

Perception Of Student Teachers About Teacher Education Programme In Odisha As Envisaged In NEP-2020

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ABSTRACT

The future of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Education is key for achieving full human potential, developing an equitable, society and promoting national development. Teacher is considered as the heart of education system, as the entire system revolves around the teacher. Recently, the National Education Policy (NEP)-2020 has also come up with new pedagogical and curricular restructuring for the school education. Towards this, the policy document strongly recommends to develop a new model of 4-year B.Ed. programme as essential for becoming a teacher in future and has identified several contemporary issues related to Teacher Education which must be addressed through the future model. In this regard, the researcher aims to find out and compare the perception of student teachers about teacher education programme of Odisha as envisaged in NEP-2020. The descriptive survey method is employed for the present study. The investigator has chosen 210 student teachers as sample for his study out of which 105 are from arts background and another 105 are from science background using simple random sampling method. Self-developed questionnaire (perception scale) for student teachers was used as tool for data collection. The investigator used percentage analysis, mean, SD and t-test for data analysis. He concluded that there is no significant difference between perception of arts and science student teachers towards teacher education programme as envisaged in NEP-2020. In totto, it was revealed that both the student teachers from arts and science background are in favour of ITEP programme as envisaged in NEP-2020.

Key Word: Perception, NEP-2020, Student Teacher, Teacher Education Programmes

Introduction:

The future of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Education is key for achieving full human potential, developing an equitable, society and promoting national development. Education of acceptable quality depends on several factors such as curriculum, infrastructure, teaching-learning materials, methods and strategies, educational technology, teacher's accountability and responsibility, learning environment etc. Education seeks to ensure holistic development of a person. The quality of a Nation depends on the quality of its citizens and quality of its citizen depends on the quality of its education.

OBJECTIVE OF THE STUDY

To find out and compare the perception of student teachers about teacher education programme of Odisha as envisaged in NEP-2020.

HYPOTHESES

H₀₁ – There is no significant difference in the perception of student teachers of science and arts stream with regard to teacher education programme as envisaged in NEP-2020.

RESEARCH QUESTIONS

What are the perception of student teachers about teacher education programme of Odisha as envisaged in NEP-2020?

METHODOLOGY

Design: The present study is a descriptive survey type research which was intended to collect detailed descriptions of various aspects of pre-service secondary level teacher education programme in Odisha.

Population: Secondary level pre-service student teachers for B.Ed. programme of odisha state comprised the population of the study

Sample: The investigator has taken 210 of student teachers as sample of the total population using simple random sampling.

Tool used: Self-developed perception scale (questionnaire) was used to collect the data.

Analysis and interpretation of data: For analysis and interpretation of data, the investigator used percentage, mean, SD, t-test.

Table 1.0: Showing Institution wise intake capacity in secondary level teacher education programme in Odisha.

Sl. No.	Name of the Institutions	Intake
1	Radha Nath Institute of Advanced Studies in Education (RN IASE), Cuttack	50
2	Dr. Parsuram Mishra Institute of Advanced Studies in Education (Dr PM IASE), Sambalpur	50
3	Dibakar Pattanaik Institute of Advanced studies in Education (DP IASE), Berhampur	100
4	Nabakrushna Choudhury College of Teacher Education (NKC CTE), Angul	50
5	Nalini Devi Women's College of Teacher Education, Bhubaneswar(Only women Candidates)	150
6	College of Teacher Education, Balasore	100
7	College of Teacher Education, Bolangir	100
8	Utkalamani Gopabandhu College of Teacher Education (UG CTE), Baripada	100
9	Kabi Samrat Upendra Bhanja College of Teacher Education (KSUB CTE), Bhanjanagar	100
10	DAV College of Teacher Education (DAV CTE), Koraput	100
11	College of Teacher Education (CTE), Bhawanipatna	100
12	Anandpur Anchalika Training College (AATC), Fakirpur	100
13	Government Teachers Training College, Phulbani	100
14	College of Teacher Education (CTE), Rourkela	100
15	Government B.Ed. Training College, Kalinga, kandhamal	100
	Total	1400
	Name of the Institutions (Self-Financing Seats)	50
16	B.J.B. (A) College, Bhubaneswar	50
17	Bhadrak (A) College, Bhadrak	50
18	D.D. (A) College, Keonjhar	50
19	Rajdhani College, Bhubaneswar	50
20	V. Dev (A) College, Jeypore	50
21	S.C.S. (A) College, Puri	50
22	Government College, Sundargarh	50
23	Khallikote (A) College, Berhampur	50
24	Panchayat College, Baragarh	50

