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Awareness of Teacher Educators regarding Integrated Teacher Education Programme: A Survey Study of Private Universities

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Abstract:

The Integrated Teacher Education Programme (ITEP) which the National Education Policy 2020 introduced seeks to develop teacher training methods in India through an integrated approach that combines multiple disciplines and focuses on building essential competencies. The program implementation success depends on teacher educators understanding their role to put educational policies into action. The present study aimed to assess the level of awareness of teacher educators regarding the objectives, structure, and key provisions of ITEP. The researcher used a survey method to conduct the study. Data were collected from 53 B.Ed. teacher educators from five private universities in Gujarat; Using a self-developed 25-item awareness scale with five response options. The researcher used percentage and descriptive statistical techniques to analyze the collected responses. The research findings showed that approx 76% of teacher educators who participated in the study demonstrated a moderate or higher level of awareness about ITEP, which showed that they understood the program to a satisfactory degree. Although most respondents demonstrated high general awareness, gaps remain in technical areas (credit mapping, competency assessment) particularly among lecturers. The study measured general awareness, not stage-wise or operational competence. The study shows that teacher educators need to increase their ITEP knowledge through workshop training and institutional programs so that ITEP implementation may succeed. The findings offer useful insights for institutions and policy makers in enhancing the effectiveness of recent teacher education reforms.

Keywords: ITEP, Teacher Educators, Awareness, Survey Method, Teacher Education Reform, NEP 2020.

Introduction

The education of teachers in India is in a turning point. The fast social transformation, the heterogeneous classroom realities, and the increased pace of technological impact have revealed the constraints of the conventional models of preparation. Current day educators are forced to grapple with multilingual classrooms, inclusive teaching, and digital technologies, as well as curriculum where critical thinking is valued more than memorization. These requirements demand a complete reconsideration of the preparation of teachers; not the cosmetic improvements in the current course work.

The B.Ed. and M.Ed. routes have long been viewed as the mainstay of the teacher preparation system, but have had structural flaws: disjointed curricula, minimal opportunities to experience a sustained school-based practicum and lack of focus on interdisciplinary

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knowledge and competency evaluations. These weaknesses limit the ability of programs to produce flexible, reflective, and prepared teachers capable of applying current pedagogies in demanding educational situations. A more integrated, longer-term model will deal with most of these inadequacies by uniting subject know-how, the pedagogy with prolonged field experiences in an integrated programme.

The National Education Policy 2020 (NEP 2020) is essentially a redesign of teacher preparation through the introduction of a multidisciplinary, four-year, and competency-based degree, the Integrated Teacher Education Programme (ITEP). This program is planned in such a way that it combines intense study of discipline with progressive training of pedagogy and extensive school work internship, so that by the conclusion of the training, the educators are both subject-proficient and professionally practice ready as a result of continuous competency-based assessment. At the heart of the success of this policy would be the teacher educators, as the main agents of change, who would be able to translate the policy goals into classroom reality, redesign the curricula and mentor future generation of teachers. Nevertheless, the policy to practice transition can be very dangerous, because the implementation process typically fails when the individuals responsible of the change are not well informed or influenced about the new demands. The role of the private universities in this change has been especially central since many of them are starting to experience growing enrolments, a growing capacity to accommodate students, and a growing flexibility of their curriculum, which can either considerably hasten or unintentionally hinder reform. This is why it is necessary to evaluate the level of knowledge of teacher educators; in particular, those working in the private sector—about the particular objectives and elements of ITEP. Finally, since the effectiveness of such a radical change is heavily reliant on the awareness and willingness of these educators, a methodical investigation into their willingness is needed to make sure the ITEP framework may turn into a valuable and efficient practice and not a mere paper-thin decree (Darling-Hammond, 2017; OECD, 2019; Schleicher, 2018).

Conceptual Understanding of ITEP

The Integrated Teacher Education Programme (ITEP) is a four-year undergraduate course that has been redesigned to equip school teachers combining the study of subjects-discipline area with the continuous professional development. ITEP integrates rigorous disciplinary basis and scaffolded teaching practicum, internship, and reflection on professional development, instead of understanding pedagogy and topic knowledge as discrete episodic entities. ITEP has the potential to turn short and fragmented certification programs used to prepare teachers into ongoing competency-based development, as the National Education Policy 2020 envisions (Ministry of Education, 2020).

