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ITEP AS A SYSTEMATIC APPROACH FOR PREPARING TEACHERS ALIGNED WITH NEP 2020 LEARNING OUTCOMES

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ABSTRACT

The National Education Policy 2020 (NEP-2020) revolutionizes the teacher education in India, emphasizing learning outcomes, professional competences, and holistic development. The Integrated Teacher Education Programme (ITEP) is at the heart of this reform. It is a four-year multidisciplinary course designed to prepare teachers in a more effective way, aligning their training with the outcome-focused vision of NEP-2020. The present paper explores how ITEP contributes to achieving the learning outcomes envisioned by NEP-2020, with particular focus on pedagogical understanding, competency based teaching skills, assessment literacy, ethical responsibility, and reflective professional practice. Using a qualitative research approach, the study demonstrates that NEP-2020 reshapes teacher education by moving it away from qualification-based training toward outcome-oriented professional development. Teachers are envisioned as facilitators of learning, reflective practitioners, and socially responsible professionals rather than mere transmitter of content. Also the findings indicate that ITEP plays an important role in achieving this vision through its integration of content knowledge and pedagogy, early and continuous school exposure, emphasis on competency based assessment practices, development of professional ethics and values, reflective and lifelong learning orientation, focus on digital technology, and fostering 21st century teaching skills. By systematically linking theory with practice, ITEP supports the development of teacher identity aligned with NEP-2020 learning outcomes. The study comes to the conclusion that effective implementation of ITEP has strong opportunity to minimizing the gap between policy intent and classroom practice, thereby strengthening teacher education as a cornerstone for sustainable educational transformation in India.

KEYWORDS: *ITEP, NEP-2020, Teacher Education, Pedagogical Understanding*

INTRODUCTION

Education System across the world is undergoing a significant shift from content-heavy instruction to learning that prioritizes understanding, application, and real-world relevance. In India, with the implementation of the National Education Policy 2020, this change has gained new momentum. The Policy issued by the Government of India in July 2020, serves as a comprehensive framework for reforming the country's education system. It seeks to reshape education system in India so that it responds effectively to the demands of the twenty-first century (Radha & Arumugam, 2023), which places learning outcomes, competencies, and holistic development at the centre of educational reform. In this context, teachers are no longer viewed merely as transmitters of prescribed knowledge but as professional who design learning experience, nurture critical thinking, and support learners' cognitive, emotional, and ethical growth.

The NEP 2020 is designed to tackle existing issues in the higher education system, including poor learning outcomes, insufficient teacher training, and restricted access to quality education (Jain et al., 2023) thus; the success of the policy depends largely on the preparedness and professional orientation of teachers. Recognizing this, the policy introduced the Integrated Teacher Education Programme (ITEP), a key strategic intervention aiming to overcome the weaknesses of the conventional two-year B.Ed. system and revolutionize teacher education in India (Sharma & De, 2026). This four year, multidisciplinary programme aimed at preparing aspiring teachers who are knowledgeable, professionally competent, and ethically and socially responsive (Hossain & Yadav, 2025). ITEP seeks to integrate subject knowledge, pedagogy, practical training, and professional values into a coherent structure that aligns teacher preparation with the learning outcomes envisioned by NEP-2020.

Teacher's Responsibility in the Field of Education

Teachers occupy a central position in shaping educational quality and equity. The professional identity of a teacher is closely linked to their teaching strategies, techniques, and methods used by teachers (Ncube et al., 2025). Their responsibilities are not only teaching the content. In the context of NEP-2020, teachers are expected to ensure that learning leads to clearly defined outcomes, including conceptual understanding, skill development, values education, and lifelong learning abilities.

One of the important responsibilities of teachers is to promote all-round development of the child (Sharma & Sharma, 2018). NEP-2020 emphasizes the need to address diverse learners, including students with different learning styles, sociocultural backgrounds, and abilities. Teachers must therefore design instruction that is flexible, participatory, and responsive. This responsibility requires

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strong pedagogical knowledge and an understanding of learner psychology areas that ITEP explicitly addresses through integrated coursework and field experiences.

Another significant responsibility involves assessment. NEP-2020 advocates a shift from high stakes, 360-degree development of a learner and summative examinations to continuous, formative, and competency-based assessment (Singh et al., 2025). Teachers are expected to assess students' knowledge as well as how they apply the knowledge, solve problems, and collaborate with others. ITEP gives student teachers training in alternate methods of assessment so they may match evaluation procedures with learning outcomes. Teachers also carry ethical and social responsibilities. Education under NEP-2020 aims to promote constitutional values, critical citizenship, and environmental awareness. Teachers must model these values in their conduct and pedagogy. ITEP addresses this dimension by incorporating courses on ethics, Indian knowledge system, and social responsibility, thereby preparing teachers to contribute meaningfully to national development.