25	S.B. Women's (A) College, Cuttack	50
26	Rajendra (A) College, Bolangir (Now, upgraded to Rajendra University)	50
27	Government (A) College, Bhawanipatna (Now upgraded to Kalahandi University)	50
28	Beramphur University	50
29	Rama Devi Women's University, Bhubaneswar	50
	Total	700
	Grand Total	2100

1.1. Objective: Perception of Student Teachers about the teacher education programme in relation to Subject of study

In the present study, the student teachers of 06 teacher education institutions have participated. The self-developed perception scale was shared among the students through their WhatsApp numbers and in some cases; a hard copy was also shared. Two hundred ten

(210) student teachers responded to the questionnaire. After getting all the responses it was transferred into an excel sheet for further analysis.

1.1. Table -1.1: Demographic characteristics of student teachers

Sl. No.	Variables		Number (%)
1	Subject of Study	Arts graduate	85 (40.47%)
		Science graduate	89 (42.38%)
		Master in Arts	20 (9.52%)
		Master in Science	16 (7.61%)

In the present study, the majority (125 students, 59.52 percent) of the first-year student teachers responded to the questionnaire, followed by second-year (60 students, 28.57 percent) and pass out students (25 students, 11.90 percent). The student teachers who appeared in their final year examination during the academic year 2024 were taken as the outgoing students for the present study. Out of the total participants, the majority of the student teachers belong to the Science graduate (42.38 percent) followed by Arts graduate (40.47 percent), Master in Science (7.61 percent), Master in Arts (9.52 percent), and so on. (Table 1.1)

1.1. Table- 1.2: Overall Perception of student teachers on duration of Teacher Education Programme as envisaged in NEP-2020

Sl. No.	List of Statements on Teacher Education Programme	SA	A	U	D	SD
1	4 Year integrated B.Ed. programme recommended by NEP 2020 is appropriate enough for producing good teachers.	79 (37.61%)	92 (43.80%)	16 (7.61%)	18 (8.57%)	5 (2.38 %)
2	4 Year integrated B.Ed. programme recommended by NEP 2020 as the minimal degree qualification for school teachers by 2030 is justified.	69 (32.85%)	69 (32.85%)	29 (13.80%)	40 (19.04%)	3 (1.42 %)
3	The prescribed duration of 4 year Integrated B.Ed. programme after higher secondary education is ideal.	56 (26.66%)	97 (46.19%)	30 (14.28%)	13 (6.19%)	14 (6.66 %)
4	Duration of Teacher Education of 4 Years for becoming a teacher is wastage of time.	50 (23.80%)	58 (27.61%)	38 (18.09%)	31 (14.76%)	33 (15.71%)

5	Increase in the duration of 4 year integrated B.Ed. programme will affect the financial status of pupil teachers.	60 (28.57%)	80 (38.09%)	35 (16.66%)	28 (13.33%)	7 (3.33 %)
6	Present B.Ed. Course is more effective than the previous 1 year B.Ed. course	93 (44.28%)	70 (33.33%)	23 (10.95%)	13 (6.19%)	11 (5.23 %)
7	The duration of 2 year B.Ed. course is justified.	94 (44.76%)	81 (38.57%)	15 (7.14%)	14 (6.66%)	6 (2.85 %)
8	4 year Integrated B.Ed. course is adequate enough to provide both content knowledge and practical skills.	67 (31.90%)	85 (40.47%)	24 (11.42%)	21 (10%)	13 (6.19 %)

