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## Reimagining Secondary Teacher Education Programme in Manipur: Embracing the Integrated Teacher Education Programme (ITEP) in Light of NEP 2020

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### ABSTRACT

The National Education Policy (NEP) 2020 envisions a paradigm shift in teacher preparation by introducing the Integrated Teacher Education Programme (ITEP), designed to foster holistic, multidisciplinary, and professional training. This article explores the relevance, opportunities, and challenges of implementing ITEP in the North eastern state of Manipur. It begins by examining the current status of secondary teacher education in Manipur and highlights the gaps exposed by national reviews such as the Justice Verma Commission Report (2012). The study underscores the need for contextualizing NEP 2020 reforms to address regional realities, including tribal integration, gender disparities, and faculty capacity. The article further argues that by shifting from chance-based to choice-driven enrollment in teacher education, ITEP can enhance professionalism and motivation among teacher candidates. It concludes with recommendations for a phased implementation roadmap, including pilot testing, awareness campaigns, and strategic partnerships. Embracing ITEP in Manipur holds the potential to revitalize the teacher education landscape and align it with



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## 1. Introduction

Teacher education plays a pivotal role in shaping the quality and character of school education, and by extension, national development. Teachers are not merely transmitters of knowledge; they are nation-builders who influence the intellectual and moral development of future generations. A robust and visionary teacher education system is therefore crucial for cultivating educators who are competent, compassionate, and committed to the holistic growth of learners.

In India, secondary teacher education has traditionally been offered through a 2-year Bachelor of Education (B.Ed.) programme. While this model has produced thousands of teachers over the decades, it has also faced critical challenges—ranging from quality concerns, lack of standardisation, insufficient field exposure, to the proliferation of substandard private institutions. In states like Manipur, these issues are further compounded by geographical isolation, socio-political instability, and a lack of multidisciplinary infrastructure in teacher education institutions (TEIs).

Recognising these limitations, the National Education Policy (NEP) 2020 has proposed a paradigm shift through the introduction of the Integrated Teacher Education Programme (ITEP). This four-year dual-major degree aims to professionalize teacher preparation by grounding it in a multidisciplinary, research-informed, and values-based framework. By making ITEP the mandatory minimum qualification for school teaching by 2030, NEP 2020 envisions a new generation of teachers who are not only pedagogically sound but also rooted in Indian knowledge systems, cultural diversity, and ethical principles.

Reimagining secondary teacher education in a state like Manipur requires a deep contextual understanding. The region's ethnic diversity, tribal traditions, conflict-affected communities, and under-resourced institutions present both unique challenges and rich opportunities for implementing ITEP. Additionally, the shift to ITEP offers the potential to discourage students from pursuing B.Ed. "by chance"—a common trend in many regions—by attracting serious, motivated individuals and thereby fostering positive professionalism.

This article aims to:



- Examine the current state of secondary teacher education in Manipur;
- Present the key features of ITEP as envisioned in NEP 2020;
- Explore the potential opportunities and anticipated challenges in implementing ITEP in the local context;
- And offer recommendations to make this policy transition meaningful, inclusive, and effective in Manipur.

## **2. Current Status of Secondary Teacher Education in Manipur**

### **2.1 Structure of the Current B.Ed. Programme**

At present, secondary teacher education in Manipur is predominantly offered through the two-year B.Ed. programme, regulated by the National Council for Teacher Education (NCTE). The programme is designed to prepare graduates from various disciplines to become subject-specific teachers at the secondary level. The curriculum includes theory papers in educational psychology, pedagogy of school subjects, educational philosophy, and a mandatory teaching practicum. The affiliating university—Manipur University—plays a central role in overseeing curriculum standards, conduct of examinations, and award of degrees. However, the delivery of the programme differs widely across institutions due to variability in faculty profiles, teaching resources, and field exposure opportunities.

### **2.2 Profile and Nature of STEIs in Manipur**

As of 2024, Manipur has a total of 16 Secondary Teacher Education Institutions (STEIs), all of which are recognized by the National Council for Teacher Education (NCTE) and affiliated to Manipur University. These include:

- One department within Manipur University (Department of Teacher Education),
- Two state government colleges, including the Government Hindi Teachers' Training College.
- Six government-aided colleges, and
- Seven privately managed colleges,



Of these 16 institutions, Hindi Teachers' Training College was excluded due to systemic differences from the other 15 institutes. Of the 15 STEIs undertaken for the study seven function as standalone teacher education institutions, while the remaining eight operate as composite or multidisciplinary institutions. All institutions offer programmes culminating in the award of the Bachelor of Education (B.Ed.) degree, under the academic framework prescribed by Manipur University.

