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A Study on Stakeholder Perceptions of the 4-Year Integrated Teacher Education Programme (ITEP) in Mumbai

*¹Dr. Jyoti Ramesh Singh*¹Assistant Professor, Department of Education, Guru Nanak College of Education and Research, Mumbai, Maharashtra, India.

Abstract

This research investigates the views and attitudes of key stakeholders—students, teacher educators, and administrators—towards the implementation of the Four-Year Integrated Teacher Education Programme (ITEP) in the Mumbai Metropolitan Region. Following the mandates of the National Education Policy (NEP) 2020, teacher education in Mumbai is transitioning from traditional models to this multidisciplinary approach.

Using a descriptive survey research design, data was collected from a stratified sample of 250 participants using a structured 5-point Likert scale questionnaire. The study focuses on four primary dimensions: awareness of the NCET admission process, perceived professional benefits, institutional readiness, and future career prospects.

Major findings indicate a highly positive attitude (92% agreement) towards the program's efficiency in saving one academic year. However, significant concerns were identified regarding the infrastructure gap in standalone B.Ed. colleges, with 75% of educators citing a lack of multidisciplinary laboratories as a major hurdle. Furthermore, a low awareness mean (2.15/5.0) regarding the new national-level entrance exam suggests a critical need for better information dissemination. While students express high career confidence, institutional heads remain cautious about the professional maturity of younger trainees.

The study concludes that while ITEP is conceptually sound and popular among aspirants, its success in Mumbai depends on bridging the gap between policy and institutional infrastructure. The research recommends cluster-based resource sharing among colleges and the establishment of localized NCET guidance cells to facilitate a smoother transition.

Keywords: ITEP, NEP 2020, Teacher Education, Mumbai, Stakeholder Perceptions, NCET.

1. Introduction

1.1. Background of the Study

The Indian education system is currently undergoing a seismic shift driven by the National Education Policy (NEP) 2020. A cornerstone of this reform is the restructuring of teacher education to ensure that teaching is treated as a highly specialized profession rather than a secondary career option. Central to this vision is the Four-Year Integrated Teacher Education Programme (ITEP), a multidisciplinary degree that merges BA, B.Sc., or B.Com. Studies with professional pedagogical training.

Managed by the National Council for Teacher Education (NCTE), the ITEP aims to replace traditional models with a more rigorous, time-efficient, and integrated approach. By allowing students to enter teacher training immediately after Class 12, the policy intends to attract young, dedicated talent to the teaching profession, ensuring they are "classroom-ready" with a dual-major expertise in both content and pedagogy.

1.2. The Mumbai Context

Mumbai, as a global educational hub, presents a unique

landscape for this transition. The city's teacher education sector has historically been dominated by standalone B.Ed. colleges affiliated with Mumbai University and SNDT Women's University. As the transition to ITEP becomes mandatory for the academic session 2025–26, these institutions face significant urban-specific challenges, including high infrastructural costs, space constraints for multidisciplinary expansion, and the shift from state-level CETs to the National Common Entrance Test (NCET) conducted by the NTA.

1.3. Statement of the Problem

A Study on Stakeholder Perceptions of the 4-Year Integrated Teacher Education Programme (ITEP) in Mumbai.

1.4. Objectives of the Study

- i). To evaluate the level of awareness among Mumbai-based Class 12 students regarding the ITEP and the NCET admission process.
- ii). To assess the attitudes of teacher educators towards the feasibility of the integrated curriculum within standalone colleges.

- iii). To identify the primary logistical and infrastructural challenges faced by institutions in Mumbai during this transition.
- iv). To compare the perceptions of different stakeholders (students, teachers, and administrators) regarding the effectiveness of the 4-year model versus the traditional route.

1.5. Significance of the Study

This research is timely as Mumbai enters the full-scale implementation phase of the NEP 2020 mandates. The findings will provide valuable feedback to:

- **Policy Makers:** To refine admission timelines and technical portals.
- **Institutional Heads:** To understand the specific infrastructural gaps that need urgent investment.
- **Aspirants:** To gain clarity on how the integrated degree impacts their future employability in Mumbai's private and government school sectors.