In response to the statement “4 Year integrated B.Ed. programme recommended by NEP 2020 is appropriate enough for producing good teachers”, 81.41 percent respondents agreed with the response, but 10.95 percent of student teachers disagreed and 7.61 percent remained silent. In response to the statement, “4 Year integrated B.Ed. programme recommended by NEP 2020 as the minimal degree qualification for school teachers by 2030 is justified”, (65.7 percent) respondents agreed with the statement and (20.46) respondents disagreed with the statement while (13.8 percent) remained silent. The majority of the students were in favor of a 4-Year B.Ed. course instead of a 2-Year B.Ed. and at the same time they (66.66 percent) also reported that the increase in this duration affects the financial status of the student teachers.(30.47 percent) of student teachers opined that the 4-Year B.Ed. course is not long for them and time is not wasted. It was also reported that more than 18 percent of student teachers remained silent for the duration of 4-Year B.Ed. course. The present B.Ed. programme i.e., a 2-Year programme is more effective than a 1-Year B.Ed. programme. More than half of the respondents (77.61 percent) favored this opinion. They preferred the 2- Year course instead of one year course, while (10.95 percent) of respondents remained silent. The majority of the student teachers’ (83.3 percent) responded that the duration of 2-Year B.Ed. program is justified. More than half of the student teachers (72.37 percent) are in favour of providing both content knowledge and practical skills while (16.19 percent) are disagreed and (11.42 percent) remained silent for this statement. From these results, it is clear that students need sufficient time during their training period before going to their service. The 4 -Year time duration is sufficient for the students to achieve the desired knowledge of the said course as envisaged in NEP-2020. However, student teachers were found concern for the expenditure of the TEIs likely to be incurred because of increased duration.

1.1. Table- 1.3: Perception of student teachers regarding guidelines set by NCTE

SL. NO.	List of Statements on Teacher Education Programme	SA	A	U	D	SD
1	Increase in the number of working days from 180 days to 200 days excluding examination and admission is good enough.	69 (32.85%)	64 (30.47%)	38 (18.09%)	28 (13.33%)	11 (5.23 %)
2	80% mandatory attendance for all coursework and practical activities is justified.	89 (42.38%)	67 (31.90%)	17 (8.09%)	23 (10.95%)	14 (6.66 %)
3	Mandatory 90% attendance for school internship is not adequate to give practical experience to the teacher trainees	39 (18.57%)	63 (30%)	21 (10%)	41 (19.52%)	46 (21.90 %)
4	The eligibility criteria followed by the state Govt. for taking admission into the B.Ed. course is good enough.	84 (40%)	91 (43.33%)	22 (10.47%)	10 (4.76%)	3 (1.42 %)
5	The provision of admission to pre-service teacher preparation programme to be conducted by National Testing Agency (NTA) is a welcome step.	101 (48.09%)	87 (41.42%)	19 (9.04%)	3 (1.42%)	----

Under the 1-Year B.Ed. programme, there was a provision for 180 working days, as the working days, but it has been increased to 200 days in the 2-Year B.Ed. Programme. The researcher tried to explore the response of the student teachers, and the majority of the student teachers (63.32 percent) favored this idea (Table 1.3). They preferred 200 working days for successful completion of the course. Again, at the same time, the student teachers also viewed that the standard stipulated for attendance for the course completion, practical activities, and school internship is genuine. 74.28percent of them agreed that in the professional course attendance needs to be mandatory for different activities while 8.09 percent student teachers remained silent for this statement. (Table 1.2). More than 48 percent pupil teachers are agreed with the statement “Mandatory 90% attendance for school internship is not adequate to give practical experience to the teacher trainees” while 41.22 percent pupil teachers are disagreed and 10 percent of them remained undecided for this statement.

In the questionnaire, the investigator also focused on the eligibility criteria fixed by the State Govt. as per NCTE guidelines, admission procedures, and curriculum. In the process, it has been reported by 83.33 percent student teachers that the State Govt. followed the norms set by NCTE, along with the admission process conducted through the Entrance Test and 10.47 percent remained undecided. (Table 1.3).