The key goals of this program focus on the creation of classroom-ready teachers, which is achieved through building a strong base of subject competence and specialization in the area of pedagogical skills to handle the learning environments that are diverse and constantly changing. To do so, the program willingly incorporates practice into theory, which means that student-teachers will engage in increasingly challenging school fieldwork, specific mentoring and supervised internship, which will help to bridge the gap between theory and practice (Stiggins, 2005). Moreover, it aims to promote multidisciplinary thinking, where educators can tap into the experiences of the related disciplines; psychology, inclusion studies and digital literacy; to offer a more comprehensive and contemporary learning experience. Such change is

enhanced by the encouragement of competency-based tests which abandon the traditional and one-time tests in favor of continuous and performance-based tests that are more reflective of the professional preparedness of the teacher (Tyler, 2013). Finally, the framework is keen on promoting equity and inclusivity, in particular, training the next generation of educators to operate in multilingual, multicultural settings and empathize and work efficiently with special-needs students. Through such a combination of objectives, the policy is able to transform that the teachers do not only qualify as experts in their specific subject, but they are also craftsmen in general and able to bring about positive change in the classroom.

The National Education Policy (NEP) 2020 has radically transformed the teacher preparation process in India through the establishment of the four-year Integrated Teacher Education Programme (ITEP) to combine intensive disciplinary education with lifelong pedagogical education and practice in schools. To implement this vision, the National Council for Teacher Education (NCTE) has set up elaborate curricular designs and regulatory provisions that outline the structure of the program (NCTE, 2023), semesterization and the program specific competency objectives. This change will provide a quality and standardized transition towards a more professional and integrated model of teacher education in the country (Ministry of Education, 2020).

Awareness and policy knowledge among teachers and teacher-educators

Various research studies undertaken since NEP 2020 show that the awareness on the policy and implications on teachers-education is not evenly spread across regions and stakeholder groups (Tatto, 2013). In-service teachers and pre-service trainees surveys show moderate to weak familiarity with NEP provisions: many of the respondents are familiar with the general goals (becoming multidisciplinary, competency oriented) but do not understand operational aspects (credit systems, internship formats, evaluation systems). These studies are always supportive of systematic orientation and capacity-building programmes on the part of teachers and teacher educators as a way of closing the knowledge-practice gap (UNESCO, 2021).

Empirical work on ITEP awareness and readiness

Empirical research with ITEP as its explicit object of study is beginning to appear, but is still small and short. For instance, Haque and Haider (2025) surveyed senior secondary students in Gujarat and found uneven ITEP awareness, with urban and government-school students more aware than their rural and private-school counterparts. Alam (2020) reported that teacher educators held generally positive attitudes toward the four-year ITEP while remaining unfamiliar with several of its operational features. Broader NEP 2020 studies echo this pattern: Bhowmik et al. (2022), in West Bengal, found teachers theoretically aware of the policy's goals but limited in practical and ICT-related application.

Institutional readiness, infrastructure and training needs

Besides awareness, institutional requirements to make ITEP work are emphasized in the literature: well-defined curricula (semester plans, credits), faculty training, school-based extended practicum, and technological and infrastructural capacity. Infrastructure and technological preparedness literature on NEP-oriented reforms underlines that despite the positive attitude of the faculty, the lack of training in competency-based evaluation, lack of mentorship examples in long-term internships, and the absence of digital help block the effective implementation. Suggestions on change keep on proposing specific orientation

sessions, practical FDPs (faculty development programmes) and joint institutional planning to bring the ITEP model into practice (Guraya, 2017; Korthagen, 2010).

Synthesis and research gap

Collectively, the literature allows drawing a clear image: NEP 2020 and the associated regulatory frameworks (primarily, NCTE guidance) can offer a solid conceptual and structural guide to ITEP, and initial empirical evidence indicates that teacher educators overall have a positive attitude towards the reform. Nevertheless, there are relative few empirically rigorous, in-depth studies of awareness in particular among teacher educators on a standardized measure and in varying institutional contexts including private universities, etc. Majority of the available surveys are either of school teachers, pre-service learners, or institutional preparedness in a macro-level; very few studies investigate awareness in terms of a specific multi-item scale that exclusively aims at teacher educators in the setting of private universities. This gap supports the current survey research that employs a 25-item Likert awareness scale that is given to teacher educators in privatized universities.