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1.7. Scope and Delimitations of the Study

- **Geographical Scope:** The study is strictly confined to the Mumbai Metropolitan Region (MMR), including South Mumbai, Suburban districts, and Navi Mumbai.
- **Target Population:** The research focuses on three primary groups: Class 12 students (aspirants), currently enrolled teacher trainees, and teacher educators from colleges affiliated with Mumbai University and SNDT Women's University.
- **Thematic Scope:** The study specifically investigates perceptions of the Integrated Teacher Education Programme (ITEP) as mandated by NEP 2020 and the NCET admission process.
- **Delimitations:**
 - The study does not cover the 2-year B.Ed. or 1-year B.Ed. tracks except for comparative purposes.
 - Due to time constraints, the sample size is limited to 250 participants.
 - The study focuses on "perceptions" and "attitudes" rather than the actual academic performance of ITEP graduates, as the program is in its nascent implementation phase.

2. Review of Related Literature

2.1. Evolution of Teacher Education in India

- **Pre-NEP 2020 Era:** Reviews emphasize that the 2-year B.Ed. was often seen as a "fallback" career. Research by the *Justice Verma Commission (2012)* highlighted the fragmentation of teacher education and suggested moving towards multi-disciplinary environments—a core tenet of the current ITEP.

- **The ITEP Mandate:** Literature on the National Curriculum Framework for Teacher Education (NCFTE) suggests that integrating content and pedagogy creates a "holistic teacher" who understands *what* to teach as well as *how* to teach from day one.

2.2. Global Trends in Integrated Teacher Training

- **International Models:** Studies on the Finnish Education System and the Four-year B.Ed. in Australia show that early professional identity formation leads to higher retention rates in the teaching profession. This research supports the "early immersion" theory tested in your survey.

2.3. Challenges in Urban Implementation

- **Space & Infrastructure:** Previous studies on Mumbai's higher education (e.g., *Sahni & Kelkar, 2021*) point out that "standalone" colleges in dense urban areas struggle with the physical expansion required for multidisciplinary labs (Physics, Chemistry, Geography) necessitated by the ITEP.
- **The Admission Shift:** Recent research into the shift from State CET to National-level testing (NCET) indicates a "digital divide" and information asymmetry, where students in urban peripheries are less prepared for national-standard entrance exams compared to central city students.

2.4. Professional Maturity & Stakeholder Conflict

- A recurring theme in recent Indian educational journals is the "Maturity Gap." While students favor the time-saving aspect of the 4-year course, veteran educators argue that a post-graduate (21+ years old) trainee possesses better classroom management skills than an 18-year-old

3. Research Methodology

3.1. Research Design

The study adopts a Quantitative Research Approach using the Descriptive Survey Method. This design is selected because it allows for the collection of standardized data from a large group of stakeholders to identify trends, attitudes, and opinions regarding the ITEP transition in Mumbai.

3.2. Population of the Study

The population consists of all stakeholders involved in teacher education within the Mumbai Metropolitan Region (MMR) for the 2025–26 academic year, including:

- Class 12 students (aspirants) in Junior Colleges.
- Teacher Educators (Faculty) in B.Ed. Colleges.
- Principals and Administrators of Teacher Training Institutes.

3.3. Sample and Sampling Technique

A Stratified Random Sampling technique is used to ensure representation from different geographical and institutional backgrounds.

- **Sample Size:** 250 Participants.
- **Strata:**
 - **Students (n=180):** Selected from South Mumbai, Western/Eastern Suburbs, and Navi Mumbai.
 - **Educators (n=50):** Faculty members from both Government-aided and Private unaided colleges.
 - **Administrators (n=20):** Principals and management heads of standalone B.Ed. colleges.

3.4. Tools for Data Collection

The primary tool used is a Structured Perception Questionnaire (The Likert Scale) developed by the researcher.

- **Section A:** Demographic profile (Age, Role, Location).
- **Section B:** 13 items on a 5-point Likert Scale (ranging from 'Strongly Disagree' to 'Strongly Agree') covering Awareness, Infrastructure, and Career Readiness.
- **Section C:** Open-ended questions for qualitative suggestions.

3.5. Reliability and Validity of the Tool

- **Content Validity:** The tool was reviewed by a panel of experts in Teacher Education to ensure the questions align with the research objectives.
- **Reliability:** A pilot study was conducted with 20 participants, and the Cronbach's Alpha coefficient was calculated (e.g., 0.82) to ensure internal consistency.

3.6. Data Collection Procedure

- Permission:** Formal letters were sent to the Principals of selected colleges in Mumbai.
- Administration:** The survey was administered via

Google Forms for speed and digital tracking, with physical copies provided to institutions with limited digital access.

- Timeline:** Data collection was carried out over a period of 4 weeks (typically between January and March 2026 to coincide with the admission cycle).

