GOVERNANCE OF SECONDARY TEACHER EDUCATION IN MULTIPLE SITES AND LOCATION: IMPLICATION ON INSTITUTIONAL PERFORMANCE AND OUTCOME

DISSERTATION

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DECLARATION BY THE SCHOLAR

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled "Governance of Secondary Teacher Education in Multiple Sites and Location: Implication on Institutional Performance and Outcome" has been completed under the guidance of Prof. Pranati Panda. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship or Fellowship to this or any other University.

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CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation entitled "Governance of Secondary Teacher Education in Multiple Sites and Location: Implication on Institutional Performance and Outcome" is the work undertaken by Ms. Twinkle Panda under my supervision and guidance as part of her M.Phil. degree in this University. To the best of my knowledge, this is the original work conducted by her and the dissertation may be sent for evaluation.

Supervisor's Signature

(PRANATI PANDA)

ACKNOWLEDGEMENT

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ACRONYMS

AISHE- All India Survey on Higher Education

B. Ed- Bachelor of Education

B. Sc.- Bachelor of Science

B.A.- Bachelor of Arts

CSP- Centrally Sponsored Programme

CSSTE- Centrally Sponsored Scheme of Teacher Education

CTE- College of Teacher Education

D. El. Ed.- Diploma in Elementary Education

DEO- District Education Officer

DIET: District Institute of Education and Training

DoE- Department of Education

DRC- District Resource Centre

DTE- Directorate of Teacher Education

FDP- Faculty development Programme

GoI: Government of India

HEIs- Higher Education Institutions

HRDC- Human Resource Development Centre

IASE- Institute of Advanced Studies in Education

ICT- Information and Communication Technology

IQAC- Internal Quality Assurance Cell

JRM- Joint Review Mission

JVC- Justice Verma Commission

KGBV- Kasturba Gandhi Balika Vidyalaya

M. Ed- Master of Education

M.A.- Master of Arts

MHRD-Ministry of Human Resource Development

MOU- Memorandum of understanding

NAAC- National Assessment and Accreditation Council

NCERT- National Council of Educational Research and Training

NCF- National Curriculum Framework

NCFTE- National Curriculum Framework for Teacher Education

NCTE-National Council for Teacher Education

NKC- National knowledge Commission

NPE- National Policy on Education

NPM- New Public Management

NUEPA- National University of Educational Planning and Administration

OECD- Organisation for Economic Co-operation and Development

OSSC- Odisha Staff Selection commission

P.G.- Post Graduation

PAR- Performance Appraisal System

RIE- Regional Institute of Education

RTE- Right to Education

S & ME- School & Mass Education

S.T. School- Secondary Training School

TE & SCERT- Teacher Education and State Council of Educational Research & Training

TCs-Training Colleges

TE- Teacher Education

TEIs- Teacher Education Institutions

TET- Teacher Eligibility Test

TTIs-Teacher Training Institutes

UGC- University Grant Commission

ABSTRACT

Begun with National Education Policy, 1986 which has given a major blueprint to develop the teacher education as a sector and introduced federal policy, new course of action in governance, management, regulation which further resulted the framing of NCTE as statutory body in the year 1993 to regulate, coordinate and plan for teacher education courses in India. Because teacher education is one of the most less regulated sectors in India especially secondary teacher education which gives us subject-specific teachers. Though India has statutory body of TE which was emerged to stop commercialisation in TE, but yet the NCTE has not succeeded in professionalizing TE. Currently in India the operational sites of secondary teacher education are; university DoE, autonomous college, affiliated college, CTEs & DIETs and private bodies, but Odisha has stopped privatization in teacher education sector immediate after the recommendation of NPE, 1986. Now secondary TE courses are being recognized by the same statutory body irrespective of multiple sites and locations but with different regulatory framework due to involvement of higher education system in secondary teacher preparation. The thrust of the current study is to review the policy perspectives recommended about the sites and location of TEIs, framing the governing structure as per the multiple-sites of teacher preparation and explore the institutional performance and outcome as per the regulatory structure of different sites of secondary teacher preparation. A mixed method approach has been applied with cross comparison of all 6 sites of secondary teacher preparation prevailing in Odisha. In a sequence Kothari commission report, NCFTE, 2009 , Justice Verma Commission, 2012 and finally draft NPE, 2019 have discussed the quality issue in TE is due to the isolation of TEIs from higher education system, less time for TE and research which needs an urgent reform of university-based TE programme associated with research. With this recommendation NCTE came into effect in the year 2014 to resolve all the quality issues and stop commercialisation of TE by increased duration, offering teacher education within multi-disciplinary institutions as a part of higher education. As per different sites of the TE courses, there are different governance structure prevails, where the role of NCTE, university, UGC, state and MHRD as governing bodies vary from institution to institution and even department to department in state and central university. By exploring the institutional performance, all the TEIs trying their best to perform better with available resources, but there is variation in institutional outcome as per the governance structure of respective institutions. Further the study can help the policy makers to simplify the trapped institutional structure which has a direct impact on institutional performance and outcome.