1.1. Table- 1.4: Perception of student teachers on the curriculum of teacher education programme

SL. NO.	List of Statements on teacher education programme	SA	A	U	D	SD
1	Increase in the duration from 1 year to 2 year is good enough to complete the curriculum.	79 (37.61%)	86 (40.95%)	28 (13.33%)	12 (5.71%)	5 (2.38 %)
2	The ongoing prescribed curriculum is more flexible in nature than the previous one.	63 (30%)	92 (43.80%)	34 (16.21%)	13 (6.19%)	8 (3.80%)
3	4 year ITEP Curriculum will reduce the gap between the theory and practice as envisaged in NEP 2020.	65 (30.95%)	83 (39.52%)	47 (22.38%)	12 (5.71%)	3 (1.42 %)
4	Two year B.Ed. Curriculum reduces the gap between the theory and practice.	48 (22.85%)	95 (45.23%)	44 (20.95%)	15 (7.14%)	8 (3.80 %)
5	The prescribed duration of 1 year B.Ed. programme after P.G. or 4 year degree programme is not adequate to complete the curriculum.	31 (14.76%)	43 (20.47%)	34 (16.19%)	60 (28.57%)	42 (20%)
6	NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020.	101 (48.09%)	82 (39.04%)	16 (7.61%)	8(3.80%)	3(1.42%)
7	Present curriculum offers adequate co-curricular activities for student.	53(25.23 %)	115(54.76 %)	25(11.90%)	12(5.71%)	5(2.38%)
8	There is a scope in the curriculum for the development of language proficiencies of student teachers.	66(31.42 %)	99(47.21%)	22(10.47%)	20(9.52%)	3(1.42%)
9	ICT Education has formed an integral part of the B.Ed. curriculum.	97(46.19 %)	80(38.09%)	20(9.52%)	12(5.71%)	1(0.47%)
10	Present curriculum develops the critical and logical thinking ability during the training programme and provides scope for applying the acquired knowledge and skills in unfamiliar situations.	77(36.66 %)	91(43.33%)	32(15.23%)	6(2.85%)	4(1.90%)
11	Inclusive Education has formed an integral part of the B.Ed. curriculum.	100(47.61%)	85(40.47%)	16(7.61%)	7(3.33%)	2(0.95%)

12	Present curriculum has greater scope for developing pedagogical knowledge of the specific subject area.	69(32.85 %)	93(44.28%)	21(10 %)	23(10.95%)	4(1.90%)
13	Gender education has formed an integral part of the B.Ed. curriculum.	82(39.04 %)	80(38.09%)	34(16.19%)	11(5.23%)	3(1.42%)
14	Present curriculum follows both qualitative and quantitative assessment of students.	71(33.80 %)	99(47.14%)	23(10.95%)	14(6.66%)	3(1.42%)

Table 1.4 clearly indicates that more than seventy seven percent student teachers responded that the two year curriculum is more effective than the previous one and 73.80 percent student teachers responded that the present curriculum is more flexible in nature than the previous curriculum while 10 percent student teachers disagreed with this statement. More than seventy percent student teachers agreed with the statement “4 year ITEP Curriculum will reduce the gap between the theory and practice as envisaged in NEP 2020” while 22.38 percent remained undecided and 7.13 percent were disagreed with this statement. The new curriculum had reduced the gap between the theory and practice (68.08 percent); prescribed duration of 1 year B.Ed. programme after P.G. or 4 year degree programme is not adequate to complete the curriculum (48.57 percent); 87.13 percent student teachers are agreed with the statement “NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020”; provides scope for sufficient co-curricular activities in the new curriculum (78 percent); provides scope in the curriculum for the development of language proficiencies (78.63 percent), develops critical and logical thinking, applying the acquired knowledge and skills in unfamiliar situations (78 percent), develops pedagogical knowledge in specific subject areas (77.13 percent); ICT education has formed as integral part (84.28 percent); Inclusive Education has formed an integral part (88.08 percent); Gender education has formed an integral part (77.13 percent); Present curriculum follows both qualitative and quantitative assessment of students (80.94 percent) were the response of the student teachers regarding teacher education programme (Table 1.4).

1.1. Table-1.5: Perception of student teachers regarding the ongoing evaluation process of teacher education programme

SL. NO.	List of Statements on teacher education programme	SA	A	U	D	SD
1	The assessment Pattern of Evaluation followed by the institution is appropriate.	80 (38.09%)	90 (42.85%)	21 (10%)	15 (7.14%)	4 (1.9%)
2	Both formative and summative assessment helps to reduce the mental burden of students.	74 (35.23%)	87 (41.42%)	26 (12.38%)	21 (10%)	2 (0.95 %)
3	In 4 year integrated B.Ed. programme Assessing between 20-40% marks for internal assessment is appropriate.	43 (20.47%)	101 (48.09%)	39 (18.57%)	20 (9.52%)	7 (3.33 %)
4	In 4 year integrated B.Ed. programme Assessing between 60-80% marks for external assessment is appropriate.	53 (25.23%)	91 (43.33%)	43 (20.47%)	18 (8.57%)	5 (2.38 %)
5	Present curriculum follows both qualitative and quantitative assessment of students.	71 (33.80%)	99 (47.14%)	23 (10.95%)	14 (6.66%)	3 (1.42%)
6	Tasks and assignments provided in each subject paper help to develop practical skills.	56 (26.66%)	114 (54.28%)	22 (10.47%)	17 (8.09%)	1 (0.47 %)
7	Tasks and assignments put mental and physical burden.	32 (15.23%)	52 (24.76%)	42 (20%)	60 (28.57%)	24 (11.42%)