Need and Significance of the Study

Integrated Teacher Education Programme (ITEP) is a calculated and systematic change in teacher preparation in India. Although the intentions of the programme are described in policy texts, the nature of the translation of those intentions into classroom practice rests squarely on the shoulders of teacher educators; those people who create curricula, student-teacher mentoring regimes, and assessment and practicum regimes. Unless teacher educators have a clear, correct perception of the goals of ITEP, its structure and functional characteristics, those policy reforms with good intentions can easily become watered down or misunderstood at the point of implementation.

This paper addresses three interdependent needs:

Empirical baseline for implementation: Empirical evidence of specific awareness of teacher educators regarding ITEP by use of a focused and multi-item scale is sparse. A survey of 53 teacher educators in five privately-based universities using a 25-item Likert instrument gives this research a time-sensitive baseline by which institutional readiness and future improvement can be measured.

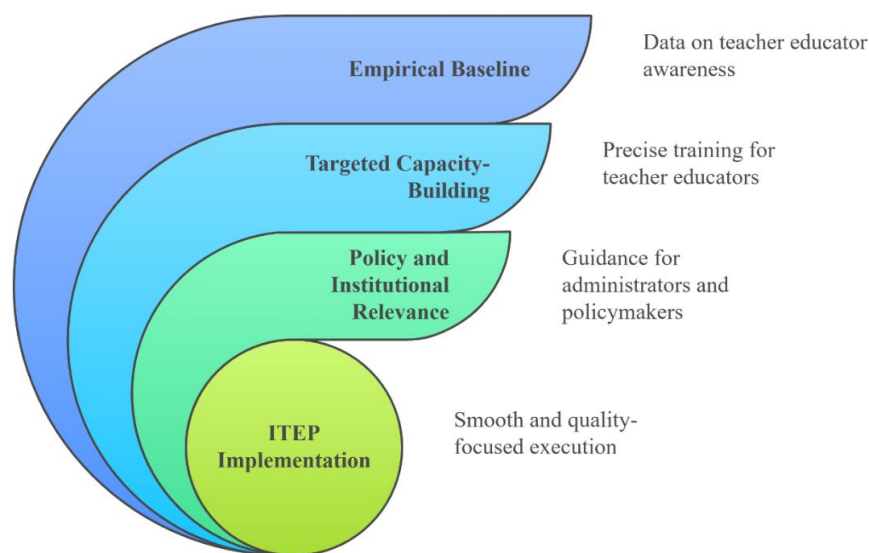


Figure 1 ITEP Implementation Needs

Targeted capacity-building: Professional development is impossible without awareness. Assessing what aspect of ITEP is well (or not well) understood can allow institutions and training providers to create specific orientation programmes and faculty development workshops instead of the generic awareness training-to be as efficient and effective as possible.

Policy and institutional relevance: An ever-growing space in teacher education is occupied by the private universities. The results of the current research will assist administrators and policy makers in ranking interventions (clarifying curriculum, training credit/assessment, school-based internships) and developing operational advice on how to implement these interventions in a pragmatic, quality-oriented way.

Objectives of the Study

- To determine the level of awareness of teacher educators regarding ITEP.
- To categorize awareness into low, moderate, and high levels based on predefined scoring criteria.
- To examine awareness differences across professional designations.

Research Questions

- What is the overall level of awareness of teacher educators in private universities regarding the ITEP as measured by a 25-items awareness scale?
- How are teacher educators distributed across low, moderate, and high awareness categories based on the predefined score ranges (25–62, 63–92, 93–125)?
- Are there observable differences in awareness levels of ITEP among teacher educators based on their professional designation (Regular Faculty, HOD/Principal, Lecturer)?

Methodology

Research design

In this research, the survey technique was used to assess the ITEP awareness of teacher educators. Its design is cross-sectional and descriptive: the data was gathered at one time at a specified sample and processed to achieve an item-level and scale-level description of the awareness.