RESEARCH QUESTIONS

The following research questions are stated to guide the exploration of ITEP's role in achieving the learning outcomes outlined in the NEP 2020 vision.

1. What are the learning outcomes envisioned by the NEP-2020 for teacher education in India?
2. How does the Integrated Teacher Education Programme (ITEP) contribute to fulfilling the learning outcomes are envisioned by the NEP-2020 in the field of teacher education?

METHODOLOGY

This study adopts a qualitative research approach, with analyses of primary sources like NEP-2020 and ITEP guidelines to identify key expectations related to learning outcomes, and the secondary sources including journal articles, online databases, scholarly books, and other relevant educational literatures.

Learning Outcomes are envisioned by the National Education Policy 2020

NEP-2020 presents a clear shift in teacher education from qualification-based preparation to outcome-oriented professional development. Also, the policy reshapes the meaning of educational quality by moving schooling beyond memorization, exam-oriented achievement, and excessively loaded curricula. It puts greater emphasis on building practical skills, achieving clear understanding of concepts, learning through real-world experience, fostering socio-emotional development, and taking a broad, interdisciplinary approach to intellectual growth (Narain & Singh, 2026). The policy identifies learning outcomes that focus on what teachers are able to understand, perform, and apply in real educational contexts. These expected outcomes extended beyond academic knowledge and placed strong emphasis on professional competence, ethical responsibility, and lifelong learning.

Development of Strong Pedagogical Understanding

One of the important learning outcomes of NEP-2020 is the development of deep pedagogical understanding among teachers. The policy expects teachers to move beyond textbook driven instruction and adopt teaching strategies that promote conceptual clarity, inquiry, and learner participation (Ministry of Education, 2020). Teachers are expected to comprehend how pupils learn, how misconceptions arise, and how instruction can be adapted to diverse learning needs.

The outcome reflects a shift from mechanical teaching to thoughtful pedagogical decision making. Teachers are envisioned as professionals who can develop meaningful educational experiences rather than merely follow prescribed methods.

Competency-Based teaching Skills

NEP-2020 clearly identifies competency development as a key outcome of teacher education. Teachers are expected to demonstrate skills such as classroom management, communication, collaboration, problem solving, and the effective use of teaching learning materials. These competencies enable teachers to translate curriculum goals into achievable learning outcomes for students. The policy also emphasizes the ability of teachers to integrate knowledge across disciplines and relate learning to real life situations. This outcome prepares teachers to support holistic and experiential learning in classrooms.

Outcomes-Oriented Assessment Literacy

Another significant learning outcome outlined in NEP-2020 is assessment literacy. NEP 2020 brings a fundamental change by replacing summative assessment with formative assessment, acknowledging that learning is an ongoing and evolving process that exceeds conventional examinations (Ponnambaleswari & Joseph, 2024). Teachers are expected to design and use assessment instruments that correspond with learning outcomes rather than rely solely on examinations that test memorizations. The educational policy also advocates formative, continuous, and competency based assessment practices.

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Teachers are therefore expected to understand how assessment supports learning, how feedback improves student performance, and how evaluation can guide instructional planning. This outcome positions assessment as an essential part of teaching rather than a separate activity.

Ethical, Social and Professional Responsibility
Integrating character education into contemporary curricula ensures socially conscious ethical, and responsible, individuals who contribute meaningfully to society (Mehta & Prajapati, 2024). NEP-2020 envisions teachers as ideal persons who uphold ethical values, social and professional responsibility. Teacher education is expected to cultivate integrity, empathy, diversity friendly, and commitment to social justice. Teachers are also expected to contribute to nation building by nurturing responsible citizenship and promoting inclusive education. This outcome strengthens the moral and social dimensions of the teaching profession.

Promote Multidisciplinary Learning
NEP 2020 imagines a multidisciplinary tactics to education, moving beyond rigid subject divisions and promoting holistic learning. It encourages students to explore combinations of arts, sciences, literature, psychology, physical education and professional courses (Kasra, 2025). Through flexible curricula, credit-based systems, and multiple entry-exit options, the new policy aims to nurture critical thinking, creativity, and adaptability. Multidisciplinary institutions and integrated programmes are expected to create well-rounded individuals prepared for the evolving demands of society and the workforce.

Achieve Global Standards
The policy of 1986 is replaced by NEP 2020, which establishes a 5+3+3+4 curriculum that is aligned with international educational standards and emphasizes skill development, foundational learning, and conceptual understanding, rather than just rote memorization (Mehta & Prajapati, 2024). It proposes a four-year integrated programme, continuous professional development, and merit-based recruitment, ensuring teachers possess subject expertise, ethical values, digital competence, and the capacity to foster inclusive, learner-centered classrooms for future societies.

