

Integrated Teacher Education Programme (ITEP) as a Reform Initiative under NEP 2020: A Study of Student-Teachers' Perspectives

Prathana Patgiri

Research Scholar, Department of Education, North-Eastern Hill University, Tura Campus, Meghalaya

DOI: <https://doi.org/10.47772/IJRISS.2026.100500519>

Received: 12 May 2026; Accepted: 18 May 2026; Published: 06 June 2026

ABSTRACT

Teacher education is considered as an important aspect as it plays a vital role in the improvement of the quality of education and for preparing competent teachers for addressing the changing needs and demands of the learners and the society. As the National Education Policy (NEP) 2020 has introduced the Integrated Teacher Education Programme (ITEP) as one of the major reform in teacher education, that aims in integration of pedagogy, subject knowledge, and professional training through a four-year integrated programme. NEP 2020 therefore emphasizes on the need for high-quality teacher education in order to improve educational outcomes and advocating for a more holistic and integrated approach. The present study focuses mainly on understanding the perceptions of B.Ed student-teachers towards the implementation of the ITEP programme. The study specifically explores awareness of student-teachers' towards ITEP programme, perceived benefits of the programme, and challenges faced during its implementation. The study also highlights that student-teachers perceive this programme as a progressive initiative which promotes professional competence, critical thinking, and holistic teacher preparation. However, challenges related to inadequate infrastructure, heavy workload, lack of institutional support, limited practical exposure, and challenges in adapting to the multidisciplinary curriculum were also examined. Therefore, it is important in understanding these perceptions for evaluation of the effectiveness of the programme. The findings of the study can help the policymakers, teacher educators, and institutions in strengthening the implementation of ITEP.

Keywords: Integrated Teacher Education Programme (ITEP), NEP 2020, B.Ed Student-Teachers, Perceptions, Awareness, Perceived Benefits, Challenges

INTRODUCTION

Teacher education is increasingly recognized as a cornerstone of quality education worldwide. Across many countries, teacher education systems are undergoing reforms to meet the needs of modern, knowledge-driven societies. Curricula are being redesigned to emphasize competencies, critical thinking, and practical skills, while schools and teacher education institutions strive to balance national standards with local realities. These reforms aim to prepare teachers who can respond effectively to diverse learners and evolving educational contexts. Yet, implementing such changes is not straightforward, as tensions often arise between global expectations, local needs, and the involvement of both public and private institutions in teacher preparation. Efforts to improve teacher quality have often led to stricter standards, increased accountability, and more structured programs. While such measures aim to enhance classroom outcomes, they sometimes focus heavily on regulation and oversight, leaving little room to cultivate reflective, adaptable, and innovative teaching practices. In this context, the broader goal of nurturing teachers capable of creating meaningful learning experiences can be overcome. Nonetheless, teacher education remains crucial for producing competent, socially responsible, and effective educators who can shape both student learning and societal development. India, like many other countries, has faced persistent challenges in teacher education. Traditional programs often struggle with fragmented curricula, inadequate infrastructure, and a mismatch between training and the practical realities of schools. Although the number of teacher education institutions has increased over time, the quality of training has not always kept pace. Weak curriculum design, limited funding, and insufficient professional

support have often left future teachers underprepared to meet the diverse needs of their students. To address these issues, India's National Education Policy 2020 introduced a comprehensive reform of teacher education. Central to this reform is the Integrated Teacher Education Programme (ITEP), a four-year multidisciplinary degree that combines subject knowledge with pedagogy and professional training. The program seeks to develop competent, confident teachers through an integrated curriculum, hands-on classroom experience, internships, and a focus on inclusivity, technology, and critical thinking. By merging academic learning with professional practice, ITEP aims to equip teachers with the knowledge, skills, and professional understanding required to succeed in contemporary classrooms. Though Integrated Teacher Education Programme considered as a significant reform in teacher education, its effectiveness depends largely on how student-teachers perceive and experience the programme. Their awareness regarding the programme, understanding of its objectives, perceived benefits, and the challenges that are faced during its implementation can influence greatly on their professional preparedness, learning experiences, and engagement with the programme. Hence, studying the perceptions of B.Ed student-teachers towards the implementation of ITEP is necessary for understanding its strengths and limitations and also for providing insights which can help in supporting policy improvement and the development of quality teacher education.