### **2.3. Status of Infrastructural and Instructional Facilities in STEIs in Manipur**

The Secondary Teacher Education Institutions (STEIs) in Manipur generally meet or exceed the basic infrastructural requirements prescribed by the National Council for Teacher Education (NCTE) 2014. All surveyed institutions possess sufficient land and built-up areas, with buildings mostly in good condition despite a majority being kutchha structures. Classrooms are adequately available, ranging from 3 to 8 per institution, equipped with both traditional and modern teaching aids. Multipurpose halls and playfields are common, with nearly all institutions having halls that accommodate 200 to 1500 people and a majority having multipurpose playfields. Seminar activities predominantly take place in classrooms, with only a few institutions maintaining dedicated seminar rooms. All institutions maintain library-cum-reading rooms with reasonable seating capacity and varying levels of access to relevant academic resources, including textbooks, encyclopedias, and some digital resources; however, library automation is limited. ICT resources are present in all institutions, though many suffer from non-functional equipment, and less than a third offer campus Wi-Fi. Curriculum laboratories exist in all institutions, but many lack adequate materials and resources to fully support practical learning. Resource centers for art, craft, health, and physical education are widely available. Administrative infrastructure, including offices, staff rooms, store rooms, and visitor rooms, is well established. Most institutions provide canteen and recreation facilities, with toilet facilities segregated appropriately and drinking water, fire safety, electricity, parking, and barrier-free access universally ensured. However, first aid and medical facilities are scarce, present in only a small fraction of institutions. Hostel facilities are available in half of the institutions, and residential quarters for staff exist in a minority. While campus cleanliness is consistently maintained, transportation and guidance/counselling services are limited, and no institution currently operates a placement cell. Overall, while STEIs in Manipur have a foundational infrastructure that meets prescribed norms, there remain significant gaps in resource adequacy, technological functionality, and student support services, which may affect the overall quality of teacher education.



## 2.4. Human Resource Profile of Principals and Teacher Educators in STEIs, Manipur

A survey of human resources across 15 Secondary Teacher Education Institutions (STEIs) in Manipur provides valuable insights into the qualifications and demographics of Principals/HODs and teacher educators. Among the Principals/HODs from the 15 institutions, a notable gender disparity exists, with 79% male and 21% female representation. Most Principals/HODs possess advanced qualifications, with 64% holding a Ph.D. (half of which are in education), and all having postgraduate degrees, primarily in Arts (78.6%) and Science (21.4%). Professional qualifications include B.Ed./B.T. and M.Ed. degrees, with a majority specializing in foundation curriculum and pedagogic courses. Teaching experience varies, with the majority (57.14%) having 8-16 years of experience, and 57.14% holding regular positions.

Regarding teacher educators, the total number across the 15 surveyed institutions is 268, with a slight female majority (approximately 141 females to 127 males). Only 21% of these educators hold Ph.D. qualifications, while 45% have cleared the NET/SLET exams. Academic backgrounds are diverse, with most holding M.A. (61%) and M.Sc. (25%) degrees. In terms of professional credentials, 82.3% possess a B.Ed., and 66% have an M.Ed., with the majority specializing in foundation and pedagogic courses. Among 145 sampled teacher educators who responded to the survey, 81% are regular faculty primarily appointed through interviews. Additionally, 67% of the respondents have teaching experience at the secondary school level. Overall, the findings suggest that most Principals/HODs and teacher educators possess the professional qualifications required to effectively fulfill their roles in the STEIs of Manipur..

### 2.4 Key Issues and Concerns

Despite the earnest efforts of the people of Manipur to uphold the importance of education and align with the National Education Policy (NEP) 2020, Secondary Teacher Education Institutions (STEIs) in the state face several pressing challenges that hinder the realization of quality teacher education. One of the most prominent concerns is the fragmented nature of academic provisions across institutions. The current institutional structure often lacks coherence, limiting interdisciplinary collaboration and integration with wider university-level reforms. This fragmentation is further exacerbated by a weak research culture and the inadequate incorporation of experiential learning, reflective teaching practices, and field-based pedagogical innovations.