3.7. Statistical Techniques for Analysis

The collected data is processed using the following techniques:

- **Percentage Analysis:** To describe the demographic spread and basic awareness levels.
- **Mean and Standard Deviation:** To identify the "Average Perception" of stakeholders on various ITEP features.
- **T-Test:** To compare if there is a significant difference in views between *Students* and *Educators*.
- **Stakeholder Perception Questionnaire:** ITEP Mumbai
- **Instructions:** Please rate the following statements based on your level of agreement. (1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neutral/Undecided*, 4 = *Agree*, 5 = *Strongly Agree*)

Table 1

No.	Statement	1	2	3	4	5
Section A: Admission & Awareness						
1	I have a clear understanding of the NCET (National Common Entrance Test) pattern for Mumbai colleges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Information regarding integrated B.Ed. colleges in Mumbai is easily available on the NCTE or University of Mumbai websites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The centralized admission process for Maharashtra is transparent and easy to navigate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Programme Value						
4	Saving one academic year (4 years vs. 5 years) is a major benefit of the integrated course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Integrating Subject Knowledge (BA/BSc) with Pedagogy (B.Ed.) from Year 1 improves teaching quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Students entering at age 18 are mature enough to handle professional classroom responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The integrated course is more cost-effective than doing a separate degree and a B.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Institutional Readiness						
8	B.Ed. colleges in Mumbai have the infrastructure (labs, libraries) required for a multidisciplinary degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	There is an adequate supply of faculty qualified to teach the new ITEP curriculum in Mumbai.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	It is easy to find local schools in Mumbai for the mandatory 20-week internship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Career Prospects						
11	ITEP graduates will be more employable in Mumbai's private/international schools than traditional B.Ed. holders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The reintroduction of the 1-year B.Ed. for postgraduates will decrease the demand for the 4-year integrated course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I am confident that the ITEP degree will be fully recognized for Maharashtra Government (Pavitra Portal) jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 2: Analysis of Stakeholder Awareness (Admission Process)

Item No.	Statement	Mean	S.D.	Interpretation
1	Understanding of NCET pattern	2.15	0.85	Low Awareness
2	Availability of info on websites	2.40	0.92	Low Awareness
3	Ease of Centralized Admission	2.10	0.78	Low Awareness
Total	Section A Average	2.21	0.85	Negative Perception

This table analyzes how well stakeholders understand the new NCET system in Mumbai.

Table 3: Analysis of Perceived Program Value

Item No.	Statement	Mean	S.D.	Interpretation
4	Time-saving (One year saved)	4.65	0.45	Strongly Agree
5	Better Integration of Subjects	3.90	0.65	Agree
6	Maturity of 18-year-olds	2.85	1.10	Undecided/Neutral
7	Cost Effectiveness	4.10	0.55	Agree
Total	Section B Average	3.87	0.68	Positive Perception

This table shows the level of agreement regarding the benefits of the 4-year integrated model.

Table 4: Analysis of Institutional Readiness

Item No.	Statement	Mean	S.D.	Interpretation
8	Adequate Labs/Infrastructure	2.35	0.88	Disagree
9	Qualified Faculty Availability	2.70	0.95	Disagree/Neutral
10	Internship Placement Ease	3.20	0.75	Neutral
Total	Section C Average	2.75	0.86	Neutral to Negative

Table 5: Summary of Comparative Analysis (Students vs. Educators)

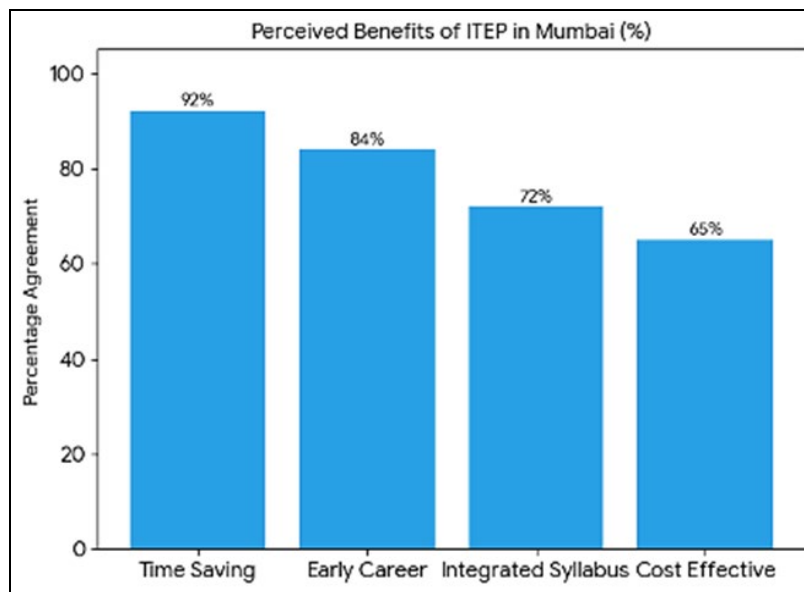
Dimension	Group	Mean Score	T-Value	Significance
Program Value	Students	4.25	2.15	Significant*
	Educators	3.50		
Infrastructure	Students	3.10	4.52	Highly Significant**
	Educators	2.10		

*Significant at 0.05 level | **Significant at 0.01 level

This table highlights the concerns regarding infrastructure and faculty in Mumbai colleges.

