

## Examining the Effectiveness of the 2-year B.Ed. Programme in Odisha— A study of Structure and Curriculum

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**Abstract:** *The study aims to assess the extent to which the existing two-year B.Ed. programme in Odisha fulfils the promises of NCTE Regulations, 2014 with respect to duration, working days, admission procedures, intake capacity and fee structure under the purview of structure and curriculum design as the teacher education has undergone significant structural and curricular transformation in India. A descriptive research design was adopted. Thirty-four retired teacher education experts with more than fifteen years of professional experience were selected through purposive sampling. The programme was analysed against the norms and standards prescribed by NCTE Regulations, 2014. The findings reveal that most Teacher Training Institutions (TTIs) in Odisha comply with NCTE Regulations, 2014 regarding programme duration, working days, attendance norms, curriculum design. Admission procedures are largely regulated through a centralized entrance examination conducted by TE and SCERT, though certain autonomous self-financing colleges follow merit-based selection. The curriculum reflects the three broad areas Foundations of Education, Curriculum and Pedagogy, and School Internship with increased emphasis on practicum and community engagement. However, gaps persist in faculty strength, infrastructural facilities, research culture, and uniformity in admission practices. The study suggested for ensuring adequate staffing, and enhancing infrastructural and research support systems to align more effectively with NCTE Regulations, 2014 expectations.*

**Keywords:** *Two-year B.Ed. programme, NCTE Regulations 2014, Teacher education, Curriculum structure, Odisha.*

**Introduction:** Quality Education through Quality Schooling is on the spotlight of discussion in the visualization of Policy makers, Planners, Politicians, Educationists, Administrators, Psychologists, etc. In this regard, pre- service teacher orientation programme is must for every individual seeking to have his/her career in teaching particularly with reference to school education.

The Pre-service Teacher Education Programme (PTEP) is being imparted from the Pre-Primary Level to Post-Graduate Level. Pre-Primary and Innovative Teacher Education Programme act as an integrated Programme. These two Programmes are now signifying the importance of the PTEP on which research needs to be conducted. Apart from this, the Govt. of India has already been approved this to be universalized by 2030 in an interdisciplinary and multidisciplinary manner along with the 1-year B.Ed. Programme with

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Post-Graduation degree as the eligibility criteria again with the existing 2-year B.Ed. Programme approved in the NEP -2020.

**National Education Policy (NEP, 2020) on Teacher Education:** The NEP 2020 has made the provision of making teacher education both inter and multidisciplinary in order to create teachers embedded with skills, competencies, positive attitudes, communication skills, critical thinking, creativity along with human values. As students are the architects of future generation and there is absence of indignity among them, they should be acquainted with Indian culture, traditions, cultural heritage, languages ethos with emphasis on Tribal culture and traditions. For this, the curriculum should be enriched in such manner.

Only academically sound, interdisciplinary, and integrated teacher preparation programmes shall be in use by 2030. All teacher education programmes must incorporate multidisciplinary components and instruction both in high-quality curriculum and pedagogy. A 4-year integrated teacher education programme should replace all standalone TEIs by 2030. This programme will be offered in colleges and institutions with multidisciplinary education departments. All teacher education programmes should be academically sound, interdisciplinary, and integrated with all branches of knowledge. Therefore, the teacher education programmes must incorporate multidisciplinary components and instruction both in high -quality curriculum and pedagogy. A 4-year integrated teacher education programme (ITEP) should replace all standalone TEIs by 2030 and this programme will be offered in colleges and institutions of multidisciplinary nature. Besides, one year B.Ed programme for 4 year Graduates and Postgraduates and one year M.Ed also will be launched.

The government will make subject matter experts available to TEIs. Each TEI should have a direct link with both government and private schools. Admission to the pre-service programme will be done through a test conducted by the National Testing Agency (NTA) named National Common Entrance Test (NCET). Faculty with high expertise in different subject areas and a research wing will be highly valued. Technology must be used in this training programme to strengthen teachers' educational value.