CHAPTER-1

1. INTRODUCTION:

Education and the role of teachers mediate as a significant factor in achieving national goals. As per the newly emerged knowledge-based society in the 21st century; the role of the teacher became more significant than the ancient society. The role of the teacher as an agent to change, promote understanding and tolerance, which are noteworthy in today's competitive world. So, there is a need to change, from nationalism to universalism, from prejudice to tolerance, understanding, and diversity, from absolutism to egalitarianism in its various manifestations, and from a technologically alienated to a technologically unified world, places massive tasks on teachers who are the only way to form the characters and minds of the upcoming generation. Today across 30 million teachers are involved in teaching professions across the world. A teacher is incomplete without the professional skills to perform and fulfil the requirement of a classroom and student. So, to empower a teacher with professional skills, there is a need for teacher training through the proper channel of education. In 1906-1956, the program of teacher preparation was called teacher training. Its prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. A good teacher education program should be coherent from the theoretical aspect to practice. As per the old model of teacher training, the theoretical course was operated in isolation where the practice of the teaching was ignored. As per the emerged model, both the approaches are being implemented together which is called as clinical training of teachers (Hammond, 2001). Though their roles and functions vary from country to country, the variations among teachers are generally greater within a country than they are between countries (Havighurst, 2018).

Teacher education in India is one of the less regulated countries in pre-independence and even in the post-independence of India. From the Vedic period to the Islamic period, no formal teacher training was taking place for teacher professionalism. The formal training was taking place in India by European Missionaries during the British period in 1823 on an experimental basis. In 1826 the first normal school was started in Madras for teacher training with the funds and management of the British government. Later, this normal school developed into the Presidency College. In 1847, in Bombay, a normal school was started in the Elphinstone Institution and in 1849, Calcutta too had a normal school (Bhattacharjee, 2015). After this Wood's Despatch came to India and gave some valuable suggestions. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of a schoolmaster. In suggesting a change in the

education of teachers, the Dispatch referred to the system prevalent in England. It urged the establishment of training schools in each presidency in India. It urged the establishment of training schools in each presidency in India. After this, The Indian Education Commission which is also known as Hunter Commission recommended based on Lord Stanley's Despatch (1859) for the initiation of examination and practice teaching, and based on this hereafter the person would employ as a teacher in any government and aided secondary schools. This resulted from the establishment of 116 Teacher training institutions for men and 15 for women. Thus, by the end of the 19th century, many essential steps of teacher training had been taken. In 1904, the then Viceroy of India Lord Curzon realised the importance of secondary teacher training in India which became so important for the future educational system and made two vital recommendations on teacher training programs through Government of India Resolution on Education Policy, 1904. First, five secondary teacher training colleges established in Madras, Kurseong, Allahabad, Lahore, and Jubbulpur. Graduates and Intermediate can seek admission in these institutions. Secondly, the resolution recommended for the opening of more training schools which mostly meant for teachers in rural schools. In the normal schools' students from vernacular education mostly were coming for training and were given a stipend. This course had been extended to the incorporation of general courses along with pedagogy training for two years. The second resolution on educational policy (1913) suggested various measures and changes related to primary teacher training where no teacher should be employed without one year of training certificate and there should be the exchange of ideas and the teacher should visit different training colleges. After that, Saddler Commission, 1917 recommended the introduction of education as an optional subject at the B.A. level, and the introduction of a postgraduate degree in education which helped in the improvement of the teacher training program in India. Following the recommendations of the Saddler Commission, Hartog Committee in 1929 majority of the Universities set up faculties of education. Andhra University started B.Ed. degree in 1932 and Bombay University launched the post-graduate degree, M.Ed. in 1936. In 1941, there were 612 Normal Schools out of which 376 were for men and 236 for women. Post-war Educational Development in India which alternatively known as "Sargent Plan" suggested by CABE which recommended that suitable boys and girls should be picked up and should be provided training after high schools in 1944.

In 1947, India has declared as a state of democratic socialist at the time of independence and public sector undertakings were initiated with the aim of development. In the 1st commission of Independent India; University Education Commission in 1949 recommended the incorporation of practice teaching aspects in teacher training in some selected schools.

Followed by the University Education Commission in 1953 Secondary Education Commission submitted its report with less emphasis on teacher training aspect and only recommended for improvement of teachers' status and duration of teacher training in India. After this, the Kothari Commission came into existence in the year 1964, with a revolutionary step towards quality development of teacher education in true sense. It recommended the location of teacher education. Till 1964 teacher education was offering in isolation under respective state management outside the university campus which is away from academic and professional intellectual along with research aspects of university. So, it majorly emphasized to stop the isolation of TE and merging the isolated TEIs with the university for professional development through research in TE.

During the 1980s conspiracy and dissatisfaction in socialist economics came into light which shows a pathway towards privatization all over the world including India. The involvement of the private sector in higher education irrespective of gender, physical, economic, geographical, cultural, or linguistic differences has brought drastic changes in the field of education is fundamental to every constituent of the society. There are various factors responsible for the Privatization of higher education like the need for competitive efficiency, growth of population, the problem of finances with the public sector, desire for more autonomy, for quality improvement, for producing skilled manpower, for technological developments, etc. Hence, privatization of Teacher education is a part of the process of privatization of the economy at large. The motive, which activates the private sector, is to gain maximum profits. Therefore, it will invest only in those courses and institutions which will be profitable. As a result, the professional courses are on the hotlist. These private management institutions were controlled by states only (Kumari & Kumari, 2018).