REVIEW OF RELATED LITERATURE

Studies emphasizing on the introduction of ITEP and found that ITEP aims to provide high-quality training combining subject competence, pedagogy, research, and continuous professional development. It also highlighted challenges such as gaps in teacher preparation quality, infrastructure needs, and transition issues from traditional programs to NEP-aligned structures (Fatima et al. 2023). Studies examined ITEP as a transformative model for preparing teachers with integrated subject knowledge and pedagogical skills. It was found that practical training components such as internships and micro-teaching, along with inclusiveness and technology integration, enhance teachers' readiness for modern classrooms. The studies also concluded that ITEP strengthens academic and professional competencies and broadens career opportunities (Jabbar and Barkati, 2024). Institutional reluctance, lack of readiness, infrastructure gaps, and policy-practice mismatches as major reasons for non-acceptance. Moreover, effective nationwide implementation requires state-level alignment and institutional support (Mohalik et al. 2024). Also, reforms aimed to integrate national recommendations and adapt to socio-cultural and technological changes but remained more academic than practical. The study concluded that systematic professionalization requires curriculum frameworks with clear standards and continuous reform to develop teachers' professional identity (Rai and Pandey, 2022). Mandal et al. (2025) reviewed literature on student perceptions of ITEP under NEP 2020. They found that student-teachers acknowledged the program's interdisciplinary and experiential approach but faced challenges such as infrastructure deficits, faculty gaps, and limited access in underserved areas. The study concluded that addressing these challenges is crucial to realize ITEP's transformative potential. Khan et al. (2025) studied teacher educators' perceptions of ITEP implementation. They reported that educators viewed ITEP as offering more in-depth training, higher professional motivation, and broader career prospects. Concerns included inadequate infrastructure, budget limitations, and unclear curriculum integration, with recommendations for institutional readiness, resource allocation, and policy clarity. Ahmad and Shakir (2025) explored students' perceptions of challenges in ITEP. They found heavy curriculum load, academic stress, lack of mentorship, and limited practical exposure as significant issues. The study concluded that mentoring, workload management, and practical teaching opportunities are critical for successful implementation. Patrick et al. (2025) examined internal efficiency and student success in ITEP programs in Punjab, India. They found that student outcomes were strongly influenced by infrastructure, qualified faculty, and administrative support. Gaps in these areas were identified as barriers, and the study recommended strengthening institutional factors to ensure effective teacher preparation. According to Haque and Haider (2025), senior secondary students showed positive perceptions towards ITEP and viewed it as an innovative reform in teacher education. From the study it was found that there was limited awareness among students regarding the structure and objectives of the programme and therefore the study emphasized the need for greater awareness and orientation programmes for effective implementation of ITEP. Moreover, study conducted on the opinions of B.Ed. student-teachers towards ITEP found that there were positive attitudes towards the programme among the student-teachers. The study revealed that student-teachers appreciated the integration of practical and theoretical training and they believed that ITEP

has better prepared them for future teaching careers. Although some challenges and concerns were identified but the study indicated strong overall support for ITEP among B.Ed. student-teachers (Sahoo & Sahoo, 2024).

RATIONALE OF THE STUDY

As teacher education plays a crucial role in the improvement of the quality of education and also in the preparation of competent teachers who will be able to meet the rising demands of the education system and the society. In the context of India, it can be seen that teacher education has faced challenges such as lack of integration of curriculum, inadequate practical exposure, limited professional preparation, and a gap between academic knowledge and practical classroom situations. Therefore in order to address these concerns, under the National Education Policy 2020, the Integrated Teacher Education Programme (ITEP) was introduced as a four-year multidisciplinary programme integrating pedagogy, subject knowledge, and professional training. The main purpose of this programme is to professionally develop reflective, competent, innovative, and inclusive teachers through school-based experiences and an integrated curriculum. However, it can be said that the successful implementation of Integrated Teacher Education Programme (ITEP) depends largely on how student-teachers experience and perceive the programme. Hence, their level of awareness, perception of its benefits, understanding of its objectives, and the challenges they face during implementation can influence significantly on their professional development, engagement, and acceptance of the programme. Moreover, this integrated programme is a recent reform initiative, so it is seen that there is limited research focusing on determining the perceptions of B.Ed student-teachers towards this programme. Therefore, the present study is regarded as significant as it seeks in examining the perceptions of B.Ed student-teachers regarding the implementation, their awareness, perceived benefits, and also challenges of ITEP under NEP 2020. Also, the findings of the study may help the teacher educators, policymakers, and educational institutions in identifying the strengths and gaps in the programme and for contributing in improving the effectiveness and quality of teacher education in India.