**Present Status of Teacher Education in India:** Teacher Education in India got a shape after the establishment of NCTE as a Statutory Body in 1995. Afterwards, it regulates all types of Teacher Education Programmes in Country through formulation of Norms and Standards in 2005, 2007, 2009 and at last in 2014 and subsequent amendments from time to time. The commercialization of teacher education in India has already undergone speedily as a result the quality is being diluted. As of June 30, 2022, there were 16917 teacher education institutions operating as NCTE recognised institutions at the various levels of teacher education, of which 15, 563 are private institutions. This is because 92 percent of the institutions that are available to provide teacher education are in the private sector, and 88 percent of those institutions deal with diploma level programmes and 96 percent with secondary level programmes. Taking this into the cognisance, the NCTE developed the NCTE Regulations, 2014 in order to plan, implement and monitor the Teacher Education Programme with novelty and innovation along with this course has already been effective from the session 2015-2016.

**Status of Teacher Education in Odisha:** All the Teacher Education Programmes in Odisha are controlled by the T.E and SCERT as the apex academic body. Before 1990, the State Institute of Education (SIE) was controlled these programmes. The Board of Secondary Education, Odisha is the examining body for the Diploma level (C.T/D.El.Ed) courses, whereas, the universities as the concerned affiliating bodies are the examining bodies for the graduate and post graduate (B.Ed/M.Ed) level teacher education programmes.

In 1990–1991 the Department of Education and Youth Services oversaw the operation of 52 ST Schools, 11 DIETs, 2 IASEs, and 3 CTEs. June 1990 saw the promotion of the SCERT and Training Department to the Directorate of Teacher Education. There are 1487 teacher educators in elementary schools received training in the teaching and learning process in 1989–1990, while 171 teacher educators in secondary schools were

exposed to fresh approaches to instruction. A total of 2400 primary and high school teachers participated in 62 training programmes to enhance scientific instruction.

There are 54 secondary training schools, 13 DIETs, 4 Government teacher training colleges, 6 CTEs and 3 IASEs are dealing with secondary level teacher training programme. Now the state has 30 DIETs, 4 BIETs, 34 ETEIs and 1 Hindi teacher training institution.

**NCTE – The Statutory Body of Teacher Education:** NCTE has been functioning as body for planning, implementing and monitoring of teacher education since the year 1973 but got the status of a statutory body by an act of Indian Parliament 1995. The head office and its regional bodies have administrative control over the TEIs and also serve as academic wings, assisting the TEIs with innovations, policy development, curriculum planning and implementation, research, and financial assistance.

**The functions of NCTE are as follows:**

- Carry out research on a variety of topics related to teacher preparation, publish the findings, and conduct surveys.
- Provide advice on the creation of suitable teacher education plans and programmes.
- Coordinate and keep track of how the nation’s teacher preparation programmes are progressing.
- Specify the minimal requirements for employment as a teacher in educational facilities or other recognized organisation.
- Establish standards for various training programmes.
- Establish standards for admission eligibility criteria and the selection process for candidates
- It emphasizes the guidelines for curriculum development;
- It emphasizes the guidelines for establishing a new institution or course.
- It also emphasizes the criteria for examination pattern for teacher education.

**Review of Related Studies:** Khan (2017) found out that teacher educators have not shown so much favourable or unfavourable attitude towards the 2 -year B.Ed. Curriculum, but they have shown clear unfavourable experience in the overall organisation of this programme with focus on the “school internship “of six months due to the negligible attitude of both govt and private secondary schools for the said purpose

Adhikary (2017) conducted a study on the teacher trainees of Assam revealed that lack of balance in the curriculum design with regard to theory and practice and complexity have been observed and teacher education needs to be a core paper rather an optional paper, dissatisfied with the fee structure, job guarantee etc. How ever, they have shown a mixed perception towards the said Programme.

Sahoo and Behera (2018) reported that the curriculum framework of the 2-Year B.Ed. Programme is not in line with the NCFTE, 2009. Notable among them are reflection, critical examination, integration, questioning and social and personal realities of curriculum transaction.

Prakash (2019) reported that urban student teachers are better than the rural student teachers in the dimension of Teaching-Learning process due to the exposure of urban counterparts to different methods of teaching with other opportunities, whereas, the student teachers of joint family norm have better attitude



than the nuclear family counterparts because of their adaptability and adjustability with the regular and any situations of the family.

