

EduInspire-An International E-Journal

An International Peer Reviewed and Referred Journal (www.ctegujarat.org)
Council for Teacher Education Foundation (CTEF, Gujarat Chapter)

Patron: Prof. R. G. Kothari

Chief Editor: Prof. Jignesh B. Patel

Email:- Mo. 9429429550 ctefeduinspire@gmail.com

EduInspire

- An International Peer Reviewed and Referred Journal

VOL: XIII

ISSUE: I

JANUARY-2026

Patron

Prof. R. G. Kothari

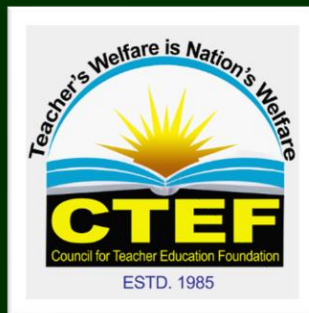
Chief Editor

Prof. Jignesh B. Patel

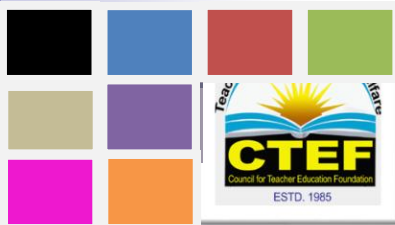
Mo. 9429429550

drjigp@gmail.com

ctefeduinspire@gmail.com



Council for Teacher Education Foundation
(CTEF, Gujarat Chapter)



Fostering Constitutional Literacy in Teacher Education: Imperatives in Light of NEP 2020 – A Curriculum Review from the Perspective of the ITEP Program

Dr. Rupali Shewale

Assistant Professor

S.N.D.T College of Education, Pune

rupalishewale@gmail.com

Dr. Vaibhav Jadhav

Associate Professor

Department of Education and Extension

Savitribai Phule Pune University, Pune

vjadhav@unipune.ac.in

Abstract

The National Education Policy (NEP) 2020 envisions a transformative approach to Indian education, emphasizing holistic, inclusive, and multidisciplinary learning. A critical pillar of this vision is fostering constitutional literacy—equipping future citizens, especially teachers, with an in-depth understanding of constitutional values such as justice, liberty, equality, and fraternity. The Integrated Teacher Education Programme (ITEP), introduced under NEP 2020, offers an ideal platform for embedding constitutional literacy into the DNA of teacher education. This paper undertakes a curriculum review of ITEP from the standpoint of constitutional literacy, examining existing frameworks, identifying gaps, and proposing a model for integrating constitutional values meaningfully into teacher preparation. The analysis is grounded in both theoretical constructs and empirical evidence, positioning constitutional literacy not just as a legal or civic requirement but as a pedagogical and ethical imperative.

Keywords: Constitutional Literacy, NEP 2020, ITEP, Teacher Education, Curriculum Review, Democratic Citizenship, Educational Policy, Human Rights Education

Introduction

The Constitution of India is not merely a legal document; it is a living moral framework that shapes national identity and governance. In an era of growing polarization and misinformation, it becomes imperative that citizens, especially educators, are equipped to uphold and transmit its core values. The National Education Policy (NEP) 2020 recognizes this, asserting that education must instil fundamental duties, constitutional values, and a deep commitment to democratic ideals. Teachers are cultural and civic leaders within their communities. Their understanding of the Constitution, its principles, and its practical implications directly influences how these values are passed on to students. Hence, constitutional literacy in teacher education is essential for nurturing active, responsible citizenship. This paper explores how the newly launched Integrated Teacher Education Programme (ITEP), a four-year multidisciplinary undergraduate program, addresses (or neglects) the mandate of constitutional literacy. The study critically reviews the ITEP curriculum, identifies opportunities for integration, and proposes enhancements rooted in pedagogical best practices and civic theory.

Theoretical Framework

- **Constitutional Literacy: Definition and Scope:** Constitutional literacy refers to the capacity to understand, interpret, and apply the principles of a nation's constitution in everyday civic life. It includes knowledge of rights and duties, institutional functions, the rule of law, and democratic practices.
- **Dewey's Democratic Education:** - John Dewey (1916) argued that democracy is more than a form of government—it is a mode of associated living. Schools are microcosms of democracy. Dewey's theory supports the idea that education must model and transmit democratic practices, reinforcing the need for a constitutionally literate teaching force.
- **Critical Pedagogy:** - Rooted in Freirean thought, critical pedagogy insists that learners and teachers critically engage with societal structures, including the law and Constitution, to foster emancipation and equity. ITEP must therefore prepare teachers to critically engage with the Constitution—not merely memorize it.