Human resource constraints remain a critical bottleneck. Although a majority of teacher educators possess foundational qualifications such as B.Ed. and M.Ed., there is a notable shortage of faculty with doctoral degrees, NET/JRF qualifications, or substantial research and field experience. Many institutions also suffer from a lack of expertise in foundational disciplines like philosophy of education, sociology of education, science pedagogy, and child development. Moreover, a significant portion of academic leadership roles are held in an "in-charge" capacity rather than as regular appointments, potentially affecting administrative continuity and vision.

Infrastructural disparities further constrain institutional performance. While most institutions report compliance with land and built-up area requirements, several still operate from kutchha buildings and lack well-equipped laboratories, seminar halls, and e-content development facilities. ICT centres are often non-functional, and access to digital learning resources remains limited. In addition, essential amenities such as hostels, medical facilities, and separate staff rooms are unavailable in many institutions, affecting both staff and student well-being.

From a pedagogical standpoint, the curriculum remains heavily theoretical, with minimal integration of tribal knowledge systems and the local socio-cultural context. Opportunities for practicum and meaningful collaboration with local schools are limited, thereby weakening the bridge between theory and practice. Further compounding these issues is the low motivation among students, many of whom enter B.Ed. programmes due to a lack of alternatives rather than a genuine interest in teaching. This affects the overall academic environment and the commitment to professional development.

The situation has been exacerbated by the ethnic conflicts and internal displacement that have affected the state since 2023. These disruptions have had a significant impact on student admissions, the continuity of teaching-learning processes, and the overall functioning of institutions.

In light of these observations, it is evident that while Manipur demonstrates a strong cultural appreciation for education, systemic reforms are necessary to strengthen STEIs. Addressing these key concerns is vital to ensuring that teacher education in the state evolves in alignment with the vision and standards set forth by NEP 2020.

### **3. Understanding ITEP as Envisioned in NEP 2020**

The four-year Integrated Teacher Education Programme (ITEP) aims to develop passionate, motivated, and professionally qualified teachers who are well-equipped to design and implement



developmentally appropriate learning experiences for students across different stages of school education. The programme emphasizes the provision of high-quality education encompassing subject content, pedagogy, values, and practical training to prospective teachers.

The National Education Policy (NEP) 2020 underscores the critical role of teacher education in shaping the future generation of learners. It states that teacher preparation must integrate multidisciplinary perspectives and knowledge, foster the development of professional dispositions and values, and include extensive practical experience under the guidance of expert mentors. Furthermore, teachers are expected to be firmly grounded in Indian values, languages, knowledge systems, ethos, and traditions—including tribal traditions—while simultaneously being well-versed in contemporary advances in education and pedagogy (NEP 2020, Para 15.1).

Recognizing the dual need for high-quality content knowledge and pedagogical skills, the NEP 2020 advocates for the gradual relocation of teacher education to multidisciplinary colleges and universities by 2030 (Para 5.22). The policy envisions the four-year integrated B.Ed. programme, offered exclusively by such multidisciplinary higher education institutions, to become the minimum qualification for school teachers by 2030.

This integrated B.Ed. is designed as a dual-major holistic bachelor's degree, combining education with a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, or others. Beyond cutting-edge pedagogical training, the curriculum will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, as well as knowledge of India's values, ethos, arts, and traditions (NEP 2020, Para 15.5).

In essence, the Integrated Teacher Education Programme represents one of the most transformative reforms introduced by NEP 2020. It seeks to replace previously fragmented and often inconsistent teacher preparation models with a unified, multidisciplinary, and rigorous pathway to professional teaching. This marks a fundamental shift from ad-hoc B.Ed. enrolments to a carefully structured four-year programme firmly rooted in both disciplinary expertise and pedagogical competence.

### **3.1 Core Features of ITEP**

The ITEP is envisioned as a 4-year dual-major undergraduate degree, integrating:



- Disciplinary expertise (e.g., in Mathematics, History, Languages, Sciences, Arts, etc.),
- With professional education (pedagogical theory, practice, and values).

Its key features include:

- **Multidisciplinary foundation:** Offered only in multidisciplinary Higher Education Institutions (HEIs), ensuring that future teachers are exposed to rich academic environments and perspectives.
- **Rigorous admission:** Entry through subject and aptitude tests conducted by the National Testing Agency (NTA) to ensure motivated and capable candidates.
- **Practice-based learning:** Strong emphasis on school-based practicum, mentoring, and community engagement.
- **Grounding in Indian values and knowledge systems:** Including tribal knowledge, Indian philosophy, art, culture, and languages.
- **Flexibility:** While the 4-year ITEP becomes the standard qualification by 2030, 2-year B.Ed. and 1-year B.Ed. options remain for students with existing degrees in a specific discipline.

