program emphasizes practical skills through internship (Mandal, 2024).

C. **Elevating professional commitment and IKS integration**: The theme focusing on attracting dedicated youth and grounding teachers in Indian values. The implementation of ITEP is expected that entry into the teaching profession will be on the pupil's choice and not by chance. This is achieved by requiring students to make a conscious career choice after completing the 12th class, similar to entry into medical and engineering programmes. This process is expected to ensure that only serious candidates will enter in this profession, leading to a supply of competent and serious teachers (Tarique & Kumar, 2021). The ITEP program focuses on producing teachers with values and professional ethics. The curriculum framework of ITEP is designed to prepare teachers with a sound Indian Knowledge System (IKS).

Section-B: Challenges of ITEP Perceived by Teacher and Research Scholars

Objective 2: To Study the Challenges as perceived by Teachers and Research Scholars in the newly carved and implemented ITEP (Integrated Teacher Education Programme.

Table 4: Key challenges as perceived by Teachers and Research scholars

Sl. No.	Statements	S. D	Disagreed	Neutral	Agree	S. A
1	As a whole, curriculum load may increase due to ITEP	2.6%	28.2%	12.8%	41%	15.4%

	implementation					
2	Future may face shortage of teachers in schools due to low enrolment in ITEP	5.1%	38.5%	23.1%	23.1%	10.3%
3	Effective implementation of ITEP will be difficult due to lack of resources?	0%	12.8%	15.4%	46.2%	25.6%
4	Not all colleges and universities will be able to run such programs like ITEP.	1.5%	3.7%	17.9%	48.7%	28.2%
5	ITEP may be more expensive than a two-year B.Ed. Programme?	5.1%	20.5%	23.1%	35.9%	15.4%
6	It Will be difficult to implement the ITEP in the current situation of colleges and universities?	8.9%	11.7%	17.6%	47.3%	14.5
7	Due to ITEP, the future of two-year B.Ed. may be in danger?	2.8%	30.8%	20.5%	43.6%	2.3%
8	With the implementation of ITEP, entry into the teaching profession will be pupils' choice and not by chance or compulsion.	2%	11.1%	2.3%	35.9%	48.7%

Analysis & Discussion

As above table depicts that approximately 56% of the respondents were agreed and 30.8% respondents were disagreed with the statement and only 12.8% respondents are neutral over the statement. We can conclude that a mixed response has been received. Let's see what happens after implementation but in my opinion somehow ITEP will lead the curriculum load (Gupta, 2024). In response to the statement regarding future shortage of teachers due to low enrollment in ITEP program, approximately 34% among the respondents are agreed with the statement and approximately 44% of the respondents are disagreed with the statement. There is also need to pay attention 23.1% among the respondents are neutral over the statement means a mixed response has been received nothing be said currently over the statement. Let's see what happens after implementing the programme. In response to the statement regarding effective implementation of ITEP will be difficult due to lack of resources, more than 70%

respondents agreed with the statement. Only 15.4% were neutral over the statement and 12.8% of respondents disagree with the statement. The results show that it can be slightly difficult to implement ITEP due to lack of human and material resources (Tarique & Kumar, 2021). In response to the statement regarding not all colleges and universities will be able to run such programme, more than 75% of the respondents were agreed and only 5.2% of the respondents disagreed with the statement respectively and only 17.9% of the respondents are neutral over the statement. On the basis of response received a conclusion can be made that there will be some difficulty to implement ITEP in all colleges and universities (Trivedi & Rawlley, 2025). In response to the item regarding ITEP may be more expensive than a two-year B.Ed. Programme, approximately 50% of the respondents are agreed with the statement and approximately 25.6% of the respondents are disagree with the statement, while 23.1% of the respondents are neutral over the statement. It means a mixed response has been received from the respondent, no conclusion can be made. The outcomes of ITEP will become clearer after its implementation; however, the results indicate that it may be more costly than the two-year B.Ed. course. In response to the item regarding it be will difficult to implement the ITEP in the current situation of colleges and universities, approximately 61.8% of the respondents agreed with the statement whereas 20.6% of the respondents disagreed with the statement and 17.6% were neutral over the statement. There will be difficulties in implementing ITEP in the current scenario. In response to the item regarding the future of two-year B.Ed. may be in danger due to ITEP, 45.9% respondents agreed with the statement and only 33.6% of the respondents strongly disagreed with the statement and 20.5% respondents are neutral. It means nothing conclusion can be made. Let's see what happens after implementation but two-year B.Ed. will also be open for those who have graduation of three years. In response to the statement regarding, With the implementation of ITEP, entry into the teaching profession will be pupils' choice and not by chance or compulsion, approximately 75% of the respondents agreed with the statement. Only 2.3%% of the respondents are neutral over the statement and 13.1% of the respondents disagree with the statement. It means a conclusion can be made that the implementation of ITEP, teaching profession will be people's choice and not by chance (Tarique & Kumar, 2021).

Themes for qualitative data analysis regarding challenges

The challenges perceived by respondents regarding the Integrated Teacher Education Programme (ITEP) classified into three major themes, Acute Lack of Resources and

Institutional Capacity, Curriculum Management and Faculty Dilemmas, Financial Barriers and Uncertain Future Impact.

A. Acute Lack of Resources and Institutional Capacity: The theme captures the core challenges related to infrastructure, personnel, and institutional readiness.

B. Curriculum Management and Faculty Dilemmas: The theme focuses on the content, pedagogical requirements, and design limitations inherent in the integrated model, after 4 years of excellent training, high quality teachers will be prepared who will create the bright future of India in the schools.