Ramakrishna (2020) found that the teacher educators of one University College of Education and two affiliated colleges of education affiliated to Osmania University have extended their highly satisfactory view on the components of the said course to be aligned with NEP2020 along with school internship.

The dimensions of teaching – learning process of the 2-Year B.Ed. course has not been influenced or affected by “Gender” and “Habitation” variation in West Bengal reported by Halder (2021).

Gorain and Pradhan (2021) in a study on Odisha reported that the norms and standards with regard to intake, eligibility, and admission procedure curriculum, assessment, basic scale of pay, have been adhered as per NCTE norms and standards, whereas, student attendance for course work and school internship, availability of instructional facilities like laboratory facilities, art and resource centre, library-cum-resource centre, health and physical resources etc are negligible as per NCTE norms and standards perceived by both the student teachers and teacher educators .

Sharma(2022) reported that the School Internship of the curriculum encouraged active learning, engagement of learners with the field work were properly evaluated for which more efforts need to be undertaken to make the internship practices professional in reality through internship activities.

In his research on the 2-year B.Ed. curriculum, Jayakumar (2016) covered the significance of teaching-learning process in catering educational expectations and needs in school education, notably at the secondary school level.

Think Tank and SCERT (2014) conducted a study on “Public Opinion on Reforming Teacher Education in Odisha” observed that a one-year B.Ed. curriculum is insufficient for a professional course, and the reason for this is because students were admitted late to the programme. Again, it was a lengthy course that required additional time. The majority of respondents (86 percent) favoured the ITEP over one year B.Ed. Course.

Kumari and Panda (2013) reported that the B.Ed. programme was based on cognitive viewpoints, and lack of infrastructural facilities was a difficulty in achieving the B.Ed. curriculum’s goal.

Yadav (2011) found that the curriculum was set up as a theoretical programme rather than a practical one. Additionally, he said that the B.Ed. and school curricula were not coordinated and that the program’s length should be increased to two years.

In 2011, Padhi and Kumar concluded that (i) theory and practical papers need to be distributed fairly within the curriculum and (ii) a two-year teacher training programme has to be put in place to develop students’ training aptitudes. (iii) the internship is characterised by its duration, local research project, outreach programmes, regular conferences, seminars, and group discussions should be held at regular intervals to build the capacities of students in the institutions for quality enhancement.

Goswami (2007) claimed for need based teacher education qualitatively with increasing the number of days available for internship classes, as well as a strict guideline. Faculty should adopt innovative or new teaching learning strategies, and student teachers should be properly oriented on action research.

Ghosh and Sardar (2019) reported that teachers’ competencies and proficiencies are developed through the programme to address the present requirements and challenges of the profession. The study of childhood, content and pedagogical knowledge, communication skills etc are integrated with emphasis on compulsory, optional and practical components of the curriculum along with school internship.

Amin (2016) pointed out that the duration of the B.Ed Programme can't ensure quality rather the one year programme if utilised with commitment by maintaining timely admission with the maximum utilisation of time allocated with a separate six month paid internship. Besides, the fee structure in the self-financed institutions is a heavy burden on the aspirants interested to become effective teachers.

Sambhaji (2016) observed that the 2 -year B.Ed course has changed the landscape of Teacher Education seriously in response to admission, curriculum with its implementation strategies and assessment, staffing pattern, infrastructure etc to make it more effective, society oriented, and professional in order to fulfil the expectations of 21st century .It has included different subjects and activities in the said Programme which will lead to widen the outlook of student teachers, ensure more professional development of student teachers. Besides, this programme has certain problems for the self-financed colleges where only norm fulfilled colleges will survive, he added.

Ahmad and Sharma (2017) revealed that the increased cost of the course, lengthening of the syllabus and increased duration are affecting the 2 year B.Ed Course, which does not matter so seriously with regard to quality but the necessity of choice based teachers than chance based teachers has been felt by them.

Gorain (2018) reported that after a few years implementation of the 2-year B.Ed Courses it should be reduced to one year duration as per the opinion of every stakeholder of education. The fundamental problems are: gaps in policy making, theoretical difference, questioning on quality improvements, low admission etc. Hence, the apex body may decide to reduce the course duration to one year across the Country.

