

## **Centre for Teacher Education, CIHTS Organizes Board of Studies Meeting for ITEP (Middle Stage) Curriculum Development**

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, Varanasi, successfully organized the Board of Studies (BoS) Meeting for the Integrated Teacher Education Programme (ITEP – Middle Stage) on 07 May 2026 at the Committee Room, Nalanda Bhawan, CIHTS. The meeting was convened with the objective of deliberating upon and finalizing the semester-wise curriculum framework, academic structure, pedagogical components, and evaluation patterns of the ITEP (Middle Stage) Programme in alignment with the recommendations of the National Education Policy (NEP) 2020, University Grants Commission (UGC), and National Council for Teacher Education (NCTE).

The meeting marked a significant academic initiative towards strengthening multidisciplinary teacher education and ensuring the implementation of a learner-centric and competency-based curriculum framework at CIHTS. The programme was conducted under the guidance of Prof. Umesh Chandra Singh, Chief Coordinator, Centre for Teacher Education, whose continuous academic leadership and vision have played a pivotal role in the systematic development of the ITEP curriculum framework.

The meeting was graced by the esteemed presence of Dr. Sunita Chandra, Registrar, CIHTS, whose encouragement and institutional support have consistently promoted academic innovation and quality enhancement within the institution. The BoS meeting was further enriched by the valuable presence of the distinguished external expert Dr. Chand Kiran Saluja, renowned educationist and policy expert, whose scholarly observations and constructive suggestions contributed significantly to the academic deliberations. Prof. Sunil Kumar Singh, Senior Professor, Faculty of Education, Banaras Hindu University (BHU), attended the meeting as the invitee member and shared insightful recommendations concerning pedagogical integration, curriculum structuring, and teacher education practices.





The academic proceedings commenced with a formal welcome and introductory remarks highlighting the institutional vision behind the implementation of the ITEP programme. The objectives of the meeting focused on creating a holistic, interdisciplinary, and professionally relevant curriculum framework capable of addressing the contemporary needs of teacher education in accordance with NEP 2020.

One of the major agenda points discussed during the meeting was the comprehensive overview of the ITEP (Middle Stage) curriculum structure. Detailed deliberations were held regarding the alignment of the curriculum with the UGC Learning Outcome-based Curriculum Framework (LOCF), NCTE suggestive curriculum, and the broader objectives of multidisciplinary education proposed under NEP 2020. Discussions also focused on the academic feasibility and justification of the proposed credit framework for the programme.

The Board further examined and discussed the semester-wise curriculum structure for all major and minor subjects including English, Hindi, History, Political Science, Geography, Economics, and Tibetan History. Significant emphasis was laid upon interdisciplinary learning and academic flexibility through the inclusion of two minor subject options for students, each spanning across three semesters with a total of twelve credits. Faculty members engaged in meaningful discussions concerning the balance between disciplinary depth, pedagogical relevance, and skill-oriented learning outcomes.

Another important aspect deliberated during the meeting was the integration of compulsory components such as Tibetan Language and Literature (TLL) and Dialectics within the curriculum framework. It was proposed that Tibetan Language and Literature would be offered from Semester I to VI with four credits per semester, while Dialectics would be introduced as a compulsory one-credit paper across all six semesters. The discussions highlighted the importance of preserving indigenous knowledge systems, linguistic heritage, and philosophical traditions while integrating them within modern teacher education practices.

The Board also engaged in extensive deliberations regarding the evaluation framework and assessment practices under the ITEP programme. Discussions were held on the incorporation of formative assessment strategies, internal evaluation mechanisms, presentation-based assessment, assignment rubrics, and continuous comprehensive evaluation practices. Members also discussed variations in internal and external evaluation patterns across different subjects, including papers based entirely on internal assessment and those following the external–

internal assessment pattern. The deliberations reflected a strong emphasis on learner-centred evaluation and competency-based assessment methodologies in accordance with contemporary educational practices.

An important dimension of the meeting focused on the integration of pedagogical and teacher education components within the curriculum. The Board discussed the inclusion of compulsory pedagogy papers such as Pedagogy of Middle Stage and Pedagogy of Tibetan Language and Literature, along with discipline-specific pedagogy papers including Pedagogy of Language Teaching and Pedagogy of Social Sciences. Considerable attention was also given to practicum components, internships, micro-teaching, experiential learning, and teaching-learning methodologies aligned with the ITEP suggestive curriculum framework. The discussions emphasized the need for developing reflective practitioners equipped with both theoretical understanding and classroom readiness.

The members further deliberated upon the transition framework from Middle Stage to Secondary Stage within the ITEP structure. Discussions focused on maintaining academic continuity, curricular coherence, and pedagogical progression between the two stages in order to facilitate a seamless academic transition for students pursuing integrated teacher education programmes.







The meeting witnessed active participation and valuable academic contributions from Dr. Jampa Thupten, Dr. Bhavana Behal, Geshe Lobsang Gyatso, Dr. Susheel Kumar Singh, Dr. Anil Kumar Gupta, Mr. Kishan Shukla, Mr. Abhijeet Gupta, Dr. Dipti Agrawal, Ms. Aparupa Banerjee, Ms. Choizom Dolma, Ms. Dechen Choedon, Prof. Jampa Samten, Dr. Lhakpa Tsering, Dr. Shuchita Sharma, Dr. Amit Mishra, Dr. Mahesh Sharma, Dr. Prashant Kumar Maurya, Dr. Anurag Tripathi, Dr. Tenzing Shanphen, Geshe Tharkey, Geshe Tenzin Norbu, Dr. Mehar Singh Negi, Mr. Kowar Ravi Shankar, and Mr. Anubhaw Sinha from various departments and academic units of CIHTS.

The Board of Studies Meeting concluded with a collective commitment towards developing a comprehensive, inclusive, and academically rigorous ITEP curriculum framework capable of addressing contemporary educational challenges while preserving the institutional ethos and indigenous knowledge traditions of CIHTS. The programme reflected the institution's continuous efforts towards academic excellence, curriculum innovation, interdisciplinary integration, and quality enhancement in teacher education.

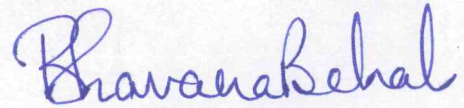
(This report is prepared by Dr Dipti Agrawal, Assistant professor of English, CTE, CIHTS)

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