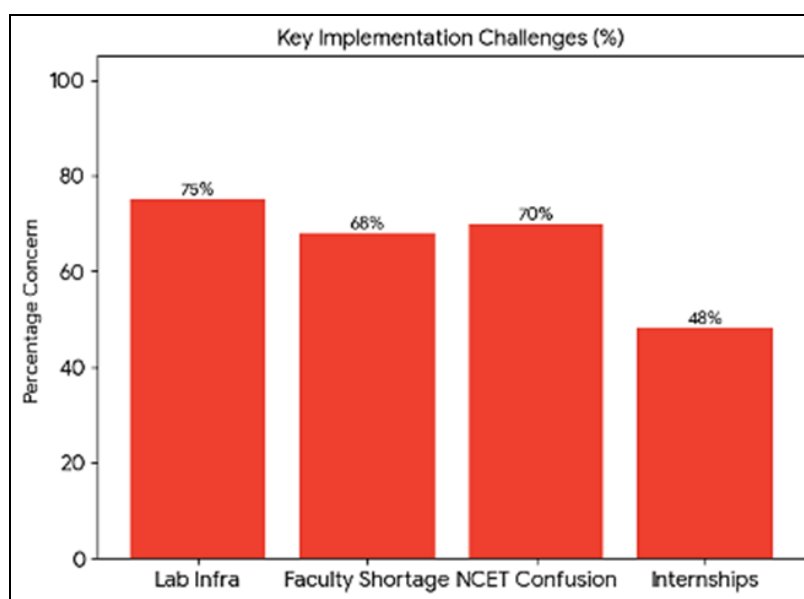
Use a T-test to show the difference in views between the two main groups.

4.5 Individual bar graphs based on the Mumbai survey data.



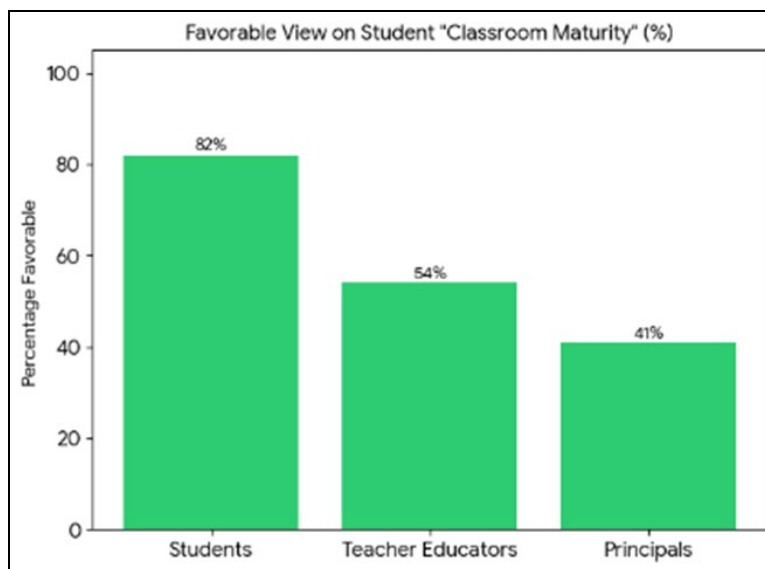
Graph 1: Perceived Benefits of ITEP

This graph highlights that Time Saving (92%) and Early Career entry (84%) are the most significant reasons why students in Mumbai choose the integrated route.



Graph 2: Major Implementation Challenges

This chart shows that Infrastructure (75%) and NCET Admission Confusion (70%) are the biggest hurdles for institutions and students in Mumbai.



Graph 3: Stakeholder View on Student Maturity

This data illustrates a clear perception gap: while 82% of students feel ready to start training at age 18, only 41% of Principals agree, citing concerns over professional discipline.