National Education Policy, 1986/1992 came with the revolutionary steps on the aspect of teaching as a profession, in-service and pre-service TE program, and major recommendations on the TE sector in India. As a consequence; centralized TE program, regulation, and management in TE, new lanes of governance, and financing were imprinted as the transformation of TE in India. With these two major changes had taken place with certain quality aspects. First, CSSTE came into light in 1987 to stop privatization and pre-service and in-service TE as indispensable. Secondly, the formation of NCTE as a regulatory body to plan and coordinate in TE across the country with its four-regional branch (East, West, North & South). Even after these revolutionary steps, the privatization of TE could not remove from India. At present India has 90% of TE courses operated in India with NCTE recognition face the major issues like; mushrooming of sub-standard institutes, the insufficiency of physical

facilities, the crisis of value and morality, isolation from a university department, regional imbalance, outdated curricula, defective selection procedure, the problem of quality teacher training, market-oriented and commercialization of teacher education course, etc. To address these challenges the TE sector has to redefine the conceptual and regulatory framework, the mechanism for quality improvement, and institutional performance. Because NCTE as a regulatory body could not be succeeded in professionalizing TE. These challenges brought the high-powered Justice Verma Commission, 2012 with major recommendations on increased duration of TE to realize professionalism, to dishearten privatization and commercialization of TE in India and university-based teacher education in India. After these major recommendations, NCTE came into effect in the year, 2014 to imply these aspects for quality TE development. The highlights of NCTE, 2014 are; 2-years of B. Ed course, 4-year Integrated courses, 3-years Integrated B. Ed.-M. ed., focus on a multidisciplinary approach, inculcation of subjects with moral values, quality assurance in ODL mode of TE, etc. The regulation of multidisciplinary TE courses is the reason to operate TE courses in multiple sites and locations with NCTE recognition. Presently, India has a diverse set of TEIs including state-managed TEIs and departments (CTEs, IASEs, autonomous college, affiliated college), university-managed (both center and state), and privately managed. The norms and standards of NCTE apply to all the diverse set of TE program for recognition irrespective of sites and location of the TEIs and courses. Recently, draft National Policy on Education, 2019 is also planning to transfer all the secondary TEIs those who are located outside the university campus transfer into the composite multi-disciplinary institute, promotion of integrated course till 2030, research-based secondary TE courses, operation of TE course in the clinical site, strengthening P.G. courses in university, the involvement of doctoral students in teaching-learning process, etc.

1.1. Types of Pre-Service Teacher Education in India

Largely, pre-service TE in India bifurcated; elementary and secondary TE. There are no uniform types of teacher education in India. Because the need for pre-primary children is different from secondary school students. To meet the psychological, pedagogical, and content diversity different types of teacher training are mandatory with level specific. Apart from these, there is also variation in the training program from state to state even from college to college. In the Indian context broadly, there are five types of program for teacher training according to the level.

Pre-primary Teacher Education:

It is primarily meant for early childhood care education where India stands in very poor condition in nurturing a child within a homely environment. For that Govt. of India took a major decision to start nurture children with nutritious food along with a hygienic and home-friendly environment. Again, there is variation in pre-primary teacher education course i.e. Montessori, Kindergarten, Nursery, Pre-basic, etc. and the minimum qualification for this course is higher secondary. It usually runs by the state government with the delegation of power. A certificate course for pre-primary education is mandatory where there is again variation in duration from state to state, but many states run a 2 years course as the recommendation of NPE, 1986 from 1987.

Primary Teacher Education:

It is one of the paramount courses among other courses as it has a large scale of expansion. It emphasizes on the primary level of teacher training and runs by the state government as per the regulation of NCTE. The minimum qualification for the course is higher secondary but previously it was matriculation. Elementary Training (E.T) schools were providing pre-service training. Secondary Training (S.T.) schools are meant for imparting pre-service training to prospective or in-service teachers of primary /M.E. schools[1]. But after the recommendation of NPE, 1986, DIETs were established to extend the service for the training of in-service and pre-service teachers from the year 1987 where the minimum eligibility was higher secondary to enter into this certificate course.

Secondary Teacher Education:

It is another significant course among other courses of teacher education and the prime focus of teacher education is the preparation of subject-specific teachers. Where along with pedagogy a trainee must be master over content knowledge. Here the teachers are prepared for upper primary and secondary schools along with bachelors or masters of any science or social science subjects. This course run by both the state government and central government by qualifying the norms and standards of NCTE. Both UGC and state governments are responsible for secondary teacher training. Different CTEs and IASEs along with the state universities, autonomous colleges, affiliated colleges, central universities, and the private institutes run this B. Ed course.

Higher Education:

Higher education courses in education are of four types to engage the teachers in different courses like B. A in Education, B. Ed, etc.

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[1] http://www.yourarticlelibrary.com/education/teacher-education-programmes-5-types/45257

i.   Two-years M. A. course

ii.   Two-years M. Ed course

iii.   Three-year Ph. D course after M. A/M.Ed.

iv.   Post-graduate Diploma in some aspects of education after B. Ed

Vocational Teachers/ Training:

Technical teacher training courses are also available for those who are interested in other than education like art, craft, music, dance, physical education, etc. The courses are:

i.   One-year Diploma in Physical Education

ii.   Training courses to prepare teachers of Music, Dancing, Painting, and Fine Arts.

iii.   One-year training course to prepare teachers for Home Science.

iv.   Certificate courses in Arts & Crafts.

v.   Courses for preparing specialists in the teaching of English, Hindi, and Geography, etc.