OBJECTIVES OF THE STUDY

1. To study the perceptions of B.Ed student-teachers towards implementation of Integrated Teacher Education Programme (ITEP).
2. To study the perceptions of B.Ed student-teachers regarding their awareness of Integrated Teacher Education Programme (ITEP) under NEP 2020.
3. To study the perceptions of B.Ed student-teachers towards the perceived benefits of Integrated Teacher Education Programme (ITEP).
4. To study the challenges of student-teachers towards implementation of Integrated Teacher Education Programme (ITEP).

DELIMITATIONS OF THE STUDY

1. The study is delimited to Dibrugarh University of Assam only
2. The study is delimited to student-teachers enrolled in the B.Ed programme of the Department of Education, Dibrugarh University only.

RESEARCH METHODOLOGY

This study employs a descriptive survey method in order to assess the perspectives of student-teachers towards four-year Integrated Teacher Education Programme (ITEP). The methodology of the study helps to outline research design, selection of sample size, tools for data collection, and techniques used for analysis of the data. For the present study, descriptive survey research design was used as it will focus on the present status of the student-teachers' perspectives towards implementation of four-year Integrated Teacher Education Programme (ITEP). The population comprised of all the B.Ed student-teachers of Dibrugarh University under Dibrugarh district of Assam. A representative sample of 100 student-teachers was selected for the study. Purposive sampling technique has been employed for choosing both 2nd and 4th year student-teachers. This type of sampling technique helps in selecting respondents who are most knowledgeable and relevant about this programme and making them suitable respondents for the study. A self-structured questionnaire has been

constructed by the investigators for collection of data regarding the student-teachers' perspectives of Integrated Teacher Education Programme (ITEP). The questionnaire constitutes of 24 items intended to study about-perceptions towards ITEP, awareness, perceived benefits, and challenges of Integrated Teacher Education Programme. The questionnaire includes 12 positive and 12 negative statements and the participants rated each statements on a three-point Likert scale (1=disagree, 2=undecided, and 3=agree). The questionnaire includes close-ended statements in order to obtain comprehensive and collect quantifiable data relevant to the dimensions that is analyzed with the help of statistical techniques. The questionnaire was pilot-tested on 10 student-teachers, reviewed by subject experts to establish content validity, and its reliability was confirmed through Cronbach's Alpha ($\alpha = 0.78$), indicating acceptable internal consistency.

DATA COLLECTION PROCEDURE

For the present study, the questionnaire was distributed in the form of Google Forms through whatsapp and email to ensure easy accessibility, and timely data collection and as well as allowing respondents to complete the questionnaire at their own pace.