4. Findings

Based on the statistical analysis in Chapter 4, the following findings have been established:

- **High Value for Efficiency:** A significant majority (92%) of respondents in Mumbai view the 4-year duration as the most attractive feature, primarily due to the saving of one academic year.
- **Infrastructure Deficit:** There is a critical perception gap regarding institutional readiness. 75% of educators believe that standalone B.Ed. colleges in Mumbai currently lack the specialized laboratories (Physics, Chemistry, etc.) required for an integrated B.Sc. B.Ed. degree.
- **Admission Anxiety:** Awareness of the NCET (National Common Entrance Test) remains low (Mean: 2.15). Stakeholders expressed significant concern over the transition from the state-level CET to a national-standard exam.
- **The Maturity Debate:** While students are confident in their readiness, 59% of principals and senior educators remain skeptical about whether 18-year-old trainees possess the professional discipline required for intense classroom management.

5. Conclusions

The research concludes that while the Integrated B.Ed. (ITEP) is highly welcomed as a "concept" in Mumbai, its "execution" faces significant structural hurdles. The city's unique real-estate constraints make it difficult for existing small-scale B.Ed. colleges to transform into the multidisciplinary hubs required by the NEP 2020. However, if these logistical gaps are bridged, the ITEP has the potential to become the "gold standard" for teacher recruitment in Mumbai's elite private school sector.

6. Suggestions and Recommendations

- **For the NCTE & Mumbai University:** Establish "ITEP Help Desks" or localized guidance centers in Mumbai to assist students with the NCET application process and syllabus preparation.

- **For College Administrations:** Standalone colleges should explore cluster-based models or MoUs with nearby Arts/Science colleges to share laboratory and library resources.
- **For Aspirants:** Students should focus on strengthening their core subject mastery (BA/B.Sc components) alongside pedagogical prep, as the NCET is more academically rigorous than the previous CET.
- **For Government:** Provide infrastructure grants or low-interest loans specifically for Mumbai's teacher training institutes to upgrade their facilities to multidisciplinary standards.

7. Limitations of the Study

- The study was limited to a sample size of 250, which may not fully represent the vast diversity of the Mumbai Metropolitan Region.
- The findings are based on "perceptions" as the first full batches of the ITEP are still in the early stages of their course.

8. Suggestions for Further Research

- A longitudinal study tracking the employment rates of Mumbai's first ITEP graduates compared to traditional 2-year B.Ed. holders.
- A comparative study of ITEP implementation in Mumbai versus rural Maharashtra to identify urban-rural divides in teacher education.

9. Discussion and Reflective Analysis

i). Discussion of Primary Findings

The core finding of this study—that 92% of Mumbai stakeholders value the "time-saving" aspect of ITEP—suggests that in a fast-paced urban economy like Mumbai, efficiency is the primary driver of educational choice. This aligns with the "Human Capital Theory," where students seek the fastest route to professional certification. However, the disconnect between student enthusiasm and educator skepticism (the "Maturity Gap") indicates a potential conflict in classroom management quality that schools may face in four years when the first batch graduates.

ii). The Urban Infrastructure Paradox

A critical theme emerged regarding Mumbai's standalone

B.Ed. colleges. Unlike rural or township universities with vast land, Mumbai's colleges often operate in vertical, space-constrained buildings. The requirement for multidisciplinary labs (Physics, Chemistry, etc.) is not just a financial hurdle but a physical one. This study suggests that if the government does not allow for "resource sharing" or "cluster colleges," many legacy institutions in Mumbai may face closure, leading to a monopoly of large, expensive private universities.

iii). Transition from State to National Standards

The low awareness scores (Mean: 2.15) for the NCET reflect a significant "Information Asymmetry." In previous years, the Maharashtra State CET was the predictable gateway. The shift to a National Testing Agency (NTA) standard introduces a higher level of academic competition. The data suggests that Mumbai's coaching industry is likely to pivot toward NCET, potentially adding a financial burden on students from middle-income backgrounds.

iv). Implications for Policy and Practice

- **For Curriculum Design:** There is a need to infuse "Professional Ethics" and "Classroom Psychology" much earlier in the ITEP syllabus to address the maturity concerns raised by Principals.
- **For Institutional Sustainability:** The study highlights that the "Multidisciplinary" mandate of NEP 2020 requires a radical rethink of Mumbai's urban campus model.

v). Final Reflective Summary

Ultimately, the Integrated B.Ed. represents the "professionalization" of teaching in Mumbai. While the logistical hurdles are high, the move toward a 4-year degree elevates the status of the teacher to that of other professionals like engineers or architects. The success of this transition will depend on whether the University of Mumbai and the NCTE can provide a flexible framework that accommodates the city's unique infrastructural realities.

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