8	Teacher educators are cooperative enough for preparing lesson plans, assignment works, etc..	79 (37.61%)	93 (44.28%)	19 (9.04%)	15 (7.14%)	4 (1.9%)
9	Involving student teachers in community activities helps to develop personality and individual perfection.	92 (43.8%)	87 (41.42%)	20 (9.52%)	8 (3.8%)	3 (1.42 %)
10	Involving in community activities develops social responsibility, well communication skills and sound interpersonal relationship.	98 (46.66%)	92 (43.8%)	15 (7.14%)	3 (1.42%)	2 (0.95 %)

The majority of the student teachers stressed on the Assessment pattern of evaluation (80.94 percent), while (10 percent) of student teachers remained undecided on the assessment process they faced in the Institution (Table 1.5). In the present study, (76.65 percent) of students agreed that both formative and summative assessment helps to reduce the mental burden of student. More than 68 percent student teachers are agreed with internal assessment and external assessment process adopted by the institution. The present curriculum follows both qualitative and quantitative assessments of students positively opined by 80.94 percent, and (10.95 percent) remained undecided (Table 1.5). Again, more than 80 percent of student teachers stated that tasks and assignments provided to them are helpful for developing practical skills, 20 percent remained undecided and 8.56 percent disagreed with this statement (Table 1.5). Tasks and assignments put burden physically and mentally on the student teachers agreed by 40 percent of student teachers; while (40 percent) also disagreed; (20 percent) remained undecided (Table 1.5). 81.89 percent student teachers positively advocated that Teacher educators are cooperative enough for preparing lesson plans, assignment works, etc. In the statement, “Involving student teachers in community activities helps to develop personality and individual perfection”, the majority of student teachers (85.22 percent) favoured positively. Community engagement in the development of social and emotional skills of the student teachers is highly crucial in the present context. Before entering into a professional job, it is highly essential for each and every student teacher to understand the role and responsibility of the community and its members for the development of the social and emotional skills of the students. In this regard, majority of the student teachers (90.46 percent) favored the statements asked to them (Table 1.5).

1.1. Table -1.6: Perception of student teachers regarding infrastructural facilities of the institutions as per NCTE Norms and School Internship Programme

SL. NO.	List of Statements on teacher education programme	SA	A	U	D	SD
1	Institution has a good physical facilities i.e. hostel, drinking water facility, electricity, playground, etc.	50 (23.8%)	76 (36.19%)	21 (10%)	36 (17.14%)	27 (12.85%)
2	School Internship helps in increasing the degree of experience and confidence.	152 (72.38%)	40 (19.04%)	9 (4.28%)	6 (2.85%)	3 (1.42%)
3	Mandatory 90% attendance for school internship is not adequate to give practical experience to the teacher trainees.	39 (18.57%)	63 (30%)	21 (10%)	41 (19.52%)	46 (21.9%)
4	In 4 year integrated programme, 20 weeks of internship is adequate enough for developing practical teaching skills.	63 (30%)	89 (42.38%)	32 (15.23%)	15 (7.14%)	11 (5.23%)
5	Teachers of practicing schools are cooperative enough.	64 (30.47%)	113 (53.8%)	20 (9.52%)	9 (4.28%)	4 (1.9%)
6	School Internship programme helps to develop many teaching skills.	112 (53.33%)	80 (38.09%)	14 (6.66%)	4 (1.9%)	-
7	There is a scope for using TLMs at the time of teaching.	103 (49.04%)	80 (38.09%)	17 (8.09%)	9 (4.28%)	1 (0.47%)