Population

The population is involving teacher educators in the 5 private universities offering teacher-education programmes. These are members of the faculty who are engaged in curriculum delivery, practicum supervision and teacher-education pedagogy.

Sample and sampling technique

- **Sample size:** 53 teacher educators.
- **Institutions:** Five private universities.
- **Sampling technique:** Convenience sampling

Tool

Instrument: A self-developed Awareness Scale comprising 25 statements about ITEP.

Response format

Five-point scale: 1 = Fully Aware, 2 = Aware, 3 = Can't say, 4 = Partially known, 5 = Not A.

Domain cover

- D-1 Aims, Pedagogical Rationale, and Inclusivity
- D-2 Programme Structure and Credit System
- D-3 Internship, Practicum Design, and Supervision
- D-4 Competency-Based Assessment and Evaluation
- D-5 Digital Integration and Modern Teaching Tools

Tool development and validation

The 25 items were constructed from the primary source documents of the reform the National Education Policy 2020 (Ministry of Education, 2020) and the ITEP curriculum framework issued by the National Council for Teacher Education (NCTE, 2023) and were distributed deliberately across the five domains (D-1 to D-5). The draft item pool was reviewed by [three] experts in teacher education for content relevance, clarity, and domain coverage; ambiguous or overlapping items were reworded or removed on their recommendation, establishing content validity. The revised scale was pilot-tested on [10] teacher educators who were not part of the final sample, and its internal consistency was acceptable, with a Cronbach's alpha of [$\alpha = 0.82$].

Data collection procedure

Data collection was conducted using a **self-developed Google Form** consisting of a 25-item awareness scale, demographic questions, and an informed consent statement. An invitation was sent to teacher-education faculty across five private universities, and only participants who provided consent and completed all 25 items were included in the final sample (n=53).

Scoring and classification procedure

Raw score calculation: Total awareness score = sum of all 25 item responses.

Range = **25** (minimum) to **125** (maximum).

Percentage score: Awareness % = (Total Obtained score / 125) $\times$ 100.

Classification:

- **Low awareness:** < 50% of maximum (Total score 25–62)
- **Moderate awareness:** 50% – 74% (Total score 63–92)
- **High awareness:** $\geq$ 75% (Total score 93–125)

Data Analysis Techniques

Microsoft Excel was used to analyse the gathered data. To ascertain the general level of understanding among teacher educators, quantitative statistical methods like frequency and percentage were used. Responses on the 25-item, five-point Awareness scale were added up to determine the overall awareness score, which may range from 25 to 125. In addition to frequencies and percentages, a chi-square test of independence was applied to examine the association between professional designation and awareness level. Because several cells had expected frequencies below five, Fisher's exact test was used to confirm the result. The association between professional designation and awareness level was statistically significant ($\chi^2(4) = 17.32, p = .002$; Fisher's exact $p = .001$), with a moderate-to-strong effect size (Cramér's $V = 0.40$). Lecturers were significantly less likely than regular faculty or HODs/Principals to reach the high-awareness category.

Data Analysis and Interpretation

The collected data from 53 teacher educators across five private universities were analysed using Microsoft Excel. The awareness score was computed by summing responses to a 25-item five-point Awareness scale, with total scores ranging from 25 to 125. Based on predefined scoring criteria, respondents were classified into Low (25–62), Moderate (63–92), and High (93–125) awareness categories.

Distribution of ITEP Awareness (Table-1)

Figure 2 shows the overall distribution of awareness levels among teacher educators.

Out of 53 respondents:

- 40 teacher educators demonstrated High Awareness
- 4 teacher educators demonstrated Moderate Awareness
- 9 teacher educators demonstrated Low Awareness

Table 1. Distribution of ITEP Awareness

<i>Awareness Level</i>	<i>Frequency</i>	<i>Percentage</i>
High	40	75.5
Moderate	4	7.5
Low	9	17.0
Total	53	100.0

The results show that a significant majority of the respondents belong to the high-awareness group, which implies that teacher educators have proper ideas about the objectives, structure, and key provisions of ITEP.

