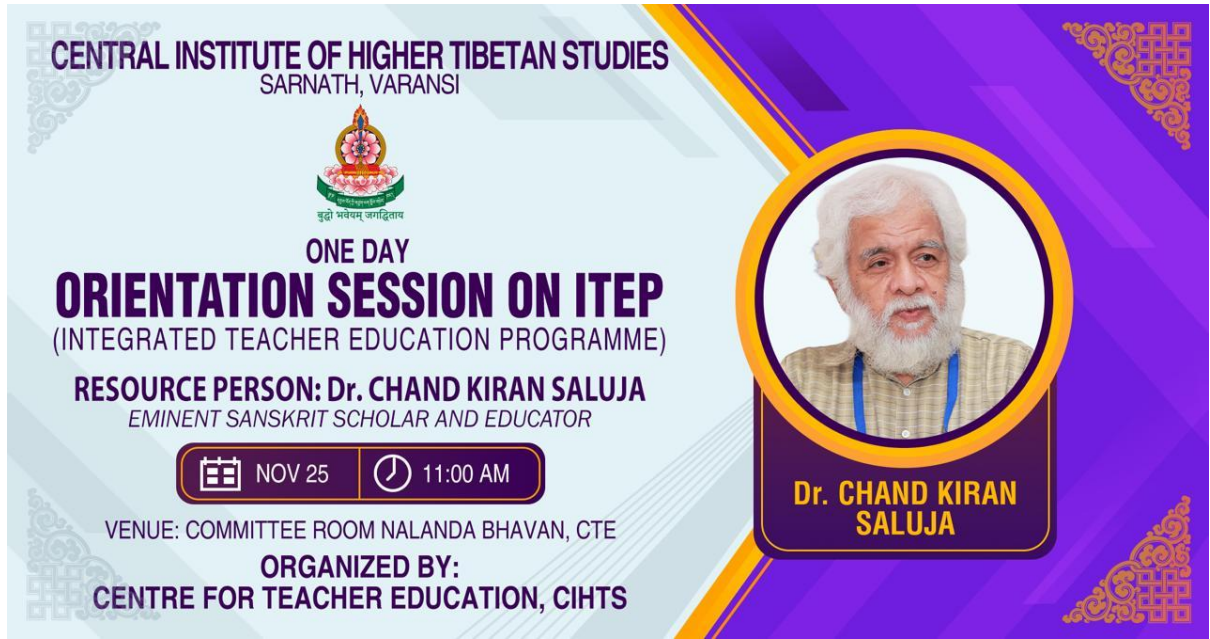


**CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
(DEEMED TO BE UNIVERSITY)**

**Orientation Session on ITEP: A Transformative Step in Teacher Education
at Central Institute of Higher Tibetan Studies (CIHTS), Sarnath**

Date: 25 November 2025

Venue: Nalanda Bhavan, Centre for Teacher Education, CIHTS



The poster features a purple and blue geometric background with traditional Indian patterns in the corners. At the top left, it reads 'CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES SARNATH, VARANSI'. Below this is the CIHTS logo, a circular emblem with a central figure and the motto 'बुद्धो भवेत्सर्वम् जगद्दिताय' in Sanskrit. The main text in the center reads 'ONE DAY ORIENTATION SESSION ON ITEP (INTEGRATED TEACHER EDUCATION PROGRAMME)'. Below this, it identifies the 'RESOURCE PERSON: Dr. CHAND KIRAN SALUJA EMINENT SANSKRIT SCHOLAR AND EDUCATOR'. A date and time box shows 'NOV 25' and '11:00 AM'. The venue is listed as 'VENUE: COMMITTEE ROOM NALANDA BHAVAN, CTE'. At the bottom, it states 'ORGANIZED BY: CENTRE FOR TEACHER EDUCATION, CIHTS'. On the right side, there is a circular portrait of Dr. Chand Kiran Saluja, an elderly man with a white beard, wearing a blue lanyard. Below the portrait, his name 'Dr. CHAND KIRAN SALUJA' is written in bold yellow letters.

The Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, marked a significant academic milestone with the formal recognition of the **Four-Year Integrated Teacher Education Programme (ITEP)**. This recognition stands as an important achievement for the Institute and reaffirms CIHTS's commitment to excellence in teacher education rooted in compassion, cultural sensitivity, and ethical values.