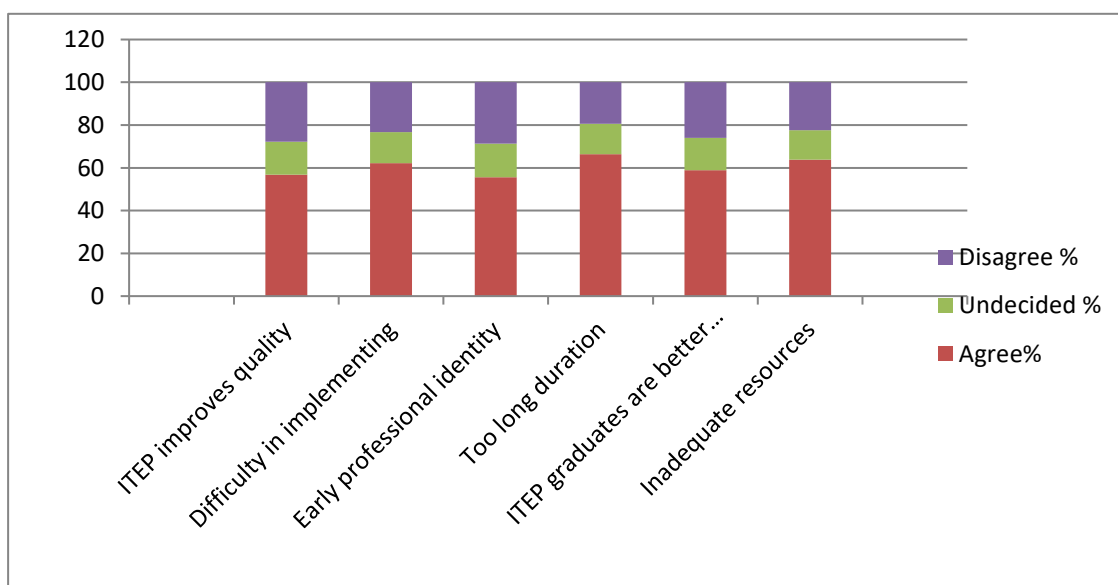
ANALYSIS OF THE STUDY

The collected data was analyzed using descriptive statistical technique such as- percentage analysis for categorizing the responses of the participants. Below are the tables showing the percentage analysis of each items in the questionnaire.

1. Dimension I: Perceptions of B.Ed student-teachers towards ITEP programme:

Table 1: Showing perceptions towards ITEP programme

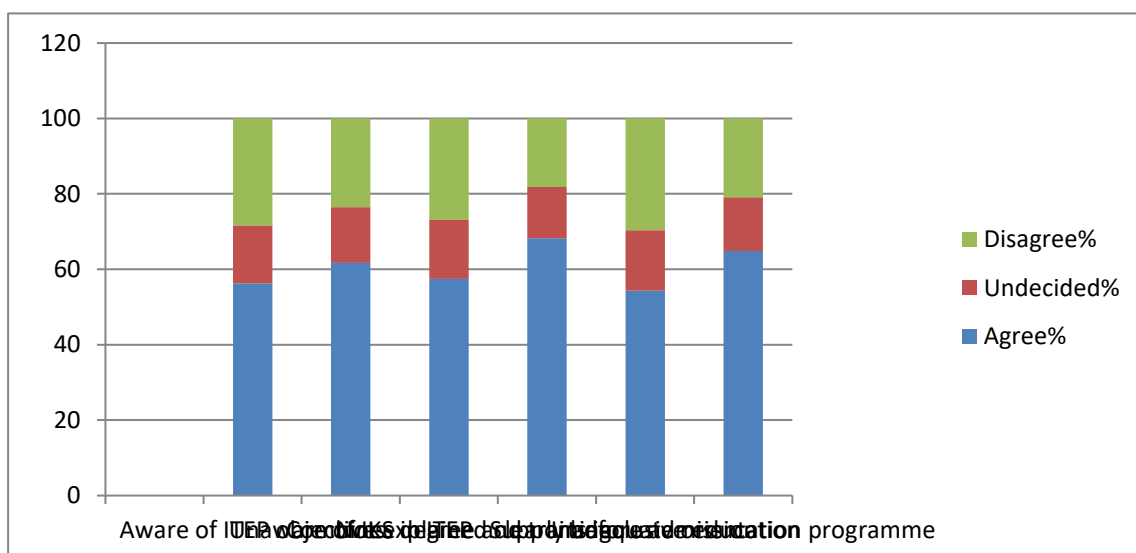
Sl. no.	Statements	Agree (%)	Undecided (%)	Disagree (%)
1.	ITEP improves quality of teacher education.	56.81	15.42	27.77
2.	Difficult to implement ITEP under present situation.	62.17	14.59	23.24
3.	Develops early professional identity.	55.63	15.74	28.63
4.	Duration of ITEP is too long.	66.38	14.27	19.35
5.	ITEP graduates are better prepared than B.Ed. graduates.	58.94	15.08	25.98
6.	Inadequate resources for ITEP in colleges.	63.76	13.08	22.36



