



QUALITY ASSESSMENT OF BACHELOR OF EDUCATION PROGRAMME IN ODISHA

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Abstract

A teacher is considered as the most vibrant factor in the process of education. His role is considered constructive, productive to achieve quality education. The citizens of a nation are the products of quality education. The quality of education depends on the quality of teachers. Teacher is the backbone of an educational system, maker of the mankind and the architect of the society. Qualities of teachers are adjudged on their competency on the subject, expertise to use methods and techniques of teaching, ability to understand learners' problems and their attitudinal makeup. Quality is a dynamic and positive concept. It is essentially a product of intensive investment of capital, talent and hard work. Quality cannot be superficially achieved. Quality is not a chance, but a choice. Quality again is not an accident but a continuous goal achieving process. Quality is not destination, but an uninterrupted journey. While a teacher is so important for the entire nation, in this paper the researcher has tried to study the quality of student-teachers, the state Odisha is producing and it is proved through their academic achievement which is considered as the best tool to measure the efficiency in Indian educational system. An attempt is also made to study whether there is a significant relationship exists between the quantum of students enrolled and the number of student-teachers passed in the examination.



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Introduction

The quality of a nation is adjudged by the quality of its citizens. It is determined by the educational system of the nation. The quality of teacher determines the destiny of the educational system. According to **Goods Dictionary of Education (1959)**, Teacher education means "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively". **Sengupta (2007)** opined that as of today B.Ed. degree is one of such professional qualification, quality and utility of which is under severe criticism. Such criticism stems from the fact that even students coming out of teacher education colleges themselves often fail to glorify the significance and utility of their teacher training in their day to day teaching learning in respective schools. **NCTE (1998)** studied the growth and development in India and observed that after independence number of secondary teacher education institutions had increased at a very faster rate by ignoring its quality. **Challenges of**

Education: A Policy Perspective (1985) observed that the process of updating teacher education is extremely slow and major portion of the teacher education curriculum was irrelevant to the contemporary needs. The document acknowledged teacher's performance as a crucial input in the field of education, but lamented that much of teacher education was irrelevant, indicating on the selection procedures and recruitment practice were inappropriate. **NCF (2009)** opined that training of teacher is a major area of concern as pre-service training of school teachers are extremely inadequate and poorly managed in most of the states. Pre-service training needs to be improved and differently regulated both in public and private institutions.

Need of the Study

Quality lies in the intrinsic validity of the product of teacher education with regard to fulfill academic mission like examination results, standard of achievement, commitment to develop and explore the inner potential qualities to its maximum level. A quality prospective teacher manifests determination and confidence to achieve self-satisfaction and self-realization by contributing to the welfare of society. The relationship between inputs (intake) with output i.e. academic achievement required a study at length in order to justify the quality of input, output, suitability and sustainability of teacher education at secondary level in Odisha. The infrastructure facilities, teaching learning process and quality of faculty are not same in all institutions. Such stray cases serve as an index of lacunas in the existing teacher education curriculum and teaching learning process in secondary level. It is needless to say that teacher education at secondary level is problem ridden to a large extent. Thus it requires a study to assess the quality.

Objective of the study

- 1) To study the quality of student-teachers produced in Odisha state.
- 2) To analyse the output in relation to input (in take) of Bachelor of education programme in different teacher education institutions for last 3 years.

Hypothesis of study

The study was designed to test the following hypotheses.

H01 : There is no significant relationship between quantum of enrolment and the number of student-teachers passed in the examination.

H1A₁ : There is significant relationship between the quantum of students enrolled and the number of student-teachers passed in the examination.

Methodology

This is a descriptive study based on secondary data procured from the establishment of the respective institutions, so both document analysis and field works were done. The field of investigation was consisted with 10 teacher education institutions run by government of Odisha.

Sample

The representative proportion of the population is called sample. Sample is a relatively small group of subjects selectively chosen from the population which represents all the characteristics of the population. In this study 10 teacher education institutions were selected randomly as sample institutions. There are 14 government run teacher education institutions in Odishawhich is of 3 types viz, IASE, CTE and B.Ed. College.

Collection of Data

Data were collected from the respective institution's establishment by taking permission from the Principal. After collection of data it was analysed statistically for interpretation.

Delimitation of the study

The study is delimited to the B.Ed. result of last 3 years (2013,2014 and 2015) while the duration of B.Ed. course was for one year.

Analysis and Interpretation

Three Years Bachelor Of Education Results Of Teacher Education Institutions

In this investigation an attempt has been made to know the quality of B.Ed. student-teachers through their academic achievement. Examination is a best tool to assess the ability of the student-teachers. Information related to the following category mentioned in the table indicates the result of teacher education institutions. Student-teachers enrolled in teacher education institutions, student-teachers filled up forms for examination, student-teachers appeared examinations, student-teachers absent in the examination, student-teachers dropped from the course, student-teachers passed in first division, second division, third division and student-teachers failed are converted in to percentages year wise. The detail has been given in Table 1.