Nayak (2018) revealed that although admission, fee structure, curriculum, internship, quality issues are the challenges, increased duration of the course is the highly dissatisfied concern of most of the stakeholders, he lamented. The curriculum is sufficient in content knowledge with its pedagogical analysis which develops positivity among both the pupil teachers and teacher educators although overloaded with theoretical aspects. Besides, it employs innovative procedures and approaches in order to respond the needs and demands of the stakeholders and society. But in this two year programme the admission status has been reduced immensely due to its length of the duration for which it has been a controversial issue which needs to be discussed from the standpoint of its effectiveness and quality, he observed.

Rani and Nivedita (2021) reported that although substantial increase in the enrolment of trainees has been observed from 2010 -11 to 2014-15, the total enrolment shows sudden decline in 2015-16 due to the increased duration of the Course as per NCTE Regulations, 2014 .However, a slight increase in the enrolment was evinced from 2016-17 to 2018-19 although less than half of the total approved intake of the said teacher education courses has fallen vacant .But, there is a steady balance among the female counterparts from 2016-17 to 2018-19, they added.

Das (2021) revealed that the 2- year B.Ed curriculum is enriched from the standpoint point of teaching methodology, psychological techniques and philosophical and social concepts and producing excellent teachers. But the duration of the Course accompanied by fee structure needs to be considered. Besides, focus on technical education and value education needs to be continued .But the provision of rigorous field engagement with child, school and community indicates the comprehensive nature of the curriculum, he added.

To sum up, the 2-year B.Ed. Course although required for quality schooling with emphasis on school internship but ample number of studies reviewed in this study clearly visualises on the duration of the Course as it is a constraint for the aspirants studying in the self-financed colleges is in line with the studies done by Amin (2016), Ahmad and Sharma (2017), Nayak (2018), Ghosh and Sardar (2019), Gorain and Pradhan (2021), and Rani and Nivedita (2021)

The curriculum is enriched to produce effective and reflective teachers although theoretically lengthy but focus on the school internship with the emerging concepts and concerns transacted through the use of innovative pedagogical approaches and materials reported by Jaykumar (2016), Sambhaji (2016), Ahmad and Sharma(2017), Nayak (2018), Ramakrishna(2020), Das(2021), and Sharma(2022).But there are challenges and issues among which the fulfilment of norms and standards of NCTE Regulations, 2014 has not been fulfilled by adequate number of self-financed institutions reported by Sambhaji (2016), and Policy making gaps by Nayak (2018) needs to be examined for bringing quality with effectiveness in the said course.

**Rationale:** The 2-year B.Ed Programme is meant to produce effective teachers by enhancing their proficiencies and competencies leading to quality schooling by meeting the present needs and challenges of the teaching profession as per NCTE Regulations, 2014;but the duration earmarked does not mean to bring quality in it if not properly executed and teacher trainees do not accept the degree as their choice instead of chance; where the fee structure is a constraint for the aspirants trained in the self-financed institutions which could have been well managed through doing admission in time with use of time profitable allocated for one year duration is in line with the studies conducted by Think Tank (2014), Amin (2016), Ahmad and Sharma (2017), Nayak (2018), Gorain (2018), Ghosh and Sardar (2019), Gorain and Pradhan (2021), Das (2021) and Rani and Nivedita (2021).

The Curriculum prescribed for the said course is not so much balanced with regard to the theory and practice as it is theoretically overloaded and a lengthy syllabus revealed by Khan (2017); Adhikary (2017), and Nayak (2018), Whereas, it is prepared as per the NCTE Regulations, 2014 intact reported by Gorain and Pradhan (2021), Jaykumar (2016), Ghosh and Sardar (2019), Sambhaji (2016), Ahmad and Sharma (2017); But it is enriched from the standpoint of its integration of subject, and pedagogical knowledge with communication skills, along with elective and optional papers and different subjects and activities leading to widen the outlook of student teachers through the use of innovative methods and materials in meeting the needs and requirements of the stakeholders for their professional development justified by Nayak (2018), Ghosh and Sardar (2019), Sambhaji (2016). In addition to this, the teaching methodologies, psychological techniques along with philosophical and sociological concepts with technical and value education envisaged in the curriculum has enriched it immensely observed by Das (2021); provided it also aligned with the NEP 2020 advocated by Ramakrishna (2020). The Curriculum needs to focus on reflection, critical examination, integration, questioning, and personal and social realities in the curriculum transaction reported by Sahoo and Behera (2018). The School Internship needs special attention as a part of it lamented by Amin (2016), Ghosh and Sardar (2019), Sharma (2022), although it is a challenge for the curriculum transaction reported by Nayak (2018).