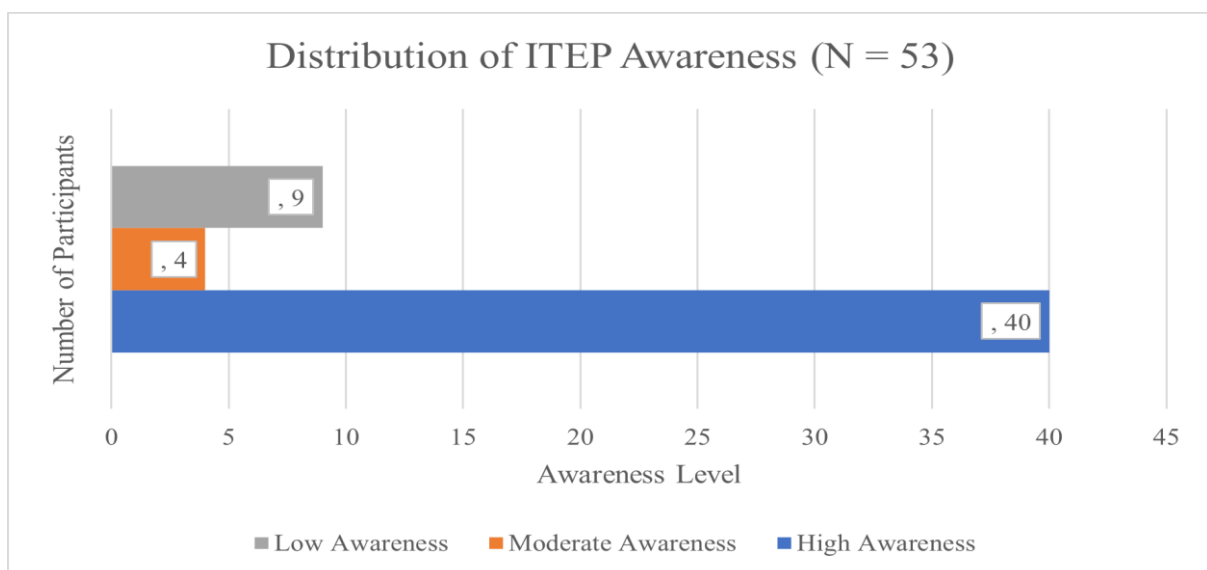


Figure 2. Distribution of ITEP Awareness

Nevertheless, having 9 respondents within the low-awareness category tells of the uneven distribution of the awareness and demonstrates that the further academic orientation is necessary in some segments.

Percentage Distribution of Awareness

Figure 3 presents the percentage distribution of awareness levels.

- High Awareness: 75% (approximately 76%)
- Moderate Awareness: 8%
- Low Awareness: 17%

This figure which is represented in percentages affirms the fact that almost three-fourths of the teacher educators are highly aware of ITEP. The moderate group takes a minor percentage, and a significant amount of 17 percent of participants need better awareness