Reflective and Lifelong Learning Orientation
Through incorporating reflective practices, teachers engage in an ongoing process of self-examination; it helps aspiring teachers critically assess their views on teaching learning process (Sing et al., 2025). The policy highlights reflective practice as a core learning outcome for teachers. Teachers are expected to continuously evaluate their teaching, learn from experience, and adapt to changing educational contexts. This outcome encourages professional growth and adaptability which are crucial in a rapidly evolving education system.

Role of ITEP to fulfilling the Learning Outcomes are envisioned by the National Education Policy 2020
ITEP has been designed as a direct response to the learning outcomes outlined in NEP-2020. Its integrated and multidisciplinary structure supports the systematic development of professional competencies required for outcome based teaching.

Integration of Content knowledge and Pedagogy
The ITEP programme brings together subject knowledge and pedagogy with extensive practice and experience. This integration ensures that student teachers do not study content and teaching methods in isolation. Instead, they learn how subject knowledge can be effectively transformed into teachable concepts (NCTE, 2021). This approach directly supports NEP-2020's expectation that teachers demonstrate strong pedagogical understanding and the ability to design meaningful learning experiences.

Early and Continuous School Exposure
ITEP includes sustained school internships and classroom observations from the early stage to teacher preparation. This exposure allows student teachers to connect theoretical learning with classroom realities. Through practical engagement, student teachers develop competencies such as classroom management, learner interaction, and instructional planning (NCTE, 2021). These experiences contribute to achieving competency based learning outcomes envisioned by NEP-2020.

Emphasis on Competency-Based assessment practice
The ITEP prepare future teachers to adopt assessment practices aligned with learning outcomes (NCTE, 2021). Student teachers receive training in formative assessment, portfolio based evaluation, and performance based tasks. This focus helps teachers understand assessment as a tool for enhancing learning rather than merely judging performance, Thereby fulfilling NEP-2020's vision of outcome oriented evaluation.

Development of Professional Ethics and Values
ITEP includes courses and experiences that address ethics, social responsibility, and inclusive education (Dhupal, 2026). These components help student teachers internalize professional values and understand their broader role in society. By embedding ethical and social dimensions into teacher education, ITEP supports NEP-2020's expectation that teachers act as responsible and reflective professionals.

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Promotion of Reflective Practice and Professional Growth

ITEP encourages reflective practices such as self assessment, mentoring and collaborative learning. These practices help would be teachers critically assess their own teaching approaches and continuously enhance their professional skills (Singh et al., 2025). This reflective orientation directly contributes to the lifelong learning outcome envisioned by NEP-2020 for teacher education.

Focus on Digital Technology

In order to educate aspiring teachers for modern classrooms, the Integrated Teacher Education Programme (ITEP) strongly emphasizes the incorporation of digital technologies that urge personalized learning into their teaching-learning process (Dhupal, 2026). By empowering student teachers to use ICT technologies for teaching, learning, evaluation, and professional development, it aims to promote digital competence.

Fostering 21st century Teaching Skills

Through the use of cutting-edge pedagogies, the integration of digital resources, and the promotion of active learning, ITEP helps educators develop 21st-century teaching skills like creativity, critical thinking, problem-solving, communication, collaboration, leadership, and social skills among the prospective teachers (Suresh et al., 2025). These skills help aspiring teachers effectively respond to the demands of a fast changing world and prepare for academic success, employability, and responsible citizenship in modern society.

CONCLUSIONS

The Integrated Teacher Education Programme (ITEP) is a revolutionized initiative of teacher education in India. This particular study examined teacher education through the lens of NEP-2020, with specific emphasis on the learning outcomes envisioned for teachers and the role of Integrated Teacher Education Programme in realizing those outcomes. NEP-2020 clearly redefines teacher education as outcome oriented, emphasizing pedagogical understanding, assessment literacy, social and ethical responsibility, and reflective professional practice. Teachers are envisioned as professionals capable of designing meaningful learning experiences aligned with diverse learner needs rather than as routine instructors.

ITEP has been structured to respond directly to this vision. Through its integrated curriculum, early school exposure, fostering twenty first century teaching skills, focus on competency based assessment, digital technology and emphasis on professional values, ITEP contribute significantly to the development of future ready teachers. The programme bridges the gap between policy intent and professional preparation by aligning teacher identity and responsibility with learning outcomes.

Taken together, the analysis suggests that effective implementation of ITEP holds strong potential to translate NEP-2020's learning outcomes into classroom practice. Strengthening institutional support and reflective practices within ITEP can further ensure that teacher education become a foundation for sustainable educational transformation in India.

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