8	Pre-internship activities i.e. orientation, demonstration lesson and criticism lessons are helpful at the time of internship activities.	128 (60.95%)	63 (30%)	12 (5.71%)	7 (3.33%)	--
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For the statement “Institution has a good physical facilities i.e. hostel, drinking water facility, electricity, playground, etc.” 60 percent student teachers stated that their institution has a good quality of infrastructural facilities, while 10 percent of student teachers remained silent in this aspect (Table 1.6). But (30 percent) student teachers revealed that their institutions do not have good infrastructural facilities. Based on this result, it can be concluded that though a large number of student teachers are satisfied with the present infrastructural facilities but the majority of student teachers out of the total are not satisfied with the same facilities. In the questionnaire, eight items related to the school internship program were mentioned. More than 91 percent student teachers are in favour of School Internship which helps in increasing the degree of experience and confidence among them (Table 1.6). More than 48 percent of them are agreed with 90% attendance is not adequate in school internship. While for 20 weeks of school internship program that helps in the development of skills and competencies among student teachers to be an effective future teacher and the majority of the student teachers (72.38 percent) agreed with this item (Table 1.6). Similarly, the majority of student teachers stated that teachers of schools where the school internship programme is undertaken are very cooperative and helpful (84.27 percent); many teaching skills related to school internship have been increased (91.42 percent) agreed with this; ample scope for using different TLMs in delivering lessons (87.13 percent); and pre-internship activities (90.95 percent) are helpful for them (Table 1.6).

1.1. Table- 1.7: Perception of student teachers regarding activities undertaken by the teacher educators

Sl. No.	List of Statements on teacher education programme	SA	A	U	D	SD
1	Teacher educators are competent enough to deliver the lesson.	78 (37.14%)	88 (41.9%)	13 (6.19%)	18 (8.57%)	4 (1.9%)
2	Teacher educators follow different modes of learning engagement i.e .lecture-discussion session, focus reading and reflection , project, group presentation ,workshops etc.	93 (44.28%)	88 (41.9%)	17 (8.09%)	5 (2.38%)	7 (3.33 %)
3	Institution has adequate pedagogic teacher.	72 (34.28%)	95 (45.23%)	21 (10%)	14 (6.66%)	8 (3.8%)
4	Teacher educators are cooperative enough for preparing lesson plans, assignment works, etc.	79 (37.61%)	93 (44.28%)	19 (9.04%)	15 (7.14%)	4 (1.9%)

The researcher seeks to explore the perception of student teachers about their teacher educators on different aspects and in this regard four items as competent in delivering lessons in pedagogy subjects, different modes of the teaching-learning process, adequate pedagogic teachers and helpful in nature for developing different learning activities have been mentioned in the Scale. In the present study, it has been observed that most of the student teachers opined that the teacher educators as their teachers are competent enough in delivering lessons (79.04 percent); for taking classes by using different teaching strategies and approaches (86.18 percent), sufficient teacher educators dealing with pedagogic papers in the institution (79.51 percent) and teacher educators are very co-operative in many teaching-learning aspects (81.89 percent) related to the student teachers towards the involvement in many learning activities of the institution. (Table 1.7)

1.1. Table- 1.8: Perception of student teachers regarding teacher education programme as per NEP-2020

Sl. No.	List of Statements on B.Ed. Programme	SA	A	U	D	SD
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1	4 Year integrated B.Ed. programme recommended by NEP 2020 is appropriate enough for producing good teachers.	79 (37.61%)	92 (43.8%)	16 (7.61%)	18 (8.57%)	5 (2.38 %)
2	4 Year integrated B.Ed. programme recommended by NEP 2020 as the minimal degree qualification for school teachers by 2030 is justified.	69 (32.85%)	69 (32.85%)	29 (13.8%)	40 (19.04%)	3 (1.42 %)
3	The provision of admission to pre-service teacher preparation programme to be conducted by National Testing Agency (NTA) is a welcome step.	101 (48.09%)	87 (41.42%)	19 (9.04%)	3 (1.42%)	--
4	NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020.	101 (48.09%)	82 (39.04%)	16 (7.61%)	8 (3.8%)	3 (1.42 %)
5	4 year ITEP Curriculum will reduce the gap between the theory and practice as envisaged in NEP 2020..	65 (30.95%)	83 (39.52%)	47 (22.38%)	12 (5.71%)	3 (1.42 %)
6	As envisaged in NEP 2020, the success of running only one integrated teacher education programme by 2030 is wastage of time.	19 (9.04%)	54 (25.71%)	64 (30.47%)	47 (22.38%)	26 (12.38%)
7	The continuance of 2 year B.Ed. Programme after implementation of NEP 2020 up to 2030 is the right decision.	75 (35.71%)	87 (41.42%)	32 (15.23%)	10 (4.76%)	6 (2.85 %)
8	The ITEP programme envisaged by NEP-2020 will help for the self-employment of pupil teachers.	45 (21.42%)	97 (46.19%)	46 (21.9%)	17 (8.09%)	5 (2.38 %)
9	ITEP by 2030 as envisaged in NEP 2020 will fulfil the purpose of quality education in the state in particular and the nation in general.	65 (30.95%)	91 (43.33%)	34 (16.19%)	18 (8.57%)	2 (0.95 %)
10	The qualifying marks for OSSTET conducted by BSE, Odisha reduced to 45% for UR category and 35% for all other category is not a quality step to judge the quality of eligibility of students.	14 (6.66%)	30 (14.28%)	29 (13.8%)	67 (31.9%)	70 (33.33%)
11	The recruitment Process for appointment of regular teachers in the state of Odisha conducted by OSSC needs to be revised in line with new courses.	62 (29.52%)	82 (39.04%)	48 (22.85%)	13 (6.19%)	5 (2.38 %)