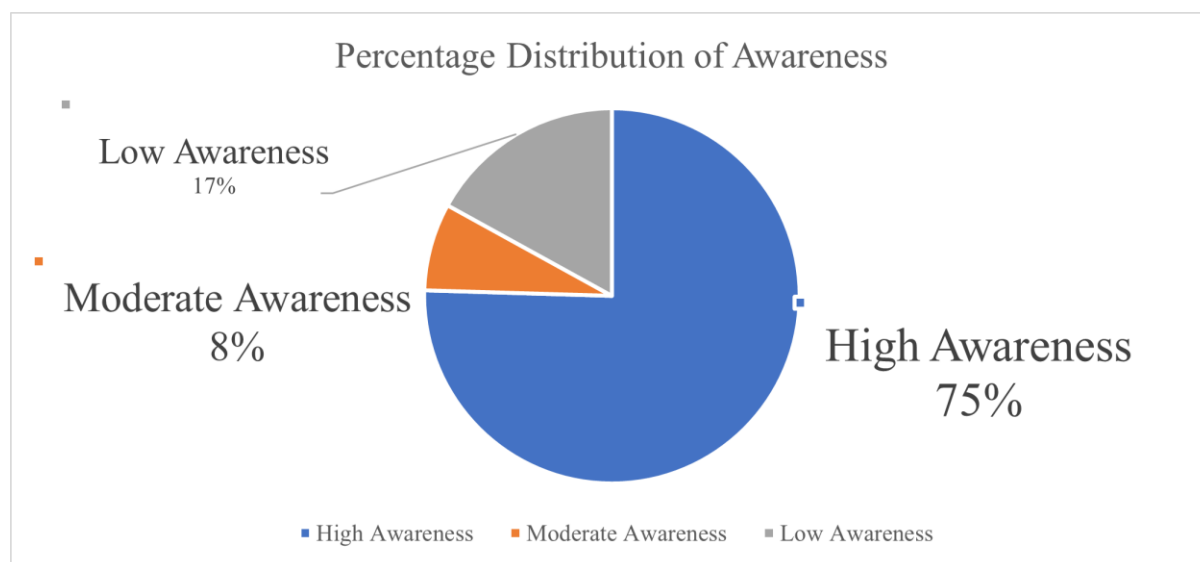


Figure 3. Percentage Distribution of Awareness

The graphical illustration indicates clearly that there is a high-awareness trend among the participants.

Participants by Designation

Figure 4 shows the distribution of respondents according to professional designation:

- Regular Faculty: 30 participants (Assistant Professor; Associate Professor; Professor)
- HOD/Principal: 10 participants
- Lecturer: 13 participants (Contractual Faculty)

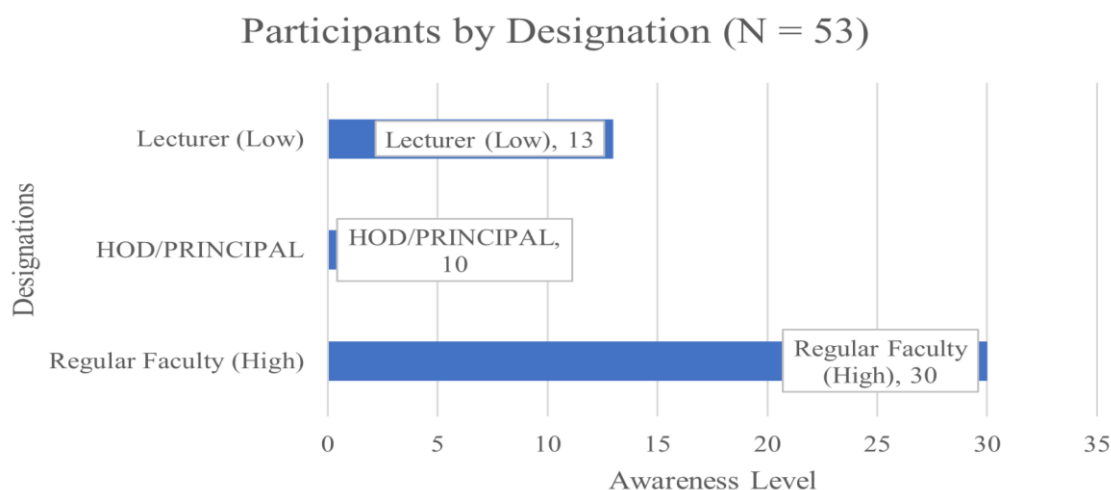


Figure 4. Participants by Designation

The sample structure shows that most of the respondents were the Regular Faculty members followed by the Lecturers and the HODs/Principals. Such distribution helps to have a contextual knowledge about the professional background of such participants who were a part of the study.

ITEP Awareness by Designation (Table-2)

Figure 5 presents the variation in awareness levels across professional designations.