Although the duration of the programme is a universal issue, but the student attendance for course work and school internship, availability of instructional facilities like laboratory facilities, art and resource centre, library-cum-resource centre, health and physical education resources are negligible as per NCTE Regulations, 2014 reported by Gorain and Pradhan (2021); Whereas, admission, fee structure, curriculum, internship, and quality of the course along with the gaps in policy making, theoretical difference, questioning on quality inputs, low admission etc are the issues advocated by Nayak (2018) and Gorain (2018) respectively. Besides, there are good number of self-financed colleges imparting B.Ed Course where the norms and standards as per NCTE Norms have not been fulfilled strongly reported by Sambhaji (2016). Hence, these issues need to be taken care of in ensuring this programme an effective one resulting in quality schooling through efficient and prospective teachers who opted teaching profession as a choice rather than a chance.

**Objective:** To evaluate the 2-Year Pre-Service B.Ed. Programme in the light of NCTE Regulations-2014 with reference to its structure and Curriculum design.

## Research Questions:

1. How does the Programme fulfil expectations of NCTE Regulations-2014 in duration perspective?
2. How does it fulfil expectations of NCTE Regulations-2014 from standpoint of working days?
3. How does it fulfil expectations of NCTE Regulations-2014 from admission point of view?
4. How does this programme fulfil expectations of NCTE Regulations-2014 with regard to its intake capacity and fee structure?
5. How does this Programme fulfil expectations of NCTE Regulations-2014 from the standpoint of curriculum design?

**Methodology of Study:** The researcher has selected 34 Experts from Teacher Education those who have taken retirement from their job and have more than 15 years of teaching career in the concerned field. 34 Experts were selected through Purposive Sampling procedure.

The researcher analysed aspects like its structure including duration, working days, admission, intake capacity and fees and curriculum design in the light of the NCFTE-2009 for getting a functional view on it.

**Result and Discussion:** This study was analysed with regard to its duration, working days, admission, Intake Capacity and fee under the purview of structure and Curriculum design, as per the NCTE Regulations-2014.

**Norms and Standards of 2-Year B.Ed. Programme on Duration as per NCTE Regulations-2014:** Regarding the duration of the course, it has been 2 years with effect from 2015-16 as per NCTE Regulations, 2014. There are four universities, twelve autonomous colleges, five DIETs and RIE(NCERT), Bhubaneswar are running this course.

**2-Year B.Ed. Programme on Working Days as per NCTE Regulations-2014:** According to NCTE Regulations-2014 guidelines, According to NCTE Regulations-2014 guidelines, there must be at least 200 working days, excluding the time for testing and admission. The institution must put in at least 36 hours of work per week (5 or 6 days). The required minimum attendance for student teacher is 80 percent for all theory and practicum sessions, and 90 percent for school internships.

All the Teacher Training Institutions are following 200 working days for one year and 36 hours or more than it for 5-6 working days in a week. For attendance the institutions are framing some rules specifically absence from community functions, observation days, i.e., Independence Day, Republic Day, Cultural Functions, Debates, Seminars are treated seriously. For all the course work and practicum minimum 80% attendance and for school internship 90% attendance for student teachers is followed strictly.

**2-Year B.Ed. Programme on Admission as per NCTE Regulations-2014:** According to NCTE Regulations-2014, the admission criteria has been set up as follows:

The candidates of different categories having requisite percent grade point average are eligible for admission to the course as per NCTE Regulations, 2014. The State government adheres the relaxation for the categories earmarked by NCTE. Admission is done as per the criteria fixed by the state government.