### **3.2 Objectives of ITEP**

NEP 2020 outlines the following goals for ITEP:

- Elevate teaching as a profession of choice, not by compulsion or chance.
- Build a robust teacher identity through deeper subject knowledge and pedagogical skills.
- Ensure teachers are ethically grounded, socially responsive, and technologically literate.
- Embed teacher education in real-world contexts, connecting classroom practice with local communities and cultural realities.
- Eliminate substandard TEIs and curb degree-selling practices through stronger regulation and quality control.

### **3.3 Why ITEP Matters for Manipur**



The introduction of the Integrated Teacher Education Programme (ITEP) represents a transformative policy intervention in the context of Manipur's teacher education system, which has long been constrained by structural fragmentation, resource limitations, and socio-political disruptions. While the people of Manipur deeply value education and continue to strive towards meeting national standards outlined in the National Education Policy (NEP) 2020, significant challenges remain—particularly in relation to human resources, infrastructure, and curriculum relevance. The implementation of ITEP addresses several of these core issues, offering an integrated, future-oriented model for professionalising teacher education in the state.

### 1. Professionalising Teacher Preparation

One of the long-standing critiques of the B.Ed. programmes in Manipur is the prevalence of casual or unmotivated enrolment. Many students enter teacher education by chance, rather than as a purposeful career choice. The selective entry mechanism under ITEP—facilitated through national-level aptitude and subject-specific tests conducted by the National Testing Agency (NTA)—is poised to attract more committed and competent candidates. By reducing non-serious enrolments, ITEP has the potential to foster a strong sense of professionalism and purpose among future teachers. This reorientation can help restore the dignity of the teaching profession and ensure that classrooms are led by individuals who have deliberately chosen to become educators.

### 2. Embedding Education within Multidisciplinary Institutions

Currently, some of Secondary Teacher Education Institutions (STEIs) in Manipur function as stand-alone colleges with limited academic collaboration and inadequate research engagement. According to the 2020–2021 survey, only 21% of teacher educators held a Ph.D., and many institutions reported a weak culture of innovation and interdisciplinary teaching. ITEP's implementation within multidisciplinary Higher Education Institutions (HEIs), as mandated by NEP 2020, offers a structural remedy to this fragmentation. It promotes interdisciplinary learning by integrating pedagogy with disciplines such as philosophy, psychology, Indian languages, science, art, and mathematics. This institutional shift can significantly elevate the academic rigour and relevance of teacher education in the state.

### 3. Localisation and Cultural Integration



Manipur's diverse tribal cultures, indigenous knowledge systems, and multilingual society offer a unique context that is often marginalised in standardised teacher education curricula. ITEP creates scope for region-specific curricular design that incorporates local histories, community knowledge, and lived realities. This would not only promote culturally responsive pedagogy but also support educational equity by enabling instruction in mother tongues and fostering inclusivity for tribal and rural learners. The localisation of pedagogy is especially important in a state like Manipur, where education must be tailored to varied socio-cultural contexts to ensure meaningful learning.

#### 4. Enhancing Practice-Based Training

One of the major shortcomings of the existing B.Ed. model is the inadequate emphasis on practical training and field engagement. In contrast, ITEP mandates an integrated practicum and internship framework, embedded within real school settings and supported by formal partnerships between HEIs and local schools. In Manipur—where geographical isolation, conflict, and displacement have disrupted regular schooling—this practical orientation can cultivate a new generation of teachers who are resilient, flexible, and empathetically engaged with their communities. Such experiential learning is vital in preparing educators to address the complex realities of rural and conflict-affected classrooms.

#### 5. Building a Knowledge-Based Teaching Workforce

The ITEP model advances a comprehensive and research-oriented vision for teacher education, integrating foundational knowledge, ethics, communication, and professional competencies. In a context where only 45% of teacher educators have cleared NET/SLET and most institutions lack a vibrant research culture, ITEP can serve as a catalyst for change. It prepares educators not just as content-deliverers, but as scholars, innovators, and reflective practitioners capable of driving educational transformation. By embedding lifelong learning and professional development into the very structure of teacher preparation, ITEP can help Manipur shift from rote-based pedagogy to a more student-centred and inquiry-driven approach.