1.2. Secondary Teacher education in India

Secondary teacher preparation is one of the important aspects of TE in India because it prepares subject-specific teachers for secondary and higher secondary schools. For secondary schools' bachelor with B. ed degree is the minimum qualification whereas for senior secondary bachelors with M. Ed. degree is mandatory. It needs a new vision based on the growing demands of schools and school education in India. So, teacher education has to be more sensitive to the emerging needs which demand a teacher must be; encouraging, supportive, and humane teachers, the teacher needs to be an effective member of the group who can contribute knowledge and experience in the curriculum design of school education. Therefore, based on NCF, 2005 and RTE, 2009 NCFTE came into existence in 2009 with new vision and goals to enhance the quality of teacher education as per the need of school education in India.

Table 1.1: Newly visualized Teacher Education Programme as per Regulation

From	To
Teacher centric, stable designs	Learner centric, flexible process
Teacher direction and decisions	Learner autonomy
Teacher guidance and monitoring	Facilitates, support and encourages learning
Passive reception in learning	Active participation in learning

Learning within the four walls of the classroom	Learning in the wider social context the class room
Knowledge as "given" and fixed	Knowledge as it evolves and created
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure
Appraisal, short, few	Multifarious, continuous

Source*: Lal, 2016*

As per the newly visualized secondary TE; the focus should shift from single course institutions to multidisciplinary and university-based TE for realizing professionalism based on research in TE. Revolutionary steps have been taken by Government of India through NCFTE, 2009, JVC, 2012 and NCTE, 2014, where the core and common goal of all the policies and regulation to stop privatization and commercialization of teacher education in India which is one of the obstacles for realizing the vision and objective of TE, but yet India failed to stop commercialization and privatization of TE.

Figure 1.1: Percentage of private institutions offering B. Ed course *(In Percentage)*
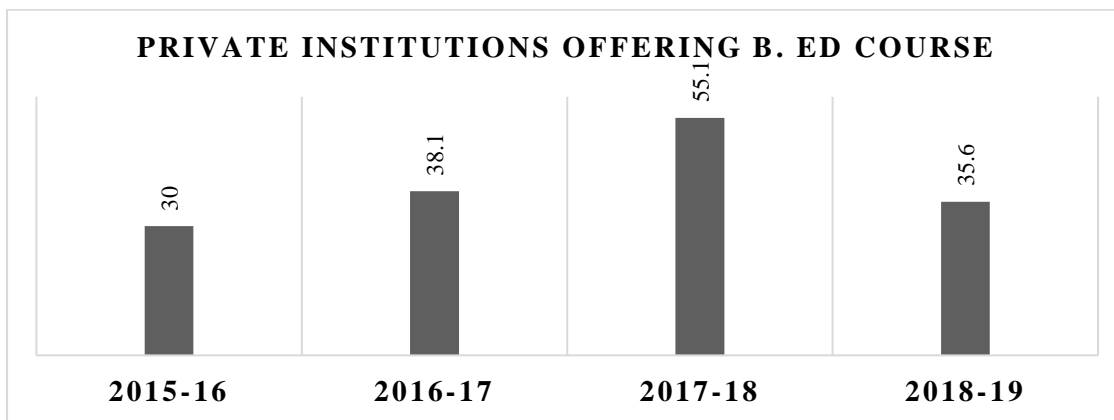
Source*: AISHE Report, (2015-16, 2016-17, 2017-18, 2018-19), MHRD*

The figure shows the percentage of institutions out of the total number of privately managed institutions. As per the AISHE report, about 30-40% of colleges are there which runs a single program, out of which 75-85% colleges are privately managed. Among these privately managed institutions on an average 35% of colleges are running B.Ed. course only. Even if NCTE, 2014 regulation came into effect, most of the colleges and universities started offering teacher education courses for quality and accessibility purpose, but hereafter the exitance of government institutions the privately managed institutions still cover a large chunk of the individual which may compromise the quality of the course extremely.

1.3. Sole Context of Secondary Teacher Education in Odisha

The National Education Policy (NPE), 1986 was the toolkit that brought the paradigm shift in the field of teacher education in India in general and Odisha in Particular. It has rightly remarked (p.26), "Teacher Education is a condensed process and its pre-service and in-service components are inseparable. As the first step, the system of Teacher Education will be overhauled. The new programs of Teacher Education will emphasize continuing Education, and the need for teachers to meet the thrusts envisaged in this policy". Accordingly, DIETs were established which is the source of training for elementary pre-service and in-service teachers along with other personnel working in adult education and non-formal education sector. The training colleges were upgraded to CTEs for both pre-service and in-service TE program and some of them were to IASEs for policy research in school and teacher education, generation of effective pedagogical models, field testing and evolving successful practice to meet the diverse needs and challenges across socio-cultural and economic regions within the state. For quality improvement in teaching method and capacity building program the SCERT were being strengthened at both national and state level. Concerning the issue of isolation, a system of networking among training institutes was arranged for the improvement of teacher education. As a result of the implementation of NPE, 1986; the improvement of teacher education in Odisha has become the changing context. In this regard, 11 government secondary training schools were upgraded to DIET for conducting both in-service and pre-service training and two Government teacher training colleges in Sambalpur and Cuttack district were upgraded to the status of IASE. Two training colleges in Bolangir and Anugul upgraded to the status of CTE along with other two training colleges were proposed to upgrade to the status of CTE during the period of 1988-89 (Education in Orissa, 1988-89, p.5).