2. Dimension II: Awareness of B.Ed student-teachers regarding ITEP programme:

Table 2: Awareness regarding ITEP programme

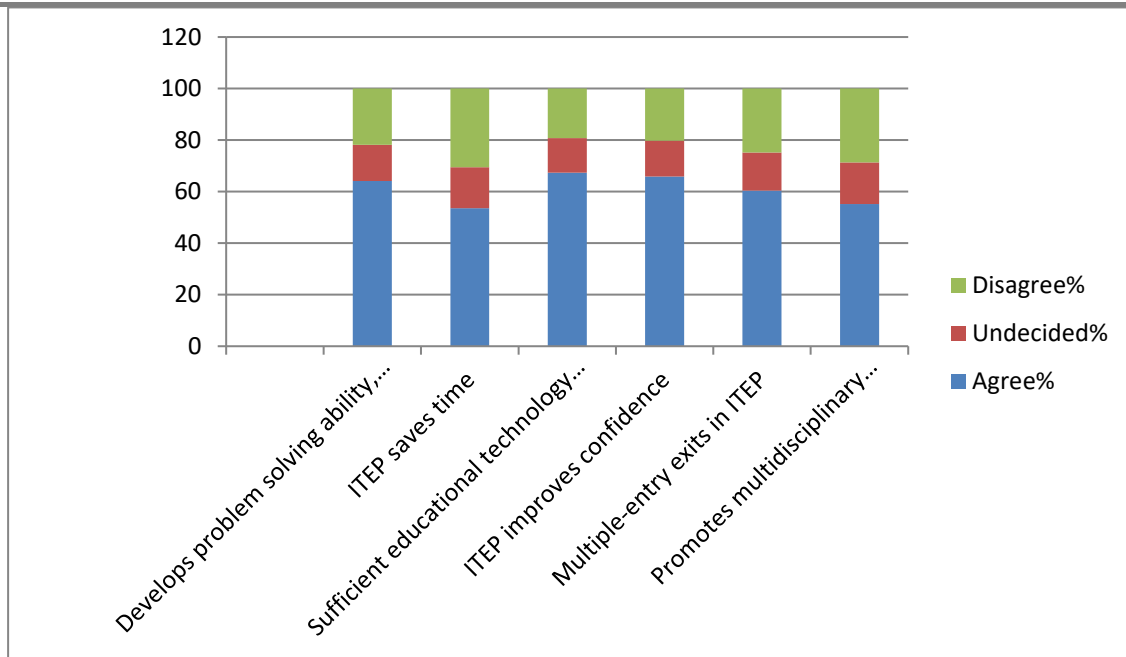
Sl. no.	Statements	Agree (%)	Undecided (%)	Disagree (%)
7	Aware of the objectives of ITEP.	56.28	15.33	28.39
8	Unaware of integration of IKS in ITEP.	61.73	14.76	23.51
9	Aware that ITEP combines degree and teacher training.	57.46	15.61	26.93
10	ITEP programme is not clearly explained before admission	68.24	13.57	18.19
11	Aware of ITEP supporting inclusive education.	54.31	16.08	29.61
12	Aware of inadequate orientation programmes.	64.87	14.23	20.90



3. Dimension III: Perceived Benefits of B.Ed student-teachers regarding ITEP programme:

Table 3: Perceived Benefits of ITEP

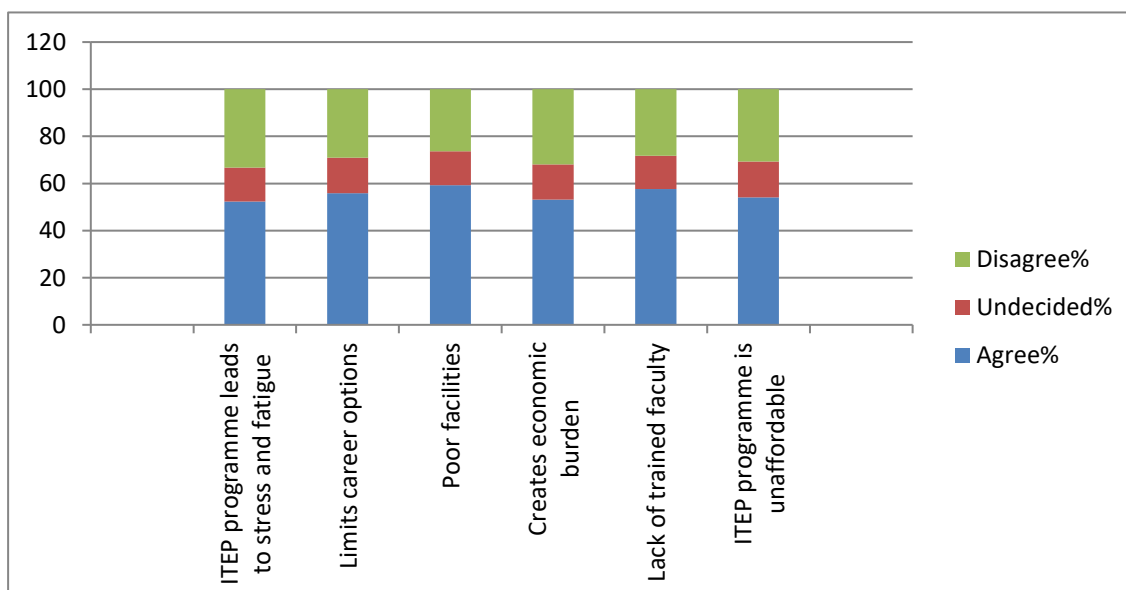
Sl. no.	Statements	Agree (%)	Undecided (%)	Disagree (%)
13	ITEP develops critical thinking, problem-solving skills, and creativity.	64.09	14.12	21.79
14	Four-year course of ITEP saves time in compared to traditional routes.	53.58	15.92	30.50
15	Educational Technology training in ITEP is sufficient enough.	67.34	13.49	19.17
16	Field exposure improves confidence in teaching.	65.82	13.91	20.27
17	Multiple entry-exit options enhances programme seriousness.	60.46	14.68	24.86
18	ITEP promotes multidisciplinary learning.	55.14	16.17	28.69