C. Financial Barriers and Uncertain Future Impact: The theme includes the overall positive perception of the policy juxtaposed with the necessity of dedicated financial and governmental support for successful implementation. ITEP is a Great initiative if implemented as it is. It's a good step but proper implementation is needed, and the government should increase funding for smooth implementation of the program.

Major Findings of the Study

The analysis of the Result and Discussion, corroborated by the supporting documents, reveals several major findings regarding the opportunities and challenges associated with the Integrated Teacher Education Programme (ITEP).

1. **Positive Attitude towards ITEP's Role in Strengthening the Education System:** The overarching sentiment among respondents suggests that ITEP is fundamentally beneficial for improving overall educational quality. A majority of respondents (82.1%) believe that ITEP will develop the entire system of school education. ITEP is an innovative proposal in the field of teacher education (Sharma, 2025). It is seen as a crucial step for producing teachers who are academically strong, pedagogically competent, and socially conscious (Gupta, 2025). If implemented according to the vision of the NEP 2020, ITEP is anticipated to be great for the new education system.

2. **Time Savings and Dual Degree as Key Opportunities:** A primary benefit recognized by respondents is the efficiency of the integrated model, which significantly reduces the academic duration required for qualification. A majority of respondents 89.8% viewed the provision of receiving a dual liberal bachelor's degree (B.A./B.Sc./B.Com. along with B.Ed.) in a single enrollment as a significant opportunity for prospective teachers (Sharma, 2025). This integration is specifically highlighted as saving students one precious year of valuable time (Tarique & Kumar, 2021; Nial, et., al., 2025; NEP-2020). In a study, 72% of students mentioned that ITEP would save time (Sharma, 2025).

3. **Developing Multidisciplinary and Professional Competencies:** Respondents affirmed that the ITEP structure promotes both content mastery and pedagogical expertise, addressing the historical fragmentation in teacher education. Approximately 71.8% of respondents believed that ITEP would prepare multidisciplinary and quality teachers. Even higher, 79.5% of respondents confirmed that ITEP will develop disciplinary as well as professional competencies among pre-service teachers. The long duration gives enough time to guide student teachers in improving teaching methodology (Khan, et., al., 2025).

4. **Challenges Related to Resource Deficiencies**: While the vision is praised, the practical implementation of ITEP is expected to face substantial institutional hurdles, primarily concerning resources and infrastructure. A 71.8% of majority believed that effective implementation of ITEP will be difficult due to a lack of resources. The lack of resources (70%) and lack of infrastructure (70%) are noted to have a negative impact on implementation in other studies as well (Khan et al., 2025). A majority of the respondents, 76.9% believed that not all colleges and universities will be able to run such programs like ITEP. In addition to resources, many faculty and researchers believe that the development of the integrated curriculum itself will be a major challenging task (Sharma, 2025; Khan, et., al., 2025).

5. **Uniformity of Attitudes among respondents Despite Demographic Differences:** The study found that there was no significant difference found in the opinion of teacher educators regarding the opportunities of the ITEP course with respect to their gender (male vs. female) (Sharma; 2025). This suggests that teacher educators across different demographic groups perceive similar opportunities and challenges regarding the reform. This suggests that teacher educators across different demographic groups perceive similar opportunities and challenges regarding the reform (Sharma, 2025).

Discussion

ITEP is widely accepted as an innovative and transformative reform intended to develop the entire school education system by enhancing teacher quality (Sharma, 2025). A core perceived opportunity is the streamlining of qualifications, offering a dual bachelor's degree (B.A./B.Sc./B.Com. + B.Ed.) in four years, thereby saving students one precious year (Sharma, 2025; Perumal, 2025). This integrated, multidisciplinary structure is highly favored for preparing teachers with deep disciplinary knowledge and professional competencies, which is expected to attract serious candidates who choose teaching as a committed career rather than a fallback option (Sharma, 2025; Tarique & Kumar; 2021). However, the most significant challenge to ITEP implementation is the critical shortage of resources and

inadequate infrastructure, leading to concerns that many colleges and universities will be unable to run such complex, multidisciplinary programs effectively (Sharma, 2025). Compounding this issue are pedagogical and administrative hurdles, including the potential for curriculum overload, difficulty in combining two disciplines, and the need for significant faculty preparation to teach integrated content (Khan, et., al., 2025). Overall, teacher educators generally display a moderate to highly favorable attitude toward the program, with perceptions of its opportunities and challenges (Tarique & Kumar, 2025; Sharma; 2025).

Conclusion

The Integrated Teacher Education Programme (ITEP) is recognized as an innovative, four-year integrated reform under NEP 2020, designed to produce high-quality, multidisciplinary teachers (Gupta, 2025). A significant benefit is the provision of a dual-major degree (e.g., B.A./B.Sc./B.Com. + B.Ed.) in a single enrollment, which saves students an entire year compared to the traditional five-year pathway (Devi & Konwar, 2025; Nial, et., al, 2025). This structure is intended to professionalize the field, ensuring that students choose teaching as a committed career rather than a last resort, a concept strongly supported by approximately 75% to 84.6% of respondents (Tarique & Kumar, 2025). However, the program faces major challenges, including pervasive lack of resources and inadequate infrastructure necessary for multidisciplinary and experiential learning, leading to skepticism about whether all institutions can successfully implement ITEP. Additional hurdles involve the need for extensive faculty training to teach integrated content, policy misalignments, and potential curriculum overload, which require significant attention from the government and administration (Gupta, 2025). Ultimately, while ITEP's design is highly aligned with NEP 2020's goals for qualitative improvement, its success depends critically on strategic funding, resource equity, and institutional readiness to overcome these systemic implementation difficulties.

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