Eleven items have been asked to the student teachers under the sub-head of curriculum as per NEP-2020. NEP-2020 emphasized on the introduction of a 4-Year Integrated B.Ed. programme. 81.41 percent of student teachers opined their positiveness for a 4-Year Integrated Teacher Education Programme as per the recommendation of NEP-2020 (Table 1.8), when the researcher presents 4 Year integrated B.Ed. programme recommended by NEP 2020 as the minimal degree qualification for school teachers by 2030 is justified.”, only (65.7 percent) of student teachers agreed to this while, more than (13.7 percent) of student teachers remained undecided and (20.46 percent) of student teachers disagreed with this response. 89.51 percent of student teachers showed positiveness towards the admission process to be conducted by NTA. For the statement “NCTE and NCERT are the right agencies to prepare curriculum framework for teacher education in the perspective of NEP-2020”, 87.13 percent of student teachers revealed true; more than 70 percent agreed for the ITEP curriculum that will reduce the gap between theory and practice as envisaged in NEP-2020; further more than 30 percent of student

teachers remained undecided regarding the running only one integrated teacher education programme by 2030 is wastage of time; 77.13 percent opined positively for continuance of 2 year B.Ed. upto 2023. More than (67percent) of student teachers agreed that the ITEP programme helps them with their self-employment (Table 1.8). For the statement “ITEP by 2030 as envisaged in NEP 2020 will fulfil the purpose of quality education in the state in particular and the nation in general.”, 75.28 of student teachers responded positively.

Regarding the appointment/recruitment of the student teachers after completion of this course, the majority of the student teachers (65.23 percent) are not agreed that the TET qualifying score fixed by BSE, Odisha, while 13.8 percent remained undecided (Table 1.8). The majority of the student teachers (68.56 percent) opined that the recruitment process for appointment of regular teachers in the state of Odisha conducted by OSSC needs to be revised in line with new courses, while 22.85 of them remained undecided. **(Table 1.8)**

1.1. Table -1.9: Perception of student teachers regarding duration, scholarship and TET

SL. NO.	List of Statements on teacher education programme	SA	A	U	D	SD
1	The prescribed duration of 1 year B.Ed. programme after P.G. or 4 year degree programme is not adequate to complete the curriculum.	31 (14.76%)	43 (20.47%)	34 (16.19%)	60 (28.57%)	42 (20%)
2	One year B.Ed. programme for students with Science and Commerce background would not be adequate.	27 (12.85%)	47 (22.38%)	26 (12.38%)	60 (28.57%)	50 (23.8%)
3	Increasing the number of B.Ed. training Institutions for providing B.Ed. course in self-financing mode is a right decision of the Govt.	49 (23.33%)	58 (27.61%)	36 (17.14%)	45 (21.42%)	22 (10.47%)
4	NCTE should continue with 2 year B.Ed programme.	76 (36.19%)	87 (41.42%)	23 (10.95%)	17 (8.09%)	7 (3.33%)
5	Allowing specialization in B.Ed. programme on “Gifted Children” is appreciated.	64 (30.47%)	99 (47.14%)	29 (13.8%)	11 (5.23%)	7 (3.33%)
6	Providing merit based scholarship to students of 4 year integrated B.Ed. programme is appreciated.	75 (35.71%)	90 (42.85%)	31 (14.76%)	10 (4.76%)	4 (1.9%)
6	Admission process needs to be decentralised.	57 (27.14%)	75 (35.71%)	41 (19.52%)	22 (10.47%)	15 (7.14%)
7	Provision of resources for running the programme depends on priority of Govt.	55 (26.19%)	89 (42.38%)	37 (17.61%)	23 (10.95%)	6 (2.85%)
8	Time provided in a particular class is adequate enough to follow all the teaching strategies.	53 (25.23%)	99 (47.14%)	21 (10%)	30 (14.28%)	7 (3.33%)