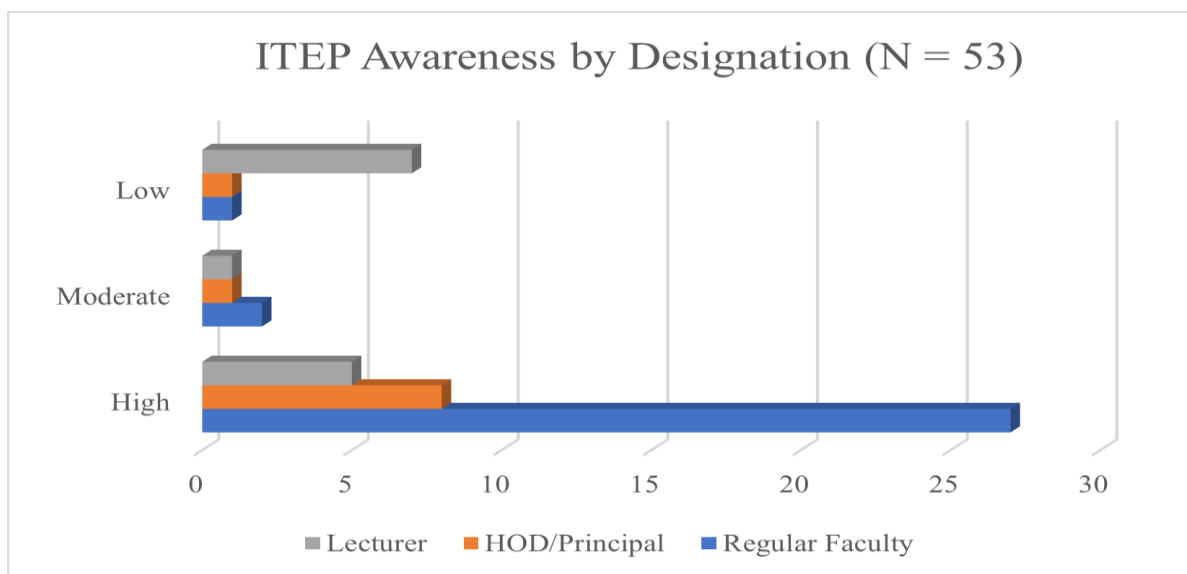


Figure 5. ITEP Awareness by Designation

Among Regular Faculty (30 participants):

- 27 exhibited High Awareness
- 2 exhibited Moderate Awareness
- 1 exhibited Low Awareness

Among HODs/Principals (10 participants):

- 8 exhibited High Awareness
- 1 exhibited Moderate Awareness
- 1 exhibited Low Awareness

Among Lecturers (13 participants):

- 5 exhibited High Awareness
- 7 exhibited Moderate Awareness
- 7 exhibited Low Awareness

Table 2. Awareness by Designation

Designation	High	Moderate	Low	Total
Regular Faculty	27	2	1	30
HOD/Principal	8	1	1	10
Lecturer	5	1	7	13
Total	40	4	9	53

The review shows that there is evident difference in awareness according to profession roles. Faculty members with the highest percentage of high awareness are regular and Lecturers are the biggest percentage of the low-awareness respondents. There is a relatively balanced but mostly high awareness in HODs/Principals.

This difference indicates that the knowledge of ITEP has a very strong correlation with professional designation. The results suggest that the Lecturers might need institutional support, workshops and structured orientation programs that would enhance their knowledge regarding ITEP provisions.

Major findings

The findings indicate that most teacher educators have Integrated Teacher Education Programme (ITEP) on their radar but the extent to which they have mastered it differs a great deal. Approximately, 75.5 per cent are aware of it, and this is not evenly spread.

There is a definite gap of knowledge between roles. The heads of departments, principals as well as faculty members are the senior staff who best understands it. Most of the low-awareness group is made up of lecturers. This is an indication that leaders are willing, but the information does not always get to the grounded teachers.

What they know is uneven. Most are familiar with the key objectives of ITEP, whereas they have problems with specifics, like credit structures and competency mapping. This is because they are likely to be not trained formally; the vast majority of the population has not gone into the depth of the implementation of these changes. To be brief, the school is already prepared in terms of concept, but it requires technical preparation to ensure the roll out is a success.

Discussion

The research indicates that the majority of teachers are paying attention to Integrated Teacher Education Programme (ITEP). Approximately three-quarters of the respondents to the survey are aware of its primary purpose. This is a positive development as it indicates that the general goals of the NEP 2020, which is the transition to teacher training, covering as many subjects as possible and being committed to practical work, are evidently comprehended at the private universities. It is an indication that the overall concept of the reform is taking off, developing a solid foundation of educators who understand why teacher preparation needs to become more integrated and skills oriented.

If we see into the data, one will notice that not all people will acquire this knowledge equally, and there was a stark difference between the leaders and classroom teachers. The administrators and senior teachers are well aware of things though most of us lecturers are not aware of the technical aspects of the credits such as how they work or how to construct internships. This is a pitfall of when large policy changes are occurring: the leaders embrace the vision and the working tools are frequently not passed on to the individuals who teach and mentor day in, day out. To translate mere familiarity into actual outcomes, the schools need to go beyond the mere oratory and provide lecturers with the practical training and clear-cut instructions which will help them implement the policy.