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, organized a **One-Day Orientation Session on the Integrated Teacher Education Programme (ITEP)** on **25 November, 2025**. The session was conducted by **Dr. Chand Kiran Saluja**, an eminent Sanskrit scholar, veteran educator, former Associate Professor at the University of Delhi, and a distinguished member of the National Education Policy 2020 & ITEP Suggestive Curriculum Framework Drafting Committee. During the programme, the

Institute presented a **traditional Tibetan Thangka painting** to Dr. Saluja as a mark of respect and appreciation. The gesture celebrated CIHTS's cultural heritage and its commitment to harmonizing traditional wisdom with contemporary education. Dr. Saluja's long-standing involvement with national-level curriculum development and teacher education reforms added exceptional depth and clarity to the session. The programme was organized at Nalanda Bhavan in the presence of the CTE, CIHTS teaching faculty.

Dr. Saluja's lecture was thoughtfully structured into two segments. The first half of the day focused on an Orientation Session on ITEP, where he explained the programme in the light of NEP 2020 and its deep consonance with Buddhist philosophy, compassion-based pedagogy, and holistic teacher formation. After the lunch break, the session resumed in an interactive format, during which Dr. Saluja engaged with the faculty members on the curriculum framework of ITEP and discussed the development of various courses, offering practical insights and academic guidance for future implementation.

Highlights of the event:

Dr. Saluja described the ITEP recognition as a matter of immense pride for CIHTS, emphasizing that the programme will play a transformative role in shaping future educators from the Tibetan and Himalayan regions. He stated that:

- The core purpose of ITEP is compassion and sensitivity toward humanity, values that resonate deeply with Buddhist philosophy.
- The curriculum will help Tibetan and Himalayan students understand their cultural roots, traditions, and identity while preparing them to meet global standards of the 21st century.
- NEP's vision is to build professionally competent, ethically grounded, and socially responsible teachers, equipped to handle school education across its different stages.
- A unified four-year course combining general education and teacher training provides a holistic foundation for high-quality educators.

Dr. Saluja expressed confidence that CIHTS will emerge as a model institution implementing NEP's ideals in both spirit and practice. He structured his address around the philosophical and pedagogical foundations of the National Education Policy (NEP 2020), drawing particularly

from Chapters 1, 4, 5, 12, and 15, and explained how these become the backbone of ITEP—India’s flagship programme for preparing future teachers.

Dr. Saluja began by drawing attention to NEP Chapter 1, explaining how it sets the foundational vision of transformative education rooted in equity, compassion, creativity, and holistic development. He emphasized that education must nurture learners who are “sensitive, caring, culturally rooted, yet globally aware,” and noted that ITEP embodies this very spirit by integrating disciplinary knowledge with professional preparation and humanistic values.

He then moved to the curricular orientation reflected in NEP Chapter 4, highlighting that the four-year integrated structure of ITEP has been designed to build strong multidisciplinary competencies. The programme, he explained, strengthens foundational literacy and numeracy, promotes experiential and art-integrated learning, and encourages discovery-based and inquiry-driven pedagogies. Through this approach, ITEP aims to prepare teachers who can adapt to diverse learning needs and dynamic classroom environments with confidence and creativity.

While discussing NEP Chapter 5, Dr. Saluja described ITEP as one of the most ambitious and forward-looking reforms in the field of teacher education. Unlike older fragmented B.Ed formats, ITEP offers a rigorous and research-informed professional preparation across four years. It seeks to cultivate ethical reasoning, reflective thinking, leadership qualities, and inclusive teaching practices—qualities essential to meet 21st-century global standards. He reiterated that, in the NEP’s vision, teachers are not merely transmitters of knowledge but mentors and nation-builders entrusted with shaping future generations.

Linking the discussion to NEP Chapter 12, Dr. Saluja reflected on the policy’s call for institutional transformation through autonomy, professional responsibility, and transparent governance. He remarked that CIHTS, with its rich intellectual heritage, is uniquely positioned to serve as a model institution where ancient wisdom harmonizes with contemporary pedagogical science, thereby strengthening the overall ecosystem of teacher education.

Finally, drawing from NEP Chapter 15, he emphasized how deeply the policy’s focus on culture, ethics, and values resonates with the ethos of CIHTS. He spoke of the necessity for education to cultivate compassion (*karuṇā*), sensitivity to humanity and nature, respect for cultural diversity, and a strong sense of ethical citizenship. Dr. Saluja appreciated CIHTS as a

natural home for such value-based preparation of future teachers, where intellectual training blends seamlessly with cultural grounding and ethical refinement.

ITEP Curriculum Framework Explained

Dr. Saluja presented the structural blueprint of the ITEP curriculum:

- Multidisciplinary foundation courses
- Professional education modules (pedagogy, assessment, inclusivity, classroom processes)
- School internship and practicum components
- Value-based and culturally-rooted courses inspired by India's civilizational knowledge systems
- Emphasis on research, reflective journals, and professional portfolios

He highlighted that the programme enables student-teachers to connect theoretical principles with classroom realities.

