

REVIEWER'S REPORT

Manuscript No.: **IJAR-54994**

Title: *ITEP: A Revolution in Indian Education System*

Recommendation:

Accept as it is

✓Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity			✓	
Significance		✓		

Reviewer Name: **Dr. Touseef Malik**

Reviewer's Comment for Publication.

The manuscript provides a general descriptive overview of the Integrated Teacher Education Programme (ITEP) and situates it within the wider framework of the National Education Policy (NEP) 2020. While the topic is relevant and aligns with current educational reforms in India, the paper is largely narrative, contains several repetitions, and lacks academic depth, theoretical engagement, and empirical grounding. Significant revision is required in structure, clarity, and scholarly quality.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS

1. The manuscript addresses an important and current educational reform initiative, ITEP, which is central to India's teacher education restructuring under NEP 2020. The topic has national relevance and policy significance.
2. The paper provides a broad descriptive explanation of ITEP, including its objectives, features, benefits, and connections to NEP 2020 (pp. 1–4). This gives general readers a foundational understanding of the programme.
3. The inclusion of background on India's National Education Policies (1968, 1986, 1992, 2020) offers a historical context that helps readers trace the evolution of educational reforms in India.
4. The manuscript highlights several key elements of NEP 2020, such as access, equity, quality, affordability, teacher preparation, ECCE, and the shift from 10+2 to 5+3+3+4 structure. This situates ITEP within broader systemic transformation.
5. The language used is simple and reader-friendly, making the manuscript accessible to students or general audiences seeking introductory knowledge of ITEP.

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WEAKNESSES

1. The manuscript contains **substantial repetition**, especially in the Introduction, Objectives, and Features sections, where several paragraphs are duplicated verbatim. This reduces clarity and academic coherence.
2. The writing lacks **theoretical, conceptual, and analytical depth**. The paper is descriptive rather than scholarly, with minimal engagement with research literature, teacher education theories, or comparative models.
3. Methodological or empirical support is completely absent. The manuscript lacks evidence, data, or citations from academic studies to support its claims.
4. Several sections are **poorly structured**, overly long, and not well integrated. The discussion on NEP 2020 becomes very broad and drifts away from the core ITEP focus (pp. 5–7).
5. Multiple grammatical issues, formatting inconsistencies, incorrect terminology (“editor” instead of “educator” on p. 8), and unclear sentences weaken the manuscript’s academic standard.