Review of Related Literature:

The National Education Policy (NEP) 2020 provides a visionary framework that emphasizes constitutional values, equity, and participatory democracy in education (Ministry of

Education, 2020). Within this framework, the Integrated Teacher Education Programme (ITEP) emerges as a key initiative to prepare teachers as agents of democratic transformation. Surjan, Chandoria, and Singh (2023) underscored the promise of ITEP in shaping value-oriented educators but noted a lack of specificity in addressing constitutional literacy within the curriculum. Alam (2024) similarly observed that teacher educators face challenges in implementing civics-oriented pedagogy due to limited professional training. Mandal, Mete, and Biswas (2025) critiqued ITEP's practical viability, highlighting infrastructural bottlenecks, curriculum overload, and lack of clarity in integrating civic content. Pathak, Sharma, and Verma (2023) recommended restructuring the curriculum to emphasize experiential learning, interdisciplinary integration, and democratic practices. Supporting this, Batra (2020) argued that NEP 2020 underrepresents the constitutional mandate by failing to provide clear mechanisms to embed civic learning in teacher education. Media analysis by Koshi (2024) pointed out that the implementation of ITEP has been uneven, with cost and accreditation barriers disproportionately affecting marginalized communities—thus limiting the reach of constitutional values. The National Curriculum Framework for Teacher Education (2009) had earlier outlined the teacher's role in fostering democratic ethos, but lacked specific tools or content to achieve this. Likewise, the Right to Education Act (2009) mandates equity and access, yet it does not explicitly equip teachers with constitutional teaching strategies. Das (2023) revealed that urban-rural disparities in educational access have significant implications for constitutional literacy. Teacher trainees in remote areas are often deprived of exposure to civic education content and activities. Panicker (2020) extended this critique to digital learning environments, arguing that EdTech solutions used in teacher education ignore cultural context, diminishing opportunities for interactive civic engagement.

Philosophical foundations support the necessity of constitutional literacy in teacher training. Dewey (1916) emphasized that schools are foundational to democracy, while Freire (1970) championed critical pedagogy to challenge oppression—both arguing for learner-centered, dialogue-driven approaches that are essential to civic learning. Sharma and Kaul (2023) demonstrated how dialogic teaching significantly enhanced student-teacher understanding of constitutional concepts through questioning and reflective discussions. Further innovations were explored by Rani and Bhattacharya (2022), who proposed using the Preamble as an organizing principle for social science pedagogy in teacher education. Yadav and Mehta (2023) applied creative methods such as street theatre and role-play, finding significant

improvements in student engagement and awareness of civic rights. These strategies, if institutionalized, could align well with ITEP's goals. Thomas and George (2024) examined ITEP colleges in rural India and discovered that the lack of localized materials and training severely restricts the delivery of constitutional content. Khan and Rao (2022) highlighted digital competency gaps among teacher educators, noting that most lacked the ICT skills needed to integrate civic learning through online tools. Bhushan and Roy (2022) conducted a comparative study of global civic education models and concluded that constitutional values must be embedded early in teacher preparation to be effective.

Objectives:

1. To assess the current inclusion of constitutional literacy in ITEP
2. To identify gaps and areas for enhancement
3. To propose a framework for effective integration of constitutional values

Research Methodology

A qualitative curriculum review methodology was employed for this study, incorporating multiple data sources to ensure depth and triangulation. The primary components of the methodology included a content analysis of the official Integrated Teacher Education Programme (ITEP) curriculum as released by the National Council for Teacher Education (NCTE) in 2023. This was complemented by a comparative analysis of previous Bachelor of Education (B.Ed.) curricula to identify shifts in pedagogical priorities and the inclusion of constitutional values. Additionally, the study involved a critical examination of the National Education Policy (NEP) 2020, with particular attention to its directives on values-based education. To enrich the document analysis with practitioner insights, semi-structured interviews were conducted with a purposive sample of teacher educators (n = 10) and student-teachers (n = 25), offering qualitative perspectives on the implementation and perception of constitutional literacy within the current curriculum framework.