This pattern-broad conceptual awareness alongside weak grasp of operational mechanics-is consistent with Bhowmik et al. (2022) and Haque and Haider (2025), who

likewise found stakeholders aware of ITEP goals but unfamiliar with implementation detail. The concentration of low awareness among contractual lecturers reflects a common feature of top-down reform, where vision reaches institutional leaders but operational knowledge fails to cascade to frontline teaching staff (Guraya, 2017).

Educational implications

Specific orientation for lecturers: Short and practical: Otherwise, rather than having a long policy speech, we will conduct a good solid 2-3 hours session that will literally demonstrate to the lecturers how they will be required to work with ITEP: Juggling practicum, credit matrix-wise, and grading performance tasks. This is anticipated to seal the gap in the data in the short term without adding to the workload of staff.

Hands-on workshops on assessment and internships by faculty: We are also going to hold one-day workshops every term instructing lecturers on how to make competency-based rubrics, assess portfolios, and administer block internships step by step. We will provide actual examples of partner schools so that everybody will leave with templates that can be used.

Quick-reference and local implementation: A one-page sheet with a concise overview of ITEP, including the credit table, intern schedule, assessment checklist, and the correct person of contact will be developed in the form of a handout that will be handed out to all departments. Post it in the noticeboard and attach it in the LMS as PDF file so that everybody can take it in a few seconds.

Short visits and peer mentoring: We can have newer lecturers with more experienced faculty or HODs co-teach and do practicum supervision twice a semester. Such brief and crammed coaching lessons instil confidence and transfers tactic knowledge quickly.

Basic monitoring and feedback system: It will be simple: a brief-during 30-45 minutes quarterly meeting during which the coordinators will listen to the lecturers and interns, take notes on their concerns, and determine one of the follow-up measures, such as a micro-training or updating resources. This makes things receptive and prevents small issues to become huge obstacles.

Limitations of the Study

The research is also restricted to five Gujarat private universities and thus the results cannot be generalised to the teacher educators of other states and institutions that are public/state.

Only B.Ed. teacher educators were allowed to participate; no other teacher-education programmemes were represented.

The administrative staff and institutional leaders were not included to the sample; their attitudes towards ITEP implementation are not represented.

The research determined general awareness of ITEP and not stage-by-stage or operational specific knowledge (such as the item-level knowledge of credit mapping or semester-level curriculum application).

The sample size is small ($n = 53$) and had convenience/voluntary participation; this has a limitation of the statistical power and the possibility of self-selection bias.

Conclusion

This survey of 53 teacher educators across five private universities in Gujarat, using a self-developed 25-item awareness scale, reveals a generally positive but unevenly distributed awareness of the Integrated Teacher Education Programme (ITEP). In terms of overall level, 40 respondents (75.5%) showed high awareness, 4 (7.5%) moderate, and 9 (17.0%) low — confirming that most teacher educators understand ITEP's broad aims and provisions. However, awareness varied significantly by professional designation ($\chi^2(4) = 17.32$, $p = .002$; Cramér's $V = 0.40$): regular faculty and institutional leaders were well informed, whereas lecturers were concentrated in the low-awareness group and remained unfamiliar with operational details such as credit mapping, competency-based assessment, and practicum design.

The study contributes a focused, scale-based baseline of teacher-educator awareness in the private-university sector, an area that prior research has largely overlooked. Its central implication is clear: policy knowledge exists but does not reach all teaching cadres equally, which risks inconsistent implementation. Bridging this gap calls for short, targeted interventions lecturer-focused orientation, brief faculty development on assessment and internships, peer mentoring, and a low-cost departmental toolkit detailed in the Educational Implications section. Because the sample was small and drawn by convenience from B.Ed. educators alone, these findings should be read as indicative rather than generalizable. Future research could extend the scale to larger, randomly selected samples across public and private institutions, include institutional leaders and administrators, and move beyond general awareness to measure stage-wise, operational competence providing a fuller picture of institutional readiness for ITEP under NEP 2020.

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