In pursuance of the Programme of Action (PoA), NPE set the review committee which emphasized competency-based teacher education and organization of in-service and refresher courses for the purpose. The SCERT was strengthened to play a significant role in leadership. The act was also passed in 1989 to abolish all the private teacher education institutions to stop commercialization. From 1989 to the date Odisha is free from private teacher training colleges to compare to other states like Bihar, Haryana, etc. In this way, Odisha is different that the state has no single private training college and completely adapted Centrally Sponsored Scheme of Teacher Education (CSSTE).

The NCTE established in 1993 became a statutory body for planning and monitoring the teacher education in the nation especially sending an expert committee to the teacher education

institutions for ascertaining the status, norms, and standards of TE in order to reduce commercialization in TE. Initially, it conducted surveys and came out with the report of some immediate development at various aspects of teacher education in India. Specific to Odisha, the first step in Odisha was, it terminated the B. Ed programs through distance/ correspondence mode in Utkal, Berhampur and Sambalpur universities. Also, these universities stopped appearance to the graduates with Education as one of the subjects at the B.A. level. The regional office of NCTE set up in Bhubaneswar took an active part in implementing NCTE regulation for quality teacher education of the nation.

As per the report on the activities of the Education and Youth Services Department, 1990-91, there were 52 ST Schools, 11 DIETs, 2 IASE, and 3 CTEs. But still, it felt that teacher training is not enough for a robust school system. Because untrained and unqualified teachers were the drawbacks of the school system. According to the 4th Educational Survey (30th September 1978), 32.15% of teachers were untrained at the secondary stage. In the whole figure, 70% of teachers in Odisha are trained in comparison to India figure of 85%. Which was the reason that Govt. of Odisha decided to change the educational program and through the light of NCERT syllabi the step is taken to resolve this major issue. For in-service teachers, a summer-cum correspondence course introduced to clear this backlog of untrained and underqualified teachers.

In Odisha since 1978, private teacher training institutions have been terminated and private appearance in B.Ed. the examination has been stopped by NCTE. Even distance mode B.Ed. in some state universities have been closed. But hitherto Odisha is facing a huge issue of diversity and discrimination. Isolation in TE has been the issue in Odisha; it means isolation of TEIs from university, school as well as from TEIs itself. To remove this isolation various suggestions recommended by major policies but after many attempts by state and central govt. still, this issue of isolation could not be removed yet. There are diversities in course structure, examination, the procedure of staff selection, the procedure of admission, etc. and the major reason for these diversities is the institutions itself. It means the 'operational site of the institutions. Different operational sites may cause a different governing structure where no relation with each other is possible. Nowadays not only CTEs, IASEs, and DIETs are providing teacher education but also the university department of education, autonomous and affiliated colleges are also providing teacher education. As per the NPE, 1986 policy recommendation DIETs should provide pre-service elementary teacher education courses, but the DIETs like

Bhadrak, Dhenkanal, Jagatsinghpur, and Puri are also providing secondary teacher education courses with the NCTE recognition.

In the nutshell, teacher education in Odisha is not facing the issue of commercialization but facing the issue of private funding in government institutions like university department (Sambalpur, Ravenshaw, Utkal, Berhampur, Fakir Mohan, North Orissa, etc.), Autonomous colleges and affiliated colleges itself where collaboration with TE & SCERT is zero in terms of admission, staff selection, internship, course structure, etc. Even in universities like Sambalpur, Berhampur, Utkal there is no scope for research and faculty development. Even the staff appointed on a contractual basis to steer a self-financing course. Same as to autonomous and affiliated colleges, the same issues are also implied. So even if commercialization is no longer prevailing in Odisha but the issue of diversities and discrepancies is huge which needs attention.

Evolution of TE & SCERT:

To accomplish the recommendation of NPE, 1986 the Director of Teacher Education and SCERT came into existence as an independent Directorate on January 15, 1990. It progressively evolved from State Institute of Education, established in 1964 to the State Council of Educational Research and Training (SCERT) in 1979, and from SCERT to TE and SCERT in 1990. The three important objectives that mandated the reform that leading to institutional strength included : (i) unprecedented quantitative expansion of the education system to meet the explosion in people's expectations; (ii) shift of emphasis from quantity to quality; and (iii) stress on research, and innovation and extension as a means for renewal and reform of the existing system (See Figure-1.2).