4. Dimension IV: Challenges faced by B.Ed student-teachers regarding ITEP programme:

Table 4: Challenges of ITEP

Sl. no.	Statements	Agree (%)	Undecided (%)	Disagree (%)
19	ITEP workload causes fatigue and stress.	53.19	14.83	31.98
20	ITEP programme limits other career options.	57.63	14.09	28.28
21	Poor laboratories and classroom facilities for ITEP.	54.12	15.18	30.70
22	ITEP increases economic burden.	52.37	14.29	33.34
23	Lack of trained faculty for ITEP.	55.88	15.04	29.08
24	ITEP programme is unaffordable.	59.21	14.41	26.38



FINDINGS AND INTERPRETATION OF THE STUDY

In the present study, the researcher attempted to study perceptions of B.Ed student-teachers towards implementation of ITEP, awareness, perceived benefits of ITEP, and challenges faced towards implementation of ITEP. Through the analysis of the data, the researcher

Findings and interpretation regarding perceptions of B.Ed student-teachers towards ITEP Programme:

1. A majority of B.Ed student-teachers agreed that the Integrated Teacher Education Programme (ITEP) improves in the quality of teacher education (56.81%) helps in development of early professional identity (55.63%), and also ITEP graduates agreed with the fact that they are better prepared than the B.Ed graduates (58.94%). This therefore indicates that many of the respondents perceive Integrated Teacher Education Programme as a beneficial programme for enhancing teacher preparation, strengthening of professional competence, and also in supporting the early development of professional identity among the future teachers.
2. A majority of the respondents agreed that Integrated Teacher Education Programme (ITEP) is difficult to implement under the present situation (62.17%), the four year duration is too long (66.38%), and also the resources for its implementation in colleges are not adequate (63.76%). This suggests that although the student-teachers acknowledges the potential benefits of the programme but they also perceive many practical challenges including long duration of the programme, difficulty in implementation, and inadequate institutional resources.

Findings and interpretation regarding awareness of B.Ed student-teachers regarding ITEP Programme:

3. Findings shows that more than half of the student-teachers perceived of being aware of certain aspects of the programme including the objectives of the programme (56.28%), combining degree and teacher training (57.46%), and its role in supporting inclusive education (54.31%). This therefore indicates that there exists a moderate level of awareness among the student-teachers towards the basic features and purpose of the ITEP programme.
4. A majority of respondents agreed that they are not aware of integration of Indian Knowledge Systems (IKS) in ITEP programme (61.73%), and the programme is not explained clearly before admission (68.24%), also insufficient orientation programmes (64.87%). This indicates that despite of some general awareness, it shows that there is a lack of clear communication, orientation programme, and comprehensive understanding of the key components of the ITEP programme among the B.Ed student-teachers.

Findings and interpretation regarding perceived benefits of B.Ed student-teachers regarding ITEP Programme:

5. Most of the B.Ed student-teachers stated that the ITEP programme helps in development of critical thinking, creativity, and problem-solving skills (64.09%), provision for sufficient training in educational technology (67.34%), and that field exposure enhances confidence in teaching (65.82%). This shows that student-teachers perceive ITEP programme as beneficial in the enhancement of teaching competencies, technological skills, and also practical teaching confidence.
6. More than half of the respondents have also perceived that the ITEP course saves time while compared to traditional teacher education routes (53.58%), and multiple entry–exit options increases the seriousness of the programme (60.46%), also promoting multidisciplinary learning (55.14%). This shows that student-teachers perceive the structural and academic advantages of the ITEP programme in terms of efficiency, flexibility, and the promotion of a multidisciplinary approach for teacher education.