Results and Discussion

The National Education Policy (NEP) 2020 places considerable emphasis on the cultivation of holistic education rooted in Indian cultural and philosophical traditions. It advocates for the explicit promotion of constitutional values and the performance of fundamental duties as essential components of the educational process. Furthermore, the policy underscores the

integration of citizenship education across disciplinary boundaries and encourages the development of critical thinking and ethical reasoning among learners. However, despite these policy-level commitments, the discourse on constitutional literacy within NEP 2020 remains largely implicit and under-theorized, lacking a clearly articulated pedagogical framework for systematic implementation. This ambiguity presents a significant gap between policy intent and curricular practice—one that the Integrated Teacher Education Programme (ITEP) is well-positioned to address through deliberate and structured integration of constitutional themes within teacher education.

Curriculum Review: ITEP and Constitutional Literacy

The Integrated Teacher Education Programme (ITEP), introduced as part of NEP 2020, is structured across eight semesters and designed to provide a comprehensive, multidisciplinary foundation for pre-service teacher education. The curriculum is organized into four key domains: Foundational Courses, Core Pedagogy, Multidisciplinary Learning, and Field-based Practicum and Internship. Despite its holistic framework, a review of the ITEP curriculum (2023 version by NCTE) reveals limited and fragmented integration of constitutional literacy. References to civics and the Constitution are minimal, appearing only briefly within the course on "Contemporary Issues in Education." Human rights education is addressed, though only within elective modules, and discussions on values remain predominantly theoretical, lacking direct connection to constitutional principles. Moreover, the field-based components do not include structured engagement with civic or legal institutions, thereby missing critical experiential learning opportunities. The curriculum also demonstrates key gaps in four major areas: (1) **Pedagogical Content**—there is an absence of dedicated modules that focus explicitly on constitutional education; (2) **Experiential Learning**—there are no mandated field visits to courts, legislatures, or civic forums; (3) **Assessment**—there is a lack of defined rubrics for evaluating students' civic or constitutional competencies; and (4) **Interdisciplinary Integration**—constitutional themes are insufficiently connected to relevant disciplines such as sociology, political science, or ethics. These omissions highlight the need for a more robust and intentional curricular design to embed constitutional literacy as a central element of teacher preparation.

The National Education Policy (NEP) 2020 marks a significant shift in the vision and objectives of Indian education, with a strong emphasis on creating holistic, inclusive, and

ethically grounded individuals. One of its most compelling imperatives is the call to inculcate constitutional values among both learners and educators. Within this framework, the Integrated Teacher Education Programme (ITEP) emerges as a transformative avenue for embedding constitutional literacy at the foundational level of teacher preparation.

Our curriculum review reveals that while the ITEP program refers to constitutional values, there remains an urgent need for a more explicit and structured integration of constitutional themes, principles, and critical pedagogies. Current syllabi across institutions often treat constitutional literacy as a peripheral or symbolic element, rather than positioning it as a core competency in shaping socially responsible educators.

The discussion also highlights a disconnect between policy vision and pedagogical practice. NEP 2020 envisions teachers as nation-builders who embody and impart constitutional ideals such as democracy, secularism, justice, equality, liberty, and fraternity. Yet, without a clearly articulated curriculum framework and assessment mechanism centered on constitutional literacy, this vision risks remaining aspirational.

Moreover, the interdisciplinary potential of constitutional education is underutilized. Integrating constitutional principles across subjects like pedagogy, philosophy, sociology, and even science education can provide a more immersive experience for student-teachers. The study also underscores the need for faculty sensitization, continuous professional development, and institutional support for educators to meaningfully engage with constitutional themes in the classroom.

Conclusion:

The implementation of the Integrated Teacher Education Programme (ITEP) under the National Education Policy (NEP) 2020 marks a paradigm shift in India's approach to teacher education. As this research has explored, fostering Constitutional literacy within this framework is not just desirable—it is essential. A curriculum grounded in constitutional values is critical to nurturing educators who are both pedagogically competent and socially responsible.

The literature surveyed reveals that while ITEP holds significant promise in redefining the professional identity of teachers (Alam, 2024; Mandal, Mete, & Biswas, 2025), there remain critical gaps in explicitly embedding constitutional values throughout the curriculum (Pathak, Sharma, & Verma, 2023; Batra, 2020). The NEP's call for "rootedness and pride in India" must be balanced with a firm commitment to the constitutional ethos of secularism, justice,

liberty, and equality (Ministry of Education, 2020). Scholars such as Rani and Bhattacharya (2022) advocate for using the Preamble to the Constitution as a pedagogical anchor—a suggestion that aligns well with NEP’s holistic and value-based education vision.