Figure 1.2: Evolution of TE & SCERT

State Institute of Education (1964)		SCERT (1979)		TE and SCERT (1990)
▪ Quality of Primary Education ▪ Extension Services	⟹	▪ Quality of Elementary Education ▪ Curriculum and Textbook	⟹	▪ Quality of School Education ▪ Management and Control of Teacher Education Institutions

- Induction Level Training
- Training of SI of Schools
- Development of Instructional Materials

Development at the elementary stage
- Research and Innovation
- Implementation of Externally Assisted Project
- Production of Learning Materials for Students
- Production of Instructional Materials for Teachers
- Examination Reforms
- Publication

- Curriculum and Textbook Development at the elementary stage
- Production of Teaching Learning Materials for learners and teachers
- UEE / EFA
- District Primary Education Program / Sarva Shiksha Abhiyan
- Research and Innovation
- Implementation of Externally Assisted Project
- Examination Reforms
- Publications

Source: Programmes and Activities, TE & SCERT, Odisha

Role of TE & SCERT in Secondary Teacher Preparation

According to the changing context of SIE to TE & SCERT; secondary teacher preparation has also its growing needs. To address this need for quality development TE & SCERT has a versatile role to play which includes; conduct faculty development program, conduct distance education program for the untrained teacher, designing of the new curriculum, act as supervising and monitoring agent, disseminate of information, experiment innovative strategies of teaching-learning.

Glimpse on Secondary Teacher Preparation in Odisha

As per the report of the Director of TE and SCERT in collaboration with NCTE, in 1995 teacher education was being operated in 54 S.T schools, 13 DIETs, 4 Govt. Training Colleges, 6 CTEs, and 3 IASEs under DTE and SCERT, Odisha. Besides the Board of Secondary education, in Odisha 3 Government Training Colleges were extensively organizing

in-service teacher training. There were no changes in the number of training institutes till 1997-98. During 2000-01(during the 9th plan period) it was decided to set up DIETs in each district in Odisha like; Nuapada, Nawarangpur, Sonepur, Malkanagiri, etc.

The table (See Table-1.2) depicts the manpower or teacher educators engaged in the different state-managed institutions which shows a huge shortage of teacher educators in almost all types of state-managed institutions for producing both elementary and secondary teachers. Shortage of teachers may lead deduction of quality course and training and it may also impact the quantity of teacher produce.

Figure 1.3: Sanctioned Posts/Men-In-Position/Vacancy

Sl. No	Name of the Institutions	No. of Posts			
1.	IASEs / CTEs / Training College	Name of posts	Sanctioned	Filled up	vacant
		Professor	6	1	5
		Principal	14	5	9
		Reader	36	13	23
		Lecturer	161	79	82
		TOTAL	**217**	**98**	**119**
2.	**DIETs / DRCs**	Principal	30	24	6
		Senior TE	170	71	99
		Teacher Educator	300	152	148
		TOTAL	**500**	**247**	**253**
3.	**S.T. Schools**	Headmasters	35	23	12
		TGT (Science)	64	46	18
		TGT (Arts)	37	31	6
		Total	**136**	**100**	**36**

Source: School Education at a Glance, S & ME Department, Govt. of Odisha, 2015

Secondary teacher education course has an immense need because it addresses the preparation of the subject-specific teachers for the upper primary and secondary level of school

education. Odisha has a 60-70 percentage of secondary school teacher shortage at the secondary level. Though Odisha has no private sector to prepare secondary teachers, so access to the course and demand-supply of teachers became the major issue with these limited state-managed institutions. To address the issue of access, demand-supply and the quality of teacher education as per NCTE, 2014 regulation the teacher education courses also offered in various state universities where the new department of teacher education took place, in autonomous and affiliated colleges in the existing department of education with different management body in self-financing mode except state-managed institutions.

It is evident from the table (See Table-1.3) that, Odisha has stopped privatization but, there is no uniformity in teacher education systems in Odisha. Institutions and departments involved in teacher preparation are different from each other as per the size and location of the institutions. Sometimes the course is operating in an autonomous and affiliated college and sometimes it is operating in a state university department with different managing bodies and funding sources. Again 4 DIETs are involved in secondary teacher preparation in Odisha such as; DIET Jajpur, DIET Puri, DIET Bhadrak, DIET, Jagatsinghpur. DIETs are normally meant for an elementary teacher education course, but as per the request of state government and to resolve the issue of access, demand-supply to some extent NCTE recognized these 4 DIETs to operate secondary teacher education courses in experimental basis like other states like Gujarat.

Table 1.2: Types of Institutions Providing Secondary Teacher Education Courses in Odisha

Institutions	Numbers	Funding	Management
CTEs	13	Public funded	TE & SCERT
IASEs	3	do	do
DIETs	4	do	do
Central University	1	do	University
State Universities (DoE)	7	Self-financed	State & University
Autonomous Colleges	11	do	College Administration
Affiliated Colleges	4	do	Affiliated University
RIE, Bhubaneswar	1	Public funded	NCERT

Source: *List of Institutions in Odisha, NCTE, 2019*

The present scenario of secondary teacher education is operating in diverse sites which are completely different from one another and the major issue is all the TEIs or departments

are different from each other in terms of governance, management, sources of funding, examination structure, course context, etc.