#### **4. Anticipated Challenges in Implementing ITEP in the Local Context of Manipur**

The proposed implementation of the Integrated Teacher Education Programme (ITEP) in Manipur holds transformative promise. However, its success is contingent upon overcoming a range of complex and context-specific challenges. These challenges are deeply rooted in the socio-political,



institutional, cultural, and economic realities of the state. The following outlines the key anticipated barriers:

#### 4.1. Socio-Political Instability and Conflict Impact

Manipur has long been affected by periodic ethnic tensions, insurgency, and political unrest. Since 2023, large-scale displacement due to ethnic conflict has further aggravated instability. These conditions have:

- Disrupted academic calendars and institutional operations,
- Led to frequent shutdowns, curfews, and strikes affecting educational continuity,
- Created psychological stress and uncertainty among students and faculty,
- Decreased student enrolments and led to internal migration from conflict zones.

Given that ITEP requires continuous engagement in both academic and field-based training over four years, any disruption undermines its effective implementation and learning outcomes.

#### 4.2. Institutional and Structural Limitations

The Secondary teacher education institutions ecosystem in Manipur is comprised of stand-alone colleges with limited capacity. Key structural issues include:

- Difficulty in upgrading or affiliating existing STEIs into multidisciplinary Higher Education Institutions (HEIs), as mandated by NEP 2020,
- Acute shortage of faculty with expertise in diverse and emerging fields such as psychology, educational philosophy, inclusive education, ICT, and STEM pedagogy,
- Inadequate infrastructure such as laboratories, digital learning spaces, libraries, and student accommodation,
- Limited practicum linkages with local schools for school-based training.

These limitations hinder the envisioned interdisciplinary, research-oriented, and practice-based nature of ITEP.

#### 4.3. Limited Awareness and Perceptual Barriers



Despite NEP 2020 being in place for several years, there remains low awareness about ITEP among key stakeholders:

- Students and parents often perceive ITEP as too long, academically intensive, and economically unviable,
- Many teacher educators remain unfamiliar with the ITEP framework and its pedagogical innovations,
- Institutional resistance exists due to lack of orientation, training, and clarity on transition procedures,
- Policy communication has not adequately reached rural and tribal areas, where some STEIs are located.

This knowledge gap may delay buy-in and hinder smooth transition from conventional B.Ed. models.

#### 4.4. Financial and Resource Constraints

Implementing a four-year integrated programme demands substantial and sustained investments, including:

- Upgrading physical and academic infrastructure to meet ITEP norms,
- Recruiting and retaining qualified faculty from multiple disciplines,
- Establishing robust partnerships with schools for internships and practicum,
- Developing new curriculum, textbooks, and assessment frameworks,
- Offering scholarships and financial aid to prevent exclusion of socio-economically disadvantaged students.

Given the state's constrained budget and competing developmental needs, financial planning and external support are essential.

#### 4.5. Linguistic and Cultural Diversity

Manipur is home to numerous communities, each with distinct languages and cultural identities. This diversity poses pedagogical and administrative challenges:



- Difficulty in designing inclusive curricula that reflect regional histories, epistemologies, and mother tongues,
- Lack of instructional materials and teacher training that accommodate multilingual classrooms,
- Limited integration of indigenous knowledge systems and tribal worldviews into mainstream education.

Unless addressed, these gaps may lead to cultural alienation and educational inequity.

#### 4.6. Weak Policy Implementation and Monitoring Mechanisms

Effective implementation of ITEP requires robust governance structures and coordination between state education departments, universities, regulatory bodies (such as NCTE), and local institutions. However, challenges include:

- Absence of clear transition roadmaps from B.Ed. to ITEP for colleges,
- Inadequate faculty development programmes to orient existing teacher educators to the ITEP framework,
- Lack of regulatory monitoring and feedback systems to ensure quality and compliance,
- Institutional fragmentation and bureaucratic delays in approval and funding processes.

Without coordinated policy execution and consistent monitoring, the rollout of ITEP could remain uneven and ineffective.

#### 4.7. Student Readiness and Academic Preparedness

The transition to ITEP, with its integrated and rigorous academic structure, assumes a certain level of foundational competency among school-leavers. However:

- Many secondary school graduates, particularly from rural and conflict-affected areas, may lack the academic preparedness and language proficiency required for success in ITEP,
- Weak school-level science and mathematics education may dissuade capable students from pursuing integrated teacher education.



Bridging programmes or foundational preparatory courses may be necessary to improve student readiness.