Findings and interpretation regarding challenges faced by B.Ed student-teachers regarding ITEP Programme:

7. More than half of the B.Ed student-teachers agreed that the ITEP programme leads to workload-related fatigue and stress (53.19%), limits other career options (57.63%), and that there is a lack of trained faculty for its effective implementation (55.88%). This suggests that respondents perceive academic pressure, restricted career flexibility, and insufficient trained faculty as important challenges associated with the ITEP programme.
8. A considerable proportion of respondents also reported poor laboratory and classroom facilities (54.12%), increased economic burden (52.37%), and that the ITEP programme is unaffordable for many students (59.21%). This indicates that infrastructural limitations and financial constraints are perceived as major barriers that may affect the accessibility and effective implementation of the ITEP programme.

RESULTS AND DISCUSSION OF THE STUDY

In the present study, the results indicated that B.Ed student-teachers hold mixed perceptions towards the Integrated Teacher Education Programme (ITEP). The findings of the study also showed that a majority of the respondents perceived the programme as beneficial for improvement in the quality of teacher education, strengthening professional competence, and also in supporting the early development of professional identity among the future teachers. Moreover, in terms of enhancing critical thinking, problem-solving ability, creativity, technological skills, multidisciplinary learning, practical teaching confidence, time efficiency, and flexibility, the student-teachers have also perceived the programme positively. Furthermore, the present study revealed that there was moderate level of awareness regarding the objectives, inclusive nature of the programme and its structure which the student-teacher possessed. Respondents have also highlighted several challenges that were associated with the implementation of Integrated Teacher Education Programme. It was seen that most of the B.Ed student-teachers perceived that the programme was very difficult to implement under the present educational conditions because of insufficient trained faculty members, and inadequate institutional resources, and the programme was too lengthy. The findings also highlighted that there was a lack of proper orientation and inadequate awareness regarding important aspects such as the integration of Indian Knowledge Systems (IKS) within the programme. In addition to this, limited career flexibility, workload-related stress, poor infrastructural facilities, and financial burden were also recognized as major concerns affecting the effectiveness and accessibility of the programme. Therefore, the study suggests that though student-teachers generally view Integrated Teacher Education Programme as a progressive reform in teacher education, its successful implementation requires improved infrastructure, greater institutional preparedness, adequate faculty training, effective orientation programmes, and financial support mechanisms in order to address the practical difficulties that are faced by student-teachers.

CONCLUSION

It is seen that the B.Ed student-teachers hold a positive perception regarding the Integrated Teacher Education Programme (ITEP) which was introduced under the National Education Policy 2020. The findings of the study indicates that student-teachers have perceive the ITEP programme as very beneficial for the development of critical thinking, professional competence, technological skills, and practical teaching confidence. Student-teachers also possess a moderate level of awareness regarding the structures and objectives of the programme. Although there were positive perceptions, relevant to the implementation of ITEP several difficulties were also identified. Moreover, the findings therefore suggest that the successful implementation of Integrated Teacher Education Programme requires effective orientation and communication regarding the programme, stronger institutional support, adequate financial and infrastructural facilities, and proper faculty preparation. Overall, the study emphasizes that while Integrated Teacher Education Programme is perceived as a progressive reform that is capable of strengthening teacher education, so addressing the implementation-related and practical challenges is very important in ensuring its effectiveness in building more competent and professionally skilled

teachers in order for the future education system of India.