1.4. Statement of the Problem:

Despite all attempts by central and state government TE in Odisha, it remains to achieve the desired and expected goal (Mohanty, 2006). The underline issues were found out by the JRM-TE in 2013 and highlighted; traditional functions of TEIs, DIETs, CTEs, including SCERT, non-existence of review, feedback and monitoring of TEIs, paucity of quality institutional leadership, no vision for development, less flexibility in decision-making, isolation of TEIs, schools, and university, less techno-savvy institutes, less faculty development program, delinking of TEIs from the current trend of pedagogy, innovation, technology, low profile of teacher training, teacher training outside the university campus, etc, last but not the least trifling scope of research and innovation. The assumption-based policy is also one of the major issues in Indian policymaking which is away from research. The suggestion highlighted in draft NPE, 2019 is the operation of teacher education, which will be completely multi-disciplinary in nature where research and innovation will be the key focus. Based on reviews, reports of committees and commissions it is clear that above-mentioned issues are due to the operational sites of the institutions whether it comes under the purview of university and research or not, whether the institutions located in the rural or urban context, whether the institute affiliated by an apex body or stand-alone, matters a lot for quality performance and outcome of an institute. Finally, the JRM-TE, 2013 recommended for there is a need for restructuring and rejuvenating the governance and management of TE in Odisha. So, the problem stated as "**Governance of Secondary Teacher Education in Multiple Sites and Location: Implications on institutional Performance and Outcomes".**

1.5. Rationale of the Study:

Well-structured and uniform governance will result in effective management in any institution. But the case like Odisha the issue of access is less rather the issue of quality. Although it is free from the privatization of teacher training after the immediate recommendation of NPE, 1986, it has several government institutes offering secondary teacher education courses in different operational sites irrespective of location, duration, academic structure, organizational structure and context after the recommendation of JVC, 2012 and NCTE, 2014 regulation. TE courses have been operating in a regular but self-financing mode in state universities, autonomous colleges and affiliated colleges, professional courses in the

central university for secondary school teachers and secondary teacher preparation in several DIETs, etc along with different fee structures, different examination system, different faculty recruitment procedure. Again, the courses are diverse according to each type of institution as per the preamble of NCTE like; 4- years B.A/ B.Sc. B.Ed., 3 years integrated B.Ed. & M.Ed., 2-years B.Ed. and 2-years M.Ed. Exclusively secondary teacher preparation in several DIETs are being operated on an experimental basis to address the issue of access and demand-supply by the special reference of SCERT, Odisha to NCTE is different from all other contexts of teacher training because DIETs are specifically meant for elementary teacher training, but currently, 4 DIETs in Odisha are involved in secondary teacher preparation. There is yet no clear picture of all the emergence of TE courses and TEIs or departments even after major commission recommendations. Further, it is interesting that all these institutions are functioning in multiple operational sites, but recognized by NCTE, Eastern Region. As per the emergence of the new structure of secondary teacher training which are in inter-disciplinary or multi-disciplinary institutions and also these isolated TEIs; how they perform and what are their outcomes which is an area of concern, because it needs to identify whether this university-based and multi-disciplinary based teacher education have any difference from those isolated institutions or not, whether the recommendations are being implied in the true sense or not. The emergence of this type of governance was to work together for getting specialized help from a specialized organization and minimize the issues of policy contexts. Based on the above-mentioned model which supports the study and personal interest the investigator wants to explore the multiple sites and location of governance and management in the above-mentioned secondary TEIs along with their institutional performance and outcomes.

1.6. Research Questions:

The followings are the research question emerged from the research gap:

1. Why different policy perspectives recommended relating to the site, location and context of secondary Teacher Education Institutions in India?
2. What are the diverse governance structures of secondary TEIs or departments operating in multiple sites and location?
3. How the diverse governance structures are responsible for institutional performance and outcome?
4.

1.7. Objectives

Considering the aforementioned research questions, the study aims at following objectives:

1. To review the policy perspectives relating to the site, location and context of secondary Teacher Education Institutions.
2. To study different governance models of secondary teacher education operating in multiple sites and location.
3. To explore the institutional performance and outcomes of secondary TEIs and departments operating in diverse regulatory framework.

1.8. Operational Definition of Key Terms

Governance: In the present study governance refers to the regulatory framework of different institutions and departments offering secondary teacher education courses.

Multiple sites and Location: It refer to the secondary teacher education institutions located in affiliated colleges, university departments, autonomous colleges, CTEs, IASEs, DIETs but yet stands alone.

Institutional Performance: It refers to certain functions of the institutions in terms of selection procedure of students and faculties, research, practice teaching, student fees, skill development program for both teacher educators and student-teachers, etc. which meant for quality of teacher education concerning the governance structure of the particular institution.

Institutional Outcomes: It refers to the outcomes of institutions in terms of pass out rate, and their employment status of the students, etc. with the governance structure of the particular institutes.

1.9. Delimitation of the Study

The present study would be delimited to one dependant variable (governance) and two independent variables (Institutional performance & outcome) of the secondary teacher education institutions in the state of Odisha irrespective of sites and location of the institutions and departments. It will further delimit the top 6 institutions in the state of Odisha those who are involving secondary teachers based on each category of the institutions as described in the sample distribution.

CHAPTER-II

2. REVIEWS OF RELATED LITERATURE

The chapter presents a bird's eye view of the available literature related to the present study which is the brain of the whole study. This chapter helps in finding out the issues of teacher education governance and quality world-wide. This chapter presented thematically which initially overviews the concept of governance, issues of governance in higher education, and then issues of teacher education in India, issues of governance in teacher education, and the context of Odisha are the major concerns of this chapter.