The TE and SCERT, Odisha conducts a Common Entrance Test for admission in to the B.Ed programme as per the guidelines prescribed by NCTE. Candidates who have earned a B.Tech. degree and have earned a minimum of a 55 percent aggregate score for the general category or a 50 percent score for the reserved

category are also eligible to apply for admission; lateral entry candidates are not eligible for the B.Ed. Programme. They must have earned a minimum of 200 marks in at least two academic subjects for their Bachelor's degree. The same application is open to applicants who are taking the final-year exam or are awaiting the results. For general category maximum age limit is 28 years, for Women / SC/ST/SEBC/Other category the maximum age limit is 33-years and for Physically Handicapped, it is 38 years.

However, 12 Autonomous colleges are also providing 2-year B.Ed. Programme in Self-financing mode and they are not following the Entrance Examination and only Mark basis selection is followed by them for admission into B.Ed. Programme after getting permission from NCTE.

**2-Year B.Ed. Programme on Intake Capacity and Fee Structure as per NCTE Regulations-2014:** For a school subject method paper and practical exercises, not more than 25 students should be assigned to a teacher in a basic unit of 50 students with a minimum of two units. The institution may only charge fees that are authorized by the State Government or other relevant affiliating authority in compliance with NCTE guidelines. Donations, capitation fees, and other payments may not be collected from student teachers.

The state-operated teacher training institutions' intake capacity complies with NCTE standards. A basic unit consists of 50 pupils. The cost of the B.Ed. programme in Odisha varies depending on the type of college, the applicant's category, and the scholarships they have applied for.

**Table No. 1: Distribution of Fee structure for 2-year B.Ed. and 4 -Year Integrated B.Ed. Programme in different TTIs of Odisha**

	University			Govt. Auto. College		Teacher Training Institutes		District Institutes for Education and Training	
	1 <sup>st</sup> year	2 <sup>nd</sup> year		1 <sup>st</sup> year	2 <sup>nd</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year
2- year B.Ed. Programme	45000/-	45000/-		45000/-	45000/-	4700/-	4256/-	4700/-	4256/-
4- Year Integrated B.Ed. Programme per annum	Utkal University	Ravenshaw University	SCS, Puri	FM Auto College, Balasore	RIE, BBSR	MPC Auto College Baripada		GM University, Sambalpur	
	50000/-	50000/-	40000/-	40000/-	14155/-	31750/-		32129/-	

**Curriculum design in relation to NCTE Regulations-2014:** It comprises three main components with ICT, Gender, Yoga and Inclusive Education as essential aspects. With regard to the scope for engagement with the field /practicum, school internship and the courses relating to enhancing professional capacities are included.

The prescribed syllabus is designed by the Directorate of Teacher Education and SCERT. In the curriculum, there is a scope of tasks and assignments followed by each theory paper. Paper EPC-3, which deals with fine art/performing art (drama, Indian music, and painting), and Paper EPC-4, which deals with physical education and yoga, these are offered in the first year of the course for enhancing professional capabilities of



student teachers. To aid student teachers in developing their professional skills, the curriculum comprises enhancing professional capacities (EPC). The curriculum includes Paper CPS-1: Language throughout the Curriculum under Curriculum and Pedagogic Studies to improve their language skills. To engage them in varied social, economic and cultural contexts there is a scope of Community Activity and School Internship Programme in the B.Ed. Course. There is a scope for Skill Development of student teachers by choosing any one optional course like Tailoring, Woodwork, Spinning and Weaving, Fruit and vegetable preservation, etc. in the 1<sup>st</sup> year.

**Discussion:** It is observed by the researcher that in Odisha all the Teacher Education Institutions (TEIs) are following the guidelines of NCTE Regulations-2014 regarding its duration of two years from the year 2015-16. There are also 4 universities, 12 autonomous colleges where this course is running along with 4-year Integrated Teacher Education Programme is also followed by 3 Universities and 3 Autonomous Colleges and by RIE, (NCERT) Bhubaneswar.

All the TEIs are following 200 working days for one year and 36 hours or more than it for 5-6 working days in a week. A candidate is admitted through the common entrance test conducted by TE & SCERT with having all the essential eligibility criteria like educational qualification, age limit, and marks obtained, having 2 school subjects, etc. Minimum 80% attendance in theory and practicum and 90% attendance in school internship for student teachers is following strictly.

However, Some Autonomous colleges are also providing 2-year B.Ed. Programme in Self-financing mode and they are not following the Entrance Examination and only Mark basis selection is followed by them for the admission into the Programme. There is basic unit of 50 students. In colleges where B.Ed. programme is going-on in Self-financing mode the fee structure depends mostly on their own decision but in average it's all about 90, 000/ for two academic years.