Table.1 Three Years Bachelor of Education Results of Student- Teachers of Teacher Education Institutions

Sl.no	Variables	Year(Session)		
		2013 (2012-13)	2014 (2013-14)	2015 (2014-15)
1	Total number of student-teachers enrolled	802	831	1088
2	Total number of student-teachers filled up forms for examination	753 (93.89)	784 (94.34)	1016 (93.38)
3	Total number of student-teachers appeared examination	750 (93.51)	783 (94.22)	1011 (92.92)
4	Total number of student-teachers absent in the examination	07 (0.87)	01 (0.12)	08 (0.73)
5	Total number of student-teachers dropped	03 (0.37)	05 (0.60)	07 (0.64)
6	Total number of student-teachers got first division	703 (87.65)	766 (92.17)	983 (90.34)
7	Total number of student-teachers got second division	26 (3.24)	01 (0.12)	00 (00)
8	Total number of student-teachers got third division	02 (0.24)	03 (0.36)	00 (00)
9	Total number of student-teachers got failed in examination	08 (0.99)	10 (1.20)	20 (1.83)

(Numerical values given in parentheses are percentages)

The Table.1, indicating the three years B.Ed. results of teacher education institutions in Odisha. In the year 2013, 802 students took admission out of which 731 student-teachers got through in examination and their percentage was about 91.14. Student-teachers who passed their examination with first division, their percentage was about 87.65, those who passed with second division, their percentage was about 3.24, third division percentage was about 0.24 and the failed percentage was about 0.99.

Further the Table.1 also indicates the dropout and absent percentages of the year 2014. The dropout percentage in 2014 was about 0.37 and absent percentage was 0.87. It reveals the fact that the B.Ed. result of 2014 in Odisha was very satisfactory. In the year 2015, 831 students took admission out of which 770 student-teachers got through in examination and their percentage was about 92.65. Student-teachers who passed their examination with first division, their percentage was about 92.17, those who passed with second division, their percentage was about 0.12, third division percentage was about 0.36 and the failed percentage was about 1.20.

The Table .1 also indicates the dropout and absent percentages in the session 2014-15. The dropout percentage in 2014-15 was about 0.60 and the absent percentage was about 0.12.

It reveals the fact that the B.Ed. result of 2014-15 in Odisha was very satisfactory. In the year 2015-16, 1088 student-teachers took admission out of which 90.34 student-teachers got through in examination and their percentage was about 90.34. Student-teachers who passed their examination with first division, their percentage was about 90.34, and the failed percentage was about 1.83. The Table also indicates the dropout and absent percentages in the session 2015-16. The dropout percentage was about 0.64 and the absent percentage was about 0.73. It reveals the fact that the B.Ed. result of 2014 in Odisha was excellent.

Relationship Between Quantum Of Enrollment Of Bachelor Of Education Students And Number Of Student-Teachers Passed In University Examination.

This section is to find out the relationship between the quantum of enrollment of B.Ed. students in 3 years and the number of students passed in all sample institutions. Data were tabulated in a consolidated form keeping in view the use of Rank difference Coefficient of correlations (Rho). Rho was calculated for last 3 years viz 2013, 2014 & 2015. The values of Rho are presented in Table . 2.

Table. 2 Relationship Between Quantum Of Enrollment In Bachelor Of Education And Students Passed In The Year 2013, 2014 & 2015.

Variables	Years		
	2013	2014	2015
Quantum of Enrollment of B.Ed. students	Rho= .988**	Rho= .985**	Rho= .864**
Number of student-teachers passed B.Ed. Examination			

* Significant at .05 level of confidence

** Significant at .01 level of confidence

The Table .2 shows that the calculated value of Rho for the year 2013 came out to be .988. The required values to be significant with N = 10 at .05 and .01 level are .564 and .746 respectively. The calculated value is highly significant at .01 level of confidence. The Table also shows that the calculated value of Rho for the year 2014 came out to be .985. Like the previous year the calculated value is also found significant at .01 level of confidence. It can be seen from the Table .2 that the calculated value of Rho for the year 2015 came out to be

.864. The calculated value is also found significant at .01 level of confidence. It indicates that there is an evidence of high positive relationship between the quantum of enrollment of B.Ed. students and number of B.Ed. student-teachers passed. The result led to the rejection of null hypothesis HO1 in favour of alternative hypothesis. The alternative hypothesis H1A₁ namely “There is significant relationship between quantum of students enrolled in B.Ed. and the number of students passed” was accepted.

Findings of the study

- The quality of student-teachers produced in Odisha in last three years is quite satisfactory.
- There exist significant and positive relationship between the quantum of student-teachers enrolled and the number of student-teachers passed in B.Ed. consecutively for three years.
- It is found in the study that there are huge numbers of student-teachers in Odisha passing Bachelor of Education Programme in first division.
- The study revealed the dropouts in Bachelor of Education Programme in Odisha.

Conclusion

Quality of teachers to a large extent determines the quality of education being imparted in educational institutions. For ensuring quality of education, it is important to have quality teachers. Effective training can only bring out quality teachers. The aim of teacher education institutions is to produce quality teachers and to bud the prospective teachers with all the required skills during their training. Teacher education is a system of education for providing quality teacher training programme to teacher-trainees. This study on the student-teachers in Odisha provides a quite satisfactory result which is an indication that the future of the nation is definitely bright.

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