RECOMMENDATIONS

Further studies can be carried out by including perspectives of various stakeholders such as institutional heads, teacher educators, policymakers, practicing teachers, and also student-teachers for obtaining a broader understanding of the implementation and effectiveness of the Integrated Teacher Education Programme (ITEP). Comparative studies may be carried out across different universities, states, teacher's education institutions, and educational settings in order to enhance the generalizability of the findings. Comparative studies can also be conducted between traditional B.Ed programme student-teachers and ITEP student-teachers and in identifying differences in teaching competencies, professional preparedness, and learning experiences. Future research studies needs to describe clearly the research methodology, sampling techniques, research tools, and data analysis procedure for improving reliability, transparency, and academic rigor of the studies. Longitudinal studies may be undertaken to examine the long-term impact of ITEP on professional development, teaching practice, career progression of teachers, and classroom effectiveness, and overall teacher preparedness in accordance with the objectives of the National Education Policy (NEP) 2020. Moreover, studies on examining the integration of Indian Knowledge Systems (IKS), educational technology, inclusive education, and also examining the effectiveness of orientation programmes and awareness initiatives in order to improve student-teachers' understanding of the structure and objectives of ITEP programme. Furthermore, qualitative research studies and mixed-method studies can be conducted for gaining deeper insights into the attitudes, experiences, and challenges faced by student-teachers enrolling in the ITEP programme. Further studies to be conducted for identifying policy measures, institutional strategies, and awareness programmes that can strengthen implementation ITEP across teacher education institutions in India.

REFERENCE

1. Ahmad, M. B., & Shakir, M. (2025). *Unravelling the challenges in the four-year integrated teacher education programme: Perception of students*. In *Diversified teacher education in the context of NEP 2020 & NCTE initiatives*. NAMAK Publications.
2. Alam, M. A. (2024). Transforming teacher education: The impact of NEP 2020 on ITEP implementation. *Indian e-Journal on Teacher Education (IEJTE)*. <https://doi.org/10.13140/RG.2.2.30515.85289>
3. Devi, U.N & Konwar, J. (2025). Integrated teacher education programme (ITEP): the paradigm shift of teacher education in India. *International Journal of Scientific Research in Modern Science and Technology*, 4 (11), 1-10. <https://doi.org/10.59828/ijrmst.v4i11.388>.
4. Fatima, N. et al. 2023. Reshaping Teacher Education System in India through NEP-2020. *Samdarshi*, 16(2).
5. Haque, M. I., & Haider, A. (2025). Awareness and perception of the Integrated Teacher Education Programme (ITEP) among senior secondary students: A study on teacher education reform. *VIDYA - A Journal of Gujarat University*, 4(2), 91–98. <https://doi.org/10.47413/vw59py52>
6. Jabbar, A., & Barkati, M. G. (2024). The Integrated Teacher Education Program (ITEP): Shaping the future of education. *International Journal of Research in Education and Science*, 7(4), 345–353. <https://doi.org/10.29009/ijres.7.4.10>
7. Khan, M. A., Bala, A., & Pettala, R. (2025). Perception of Teacher Educators' Towards the Implementation of Four-Year Integrated Teacher Education Programme. *International Journal for Multidisciplinary Research*, 7 (2), 1-7. <https://doi.org/10.36948/ijfmr.2025.v07i02.43233>
8. Mandal, R., Mete, J., & Biswas, R. M. (2025). ITEP in India: Problems and prospects under NEP 2020. *International Journal of Innovative Science and Research Technology*, 10(5), 2940–2946. <https://doi.org/10.38124/ijisrt/25may1596>
9. Mohalik, S., Mohanty, S., & Mishra, A. (2024). Professional Standards and Quality Concern in Teacher Education. *International Journal For Multidisciplinary Research*, 6 (1), 1-8. <https://doi.org/10.36948/ijfmr.2024.v06i01.14304>.
10. Patrick, O., Dhillong, S., & Bagonza, G. (2026). Internal efficiency of the integrated teacher education programme (ITEP): a study of student success and institutional factors in Punjab, India. *Journal of Dalian University of Technology*, 33 (1), 650-669. <https://doi.org/10.5281/Zenodo.18322241>

11. Rai, A.N. & Pandey, P. (2022, Apr 20). We must revamp schools as they reopen after the pandemic break. The Mint. <https://www.livemint.com/opinion/online-views/we-must-revampschools-asthey-reopen-after-the-pandemic-break-11650471397642.html>
12. Sahoo, D., & Sahoo, D. P. (2024). A study on the opinion of B.Ed. student teachers' towards Integrated Teacher Education Programme (ITEP). *International Journal of All Research Education and Scientific Methods*, 12 (6), 1060-1066. https://www.ijaresm.com/uploaded_files/document_file/Dr._Dolagobinda_Sahoo_EORg.pdf
13. Sharma, G., Mittal, R., & Zayan. (2023). Teacher education in India's National Education Policy 2020: Knowledge traditions, global discourses and national regulations. *Contemporary Education Dialogue*, 20(2). <https://doi.org/10.1177/09731849231168728>