The present B.Ed. Curriculum comprises three broad curriculum areas as per the framework envisaged by NCTE Regulations-2014 and scope of tasks and assignments in each theory paper. There is a scope of Community Activity, Skill Development Work and School Internship Programme in the B.Ed. Course for engagement of trainees.

There is annual system of evaluation for every academic year conducted by the University. The assessment follows the CCE pattern of evaluation where Internal and External examination is there. Student teachers are also assessed by their Project Work, Assignments, Tasks, Portfolio activities, Community activities. The institutions are organizing different seminars, workshops, talks, debates, etc for capacity building development of the stakeholders.

On account of the staff position it is observed that there is faculty crunch as per the Norms and Standards as per the NCTE Regulations-2014. Many Institutions are running with the help of the Guest Faculty.

Although every teacher training institution has the Infrastructural facilities as per the NCTE Norms, but there is no availability of Art and Craft room, Health and Physical Education Resource Centre, no Canteen facilities, Visitor's room, curriculum laboratory etc. Besides, almost all the institutions have no reading room facility although have library facility and if has, it is not much of spacious for the convenience of students and faculty, insufficient classrooms along with no spacious playground also. This Programme is essential from stand point of its duration, scholastic and co-scholastic activities including assignments as practicum. This observation of the Researcher in this study is in the line with the studies conducted by Bajaj and Sangha (2017), Jaykumar (2016), Rastogi & Goel (2010), Yadav (2011), Ahmad & Sharma (2017). In order to make a teacher to be a skilled and competent, emphasis should be given on school internship observed in the study which is in line with the finding of the studies conducted by Padhi and Kumar (2011), Mishra (2010),

Goswami (2007), Kumari and Panda (2013), Adhikary (2017), Khan (2017), Sahoo and Behera (2018), Gorain and Pradhan (2021) and Sharma (2021). Regular appointment of Teacher Educators across the Country including Odisha is highly required for the said programme opined by Teacher Education Experts which has also been observed in the studies conducted by Think Tank and SCERT (2014), Kumari and Panda (2013), Sahoo and Behera (2018), and Sharma (2022).

Therefore, the evaluations of this course is highly needed as per the opinion of teacher education experts of Odisha in response to the expectations of NCFTE 2009.

### **Implications of the Study:**

- i. Necessary steps will be taken for appointment of regular teaching and non-teaching staff for teacher education institutions.
- ii. Steps will be taken for introduction of Paper on “Specialization in Gifted Children” and a paper on “Language across the Curriculum”.
- iii. Steps will be taken for Infrastructural Development of the Teacher Training Institutions.
- iv. Scope for Large Placement will be created.
- v. To make B.Ed. Programme in Self-financing mode less expensive proper action will be taken.
- vi. Emphasis on co scholastic activities will be emphasized while redesigning the curriculum.

**Conclusion:** The evaluation of the pre-service B.Ed. Programme in Odisha indicates that the structural transition envisaged in the NCTE Regulations, 2014 has largely been implemented in letter and spirit. The programme demonstrates compliance in terms of duration, working days, attendance requirements, curriculum organization, and internship provisions. The integration of theory and practicum, community engagement activities, and continuous comprehensive evaluation reflects a progressive approach toward quality teacher preparation.

However, certain challenges remain. Variations in admission procedures among autonomous self-financing institutions, shortage of regular faculty members, reliance on guest lecturers, and infrastructural limitations affect the effective realization of programme objectives. There is also a need to strengthen ICT integration, research engagement, reflective practices, and capacity-building opportunities for the professional development of teacher educators.

To respond effectively to the evolving vision of teacher education under contemporary reforms, the programme must move beyond structural compliance toward qualitative improvement. Strengthening institutional capacity, expanding internship experiences, ensuring transparent and merit-based admissions, and promoting a research-oriented culture are essential steps.

In conclusion, while the Two-Year B.Ed. Programme in Odisha represents a significant step toward improving teacher education, continuous evaluation, reform, and innovation remain necessary to prepare competent, reflective, and professionally committed teachers for school education.

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