Mentorship Model: The Heart of ITEP

Dr. Saluja elaborated on the school-based mentorship framework, stating:

- Each student-teacher must have access to regular guidance from experienced mentor-teachers.
- Mentorship strengthens practice-based learning, reflective practice, and confidence-building.
- Mentor-mentee relationships help cultivate professional ethics, collaborative spirit, and problem-solving abilities.

Educational Theories Emphasized

Dr. Saluja invoked Friedrich Schiller's belief, "No Child is Incapable" as every child possesses innate potential. Therefore:

- A teacher's task is to unlock possibilities, not label limitations.
- ITEP prepares teachers to recognize learners as capable, creative, and evolving individuals.

Aligning with NEP’s stance “Every Child is a Creative Child”, he reiterated:

- Creativity is not a gift for a few—it is a universal human capacity.
- Classrooms must nurture imagination through art, play, dialogue, exploration, and real-life experiences.

Vision, Mission, and Values Connected with ITEP

Dr. Saluja mapped ITEP with CIHTS’s institutional values:

Vision

To prepare compassionate, ethical, culturally rooted, and globally competent teachers.

Mission

- To integrate Tibetan–Himalayan knowledge with national teacher education standards.
- To empower student-teachers with holistic competence—academic, emotional, ethical, and spiritual.

Core Values

- Compassion (karuṇā)
- Cultural sensitivity
- Integrity
- Critical thinking and inquiry
- Service to society
- Respect for diversity and inclusion

Impact of the Orientation Session

The session helped faculty members:

- Understand the philosophical foundations of ITEP,
- Connect CIHTS’s heritage with NEP’s aspirations,
- Gain clarity on curriculum, evaluation, and practicum components,
- Recognize the deeper goal of teacher education as nation-building through character-building.

The orientation concluded with a collective resolve to implement ITEP at CIHTS with academic rigor, cultural depth, and humanistic excellence.

Hon'ble Vice-Chancellor of CIHTS Prof. Wangchuk Dorjee Negi ji expressed deep satisfaction and gratitude over the recent recognition, noting that CIHTS is committed to preparing educators who are academically sound, culturally rooted, ethically responsible, and globally competent. He emphasized that the Institute's vision is to harmonize ancient wisdom with contemporary pedagogical practices so that graduates emerge as contributors to nation-building and global harmony. Echoing this vision, *Registrar Dr. Sunita Chandra* highlighted that the Institute strives to instil in its students a deep love for their culture, pride in national identity, and a spirit of responsible citizenship. She added that CTE, CIHTS remains dedicated to nurturing learners who embody ethical reasoning, logical clarity, and compassion—qualities indispensable for educators in modern society.

Further enriching the discourse, Prof. Umesh Chandra Singh, Chief Coordinator of Centre for Teacher Education, reflected on the crucial role of teachers today, observing that safeguarding the core values and identity of education is one of the greatest challenges of our time. He emphasized that only a value-driven and culturally conscious learning environment can shape teachers capable of contributing meaningfully to a just and compassionate world, and expressed heartfelt gratitude to Dr. Saluja for his profound guidance and inspiration during the session. The entire event was thoughtfully planned and seamlessly coordinated by **Dr. Bhavna Behal, the Administrative Coordinator of CTE**, ensuring its success and meaningful execution. The orientation was attended by the faculty members of the Centre for Teacher Education, who greatly benefited from the session, including **Dr. Jampa Thupten (Academic Coordinator of CTE), Dr. Mahesh Sharma (IQAC Coordinator), Mr. Geshe Lobsang Gyatso, Dr. Tenzin Namgang, Dr. Shusheel Kumar Singh, Dr. Anil Kumar Gupta, Dr. Dipti Agrawal, Ven. Tashi Dhondup, Ms. Aparupa Banerjee, Mr. Abhijeet Gupta, and Mr. Kishan Shukla.**



Varanasi | 25 November 2025 at 11:36



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Conclusion

The recognition of the Four-Year ITEP Programme marks a historic moment for CIETS. It strengthens the Institute's mission of preparing educators who can bridge cultural legacy and

modern educational needs. Guided by the principles of NEP and the compassionate values of Buddhist philosophy, CIHTS continues to move forward as a leading centre of higher learning, cultural preservation, and teacher education.

(This report is prepared by Dr Dipti Agrawal, Assistant professor of English, CTE, CIHTS)

Submitted By:




Dr. Dipti Agrawal
Assistant Professor of English
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Forwarded By:



Dr. Bhavana Behal
Administrative Coordinator
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Approved By:



Prof Umesh Chandra Singh
Chief Coordinator
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Organized by:

Centre for Teacher Education
Central Institute of Higher Tibetan Studies, Sarnath, Varanasi