Furthermore, the reviewed studies emphasize the importance of civic and dialogic pedagogies in developing critical and reflective teachers. Freire’s (1970) concept of education as a liberating and dialogic process, supported by contemporary research (Sharma & Kaul, 2023), underscores that constitutional literacy must go beyond knowledge transmission—it should empower pre-service teachers to question, engage, and act. Dewey’s (1916) ideas on democracy in education remain relevant, advocating for participatory and inclusive learning spaces that mirror constitutional values in practice.

At the same time, structural inequalities, digital divides, and cultural biases in education (Das, 2023; Panicker, 2020; Khan & Rao, 2022) pose challenges to achieving equitable access to such transformative learning. If teacher education fails to confront these barriers, it risks reproducing the very exclusions the Constitution seeks to dismantle.

Global comparisons in civic education (Bhushan & Roy, 2022) show that integrated approaches combining policy alignment, curriculum reform, and teacher empowerment are essential to cultivating democratic citizenship. India’s ITEP curriculum must draw lessons from these models to design training that is both contextually grounded and globally informed.

In conclusion, integrating Constitutional literacy as a core element of the ITEP curriculum is a constitutional, pedagogical, and ethical necessity. It requires deliberate curricular design, robust policy support, and critically trained educators who can uphold and transmit India’s constitutional vision. As Koshi (2024) notes, the success of ITEP will depend not just on its structural rollout but on how meaningfully it equips future teachers to become custodians of constitutional democracy in their classrooms and beyond.

References:

- Alam, M. A. (2024). Transforming teacher education: The impact of ITEP implementation. ResearchGate.
- Batra, P. (2020). National education policy and the undermining of constitutional values. *Indian Journal of Educational Planning*, 40(2), 21–34.
- Bhushan, R., & Roy, T. (2022). Civic education models: Lessons from global contexts. *Comparative Education Review*, 66(3), 278–295.

- Das, S. (2023). Inequality in educational attainment and civic literacy in India. arXiv.
- Dewey, J. (1916). Democracy and education. Macmillan.
- Freire, P. (1970). Pedagogy of the oppressed. Herder and Herder.
- Khan, A., & Rao, P. (2022). ICT readiness in teacher education institutions. *Journal of Digital Learning*, 4(1), 33–44.
- Koshi, L. (2024, May 11). An analysis of ITEP rollout. *The Hindu*.
<https://www.thehindu.com/education/an-analysis-of-the-integrated-teacher-education-programme-itep-launched-by-the-ncte/article68129345.ece>
- Mandal, R., Mete, J., & Biswas, R. (2025). ITEP in India: Problems and prospects. *International Journal of Innovative Science and Research Technology*, 10(2), 45–54.
- Ministry of Education. (2020). National education policy 2020. Government of India.
- National Council for Teacher Education. (2020). ITEP Curriculum Framework.
<https://ncte.gov.in/>
- National Council for Teacher Education. (2009). National curriculum framework for teacher education. Government of India.
- Panicker, P. (2020). Cultural bias in EdTech platforms: A challenge for constitutional literacy. arXiv.
- Pathak, R. K., Sharma, S., & Verma, N. (2023). Implementing NEP 2020 in teacher education: A curriculum review. *Journal of Research and Pedagogy*, 8(1), 66–75.
- Rani, M., & Bhattacharya, S. (2022). Using the Preamble as a framework for curriculum planning. *Indian Journal of Civic Education*, 6(2), 13–21.
- ResearchGate. (2024). Teacher education and constitutional values: A review.
- Sharma, K., & Kaul, A. (2023). Dialogic teaching in teacher education. *Educational Dialogues*, 9(1), 22–30.
- Surjan, P. K., Chandoria, S., & Singh, A. (2023). Four-year ITEP under NEP 2020: Opportunities and limitations. *ShodhKosh*, 4(1), 101–109.
<https://granthaalayahpublication.org/Arts-Journal/ShodhKosh/article/view/2718>
- Thomas, A., & George, M. (2024). Constitutional literacy in rural ITEP colleges: Challenges and possibilities. *Journal of Teacher Development*, 7(2), 55–62.
- Yadav, R., & Mehta, L. (2023). Street theatre in civic education: A pedagogical experiment. *Journal of Creative Pedagogies*, 5(3), 17–26.