## **5. Recommendations for Effective Implementation of ITEP in Manipur**

To actualize the transformative potential of the Integrated Teacher Education Programme (ITEP) in Manipur, a comprehensive, phased, and context-sensitive approach is essential. The following recommendations aim to bridge the gap between policy and practice by addressing local realities and systemic limitations.

### **5.1. Develop a State-Specific Implementation Roadmap**

- Formulate a clear, phased rollout plan aligned with Manipur's socio-political, cultural, and infrastructural contexts.
- Define implementation milestones, timelines, institutional responsibilities, and monitoring mechanisms.
- Ensure that the roadmap incorporates flexible timelines to accommodate disruptions caused by conflict or institutional restructuring.

### **5.2. Strengthen Institutional Capacity**

- Facilitate the integration or affiliation of existing stand-alone Teacher Education Institutions (TEIs) with multidisciplinary Higher Education Institutions (HEIs), in line with NEP 2020.
- Invest in upgrading infrastructure, including digital classrooms, science laboratories, libraries, and inclusive learning spaces.
- Recruit and retain qualified faculty through targeted capacity-building programs, emphasizing interdisciplinary expertise in education and allied fields.

### **5.3. Raise Awareness and Build Advocacy**

- Conduct targeted awareness campaigns among students, parents, and educational stakeholders to promote the value and objectives of ITEP.
- Utilize local media, community-based organizations, and educational NGOs to disseminate information about admission procedures, career prospects, and academic requirements.



- Organize orientation sessions and bridge programs in schools and colleges to generate early interest and preparedness among potential teacher candidates.

#### 5.4. Contextualize Curriculum and Pedagogy

- Collaborate with tribal leaders, local scholars, and language experts to develop regionally relevant curricula that incorporate indigenous knowledge systems, oral traditions, and socio-cultural realities.
- Promote multilingual and mother tongue-based teacher education to enhance accessibility and inclusivity, especially for tribal and rural learners.
- Integrate experiential learning, community engagement, and service-learning as core components of the practicum model.

#### 5.5. Ensure Financial Support and Equity

- Mobilize central and state-level education reform funds to provide infrastructure grants and student scholarships.
- Establish transparent mechanisms for need- and merit-based financial aid to attract committed candidates from underrepresented and economically disadvantaged communities.
- Encourage corporate social responsibility (CSR) initiatives and public-private partnerships to support infrastructure, research, and student welfare.

#### 5.6. Enhance Collaboration and Governance

- Establish a dedicated state-level monitoring and coordination body to oversee ITEP implementation, quality assurance, and institutional compliance.
- Foster partnerships between HEIs and local schools to create robust practicum opportunities and mentorship frameworks.
- Collaborate with national regulatory bodies such as NCTE and NTA to ensure alignment of admissions, curricula, and evaluation standards.

#### 5.7. Leverage Digital Platforms for Continuous Development



- Use online resources such as SWAYAM and DIKSHA to provide continuous professional development for faculty and trainees.
- Implement virtual mentorship programs connecting experienced educators with student-teachers in remote or conflict-affected regions.
- Develop open-access digital content tailored to Manipur's socio-cultural context to support blended and flexible learning.

#### 5.8. Pilot and Evaluate Before Scale-Up

- Initiate pilot implementations of ITEP in select STEIs and HEIs to evaluate feasibility, effectiveness, and challenges.
- Collect data through monitoring and feedback systems to inform necessary modifications before a full-scale state wide rollout.

### Conclusion

The introduction of the Integrated Teacher Education Programme (ITEP) in Manipur, as envisioned in the National Education Policy (NEP) 2020, represents a strategic opportunity to overhaul the existing teacher education system. By embedding teacher preparation within multidisciplinary institutions, emphasizing culturally rooted pedagogy, and reinforcing practice-based training, ITEP offers a roadmap to professionalize teaching and enhance educational outcomes across the state.

Nevertheless, several structural and contextual challenges—ranging from socio-political instability and financial constraints to limited awareness and institutional capacity—pose significant barriers to effective implementation. Overcoming these requires a concerted effort by government bodies, universities, civil society, and local communities. The successful realization of ITEP in Manipur will depend not merely on compliance with national mandates, but on a shared vision for nurturing competent, reflective, and culturally sensitive educators. Such a vision must be supported by robust policy frameworks, adequate resourcing, and sustained community engagement.

In essence, adopting ITEP is not only an academic reform but a critical investment in the human capital of Manipur—an investment that holds the promise of transforming both classrooms and communities for generations to come.



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