From the table 1.9, only 35.23 percent student teachers opined that the prescribed duration of 1 year B.Ed. programme after P.G. or 4 year degree programme is not adequate to complete the curriculum, while more than 48 percent of them are disagreed with the statement. Again 35.23 percent student teachers also proposed positively that One year B.Ed. programme for students with Science and Commerce background would not be adequate, while 12.38 percent of them remained undecided.(Table 1.9) Only, 50.94 percent of student teachers responded that the running of B.Ed. programme in self-finance mode is a good decision of the state government, while, (31.89 percent) disagreed the concept and (17.14 percent) remained undecided (Table 1.9). More than 77 percent of student teachers opined that NCTE needs to continue with 2-Year B.Ed. programme, while only 10.95 percent remained undecided. In response to the statement, “Allowing specialization in B.Ed. programme on “Gifted Children” is appreciated”, (77.61 percent) of student teachers agreed, while more than (13 percent) of student teachers remained silent (Table 1.9).

(78.56 percent) of student teachers reported that there must be the provision of merit based scholarship for the student teachers of the 4-Year Integrated programme; 62.85 percent of them opined that the admission process needs to be decentralized; 68.57 percent agreed with the provision of running the programme depends on priority of govt.; and 72.37 percent student teachers responded positively for the time provided for a particular class to follow all the strategies of teaching, while only 10 percent of them remained undecided. (Table 1.9)

Three open-ended statements regarding the ongoing B.Ed. Programme have been put in front of the student teachers. The student teachers reported that they like their teachers due to their care and concern, cooperation, friendly behaviour, punctuality, and honesty, mastery of content, listening, and **motivating power in** the teaching-learning process. Based on their liking subjects, almost all subjects liked by them, though they have not mentioned about their liking subjects. They also need more clarification in all subjects in the present Programme;

1.1. Testing of Hypotheses:

1.1. Ho1: There is no significant difference in the perception of student teachers of science and arts stream with regard to teacher education programme as envisaged in NEP-2020.

Table – 1.10: t-ratio in favour of Arts and Science Student Teachers perception regarding teacher education programme (N= 210)

Stream	N	Mean	Std. Deviation	t-ratio	Sig.	Remarks
Arts	105	270.0190	25.19195	.981	.429	Ho ₁ Retained
Science	105	266.7048	23.76120			

N.B.: 1. Arts student teachers =105 and Science student teachers= 105

2. The calculated t-value is less than the tabulated value and is not significant at 0.05 level of significance

Science and Arts student teachers' perception towards teacher education programme has been tested statistically by student t-ratio (Table 1.10) through SPSS software. The detailed results of this analysis have been mentioned in Table 1.10. At the 0.05 level of significance, the t-ratio between student teachers in the arts and science in terms of the perception towards the teacher education programme as envisaged in NEP-2020 is 0.429 which is not significant at the 0.05 level of significance. On the basis of this finding, it may be said that the presumed null hypothesis is accepted at the 0.05 level of significance. This indicates that there is no significant difference in the perception of student teachers of science and arts stream with regard to teacher education programme as envisaged in NEP-2020. In totto, the student teacher of both arts and science background are in favour of 4- Year teacher education programme as envisaged in NEP-2020.

Conclusion:

To make India a Super Global Knowledge Power, we essentially need up to date fruitful implementations in the education field. Only through rapid movements and knowledge navigation, we can transform our country to a developed one. Considering multiple parameters for changing the curriculum and education system, it is essential to revise the policies in time for improving the existing system. At the 0.05 level of significance, the t-ratio between student teachers in the arts and science in terms of the perception towards the teacher education programme as envisaged in NEP-2020 is 0.429 which is not significant at the 0.05 level of significance. On the basis of this finding, it may be said that the presumed null hypothesis is accepted at the 0.05 level of significance and the student teacher of both arts and science background are in favour of 4- Year teacher education programme as envisaged in NEP-2020.

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