According to Oxford Web-Dictionary Governance means a set or group of people who make their own administrative body to govern and accountable for consistent and cohesive policies, processes, and decision rights. Governance is itself a very ambiguous terminology which varies from discipline to discipline, sector to sector, and approach to approach (Ysa Et.al, 2014), but in layman point of view the meaning of governance is understood by the federal government, state government and private sectors as well. Governance also can be defined from governing capacity and ability of the authority in terms of formulation of rules and regulation, providing services, accountability, and transparency where the quality of governance varies from ability to ability also capacity to capacity but doesn't address whether the country is democratic or not (Fukuyama, 2013).

Formulation of policies, implementation of policies, continuous monitoring of it, and functioning with a smooth and unified system are subject to need the governance system which must work for the public sectors only. So, the rhetoric of reformation of governance system had been the buzz in the early 1990s; where the world began with the concept of good governance and by defining the very concept of good governance World Bank Report in 2000 views that good governance needs to refined with the good management system because a mismanaged institution cannot flourish with the criteria to address good governance. Major issues in tertiary education lie in the domain of steering, funding, quality, equity, research and innovation, academic career, link with the labour market, and internationalization. So the policy direction regarding this issue has been taken such as; steering and setting the right course, matching funding strategies, assuring and improving quality, achieving equity, the role of the tertiary education system in research and innovation, changes in the academic career, strengthening ties with labour market, internationalization in the national context, implementing and monitoring tertiary education policy (OECD,2008) and for this higher education has been facing a frequent transform over decades in terms of expansion of tertiary education system, diversification of provision, new modes of delivery, catering more

heterogeneous student bodies, growing internationalization of higher education, research and innovation (OECD, 2009).

Similar to the higher education sector, TE in India is also in a big crisis in systemic level in terms of teacher recruitment challenges, pre-service teacher education, teacher professional development and support, teacher career management, issues related to governance and leadership, are the major barriers of teacher education in India (Singh, 2013). The major loopholes TE program is in isolation of TE (Sharma, 2017). Bhatia, (2014); Dhull & Gagan, 2017 pointed out three major categories of isolation are; isolation from university life, isolation from Schools, isolation from one another. To address these shortcomings teacher education should come into the contact of degree colleges in the respective states, school life, research, and novel educational ideas can be the way to minimize the shortcoming (Sharma, 2017; Dixit 2014). These gaps slowly but surely should be replaced for quality teacher education (Bhatia, 2014). Various other issues of teacher education namely, institutional inertia, brand inequity, quality crisis, overgrowing establishment, rare humane and professional teachers, the procedure of selection, role of the statutory body, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations, stakeholders' non-alignment, inadequate technology infusion, little choice base, poor research scenario, vision and vision mismatches, non-scientific manpower planning, illusive laboratories, over the activism of distance/open universities, invalid recognition and accreditation, no separate cadre for teacher educators, location of the TEIs and no clear picture of teacher education policy are the major problems to discuss(Goel & Goel, 2012, Himmat, 2017). The major reason found out by Imam (2011) that in the context of India; MHRD is the apex body that looks after policy and funding for teacher education through the agencies; NCTE, NCERT, NUEPA. Apart from those agencies, UGC is also involved with departments of teacher education or school/faculty of education in the universities and colleges of teacher education. Besides MHRD, other ministries have institutions that run teacher training programs. Ministry of Women and Child Development has a large network of training of Anganwadi workers, who take care of pre-school component. At the State level, the apex body that looks after teacher education is the Ministry of Education in respective states. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programs for elementary and pre-school teachers are in many states under

the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education. In certain States, all teacher education institutions are managed by the State government. In certain other States, the majority of teacher training institutions are managed by private agencies under the self-financed category. At the State levels, teacher training institutions are being run by the Departments of Tribal Welfare and other administrative departments. This is one of the significant factors that there is a huge gap between policy and practice, teacher training, and school education, etc. (Singh & Mishra, 2017). Other than this some of the major problems emerged in teacher education after the recommendation of JVC, 2012, TE started shifting to the higher education system and governed by UGC which leads to TEIs do not follow NCTE norms and standard regarding infrastructure, curriculum development, and traction, deficient in the content of the teaching subjects, segregation of Teacher Education Department, the narrow scope of teacher education, etc. (Richard, 2016 & Kumari, 2019) which leads to de-recognize the institutions for several academic years. Apart of these, affiliation is another issue in Indian higher education system (Malik, 2017), because due to affiliation of many colleges under one university, the parent university is unable to monitor all the large chunk of affiliated colleges which hampers planning and monitoring and ultimately the teaching-learning process is affected (British Council, 2017).

As per the recommendation of JVC 2012 and NCTE Regulation 2014 single course provide by TEIs should be shifted to multi-disciplinary institutions for research-based TE, TE in the academic life of institutions, the collaboration of TE courses with another course, etc. This recommendation led to the operation of TE courses in autonomous college, affiliated college, and university departments of education which are completely regulated by the higher education system (state and center) but with NCTE recognition irrespective of institutional sites and location. Kumar (2015) compared the governance and financial management of three types of institutions' government college, aided college and self-financing college where he found out differences in financial sources and management but recognized with the same statutory body NCTE in the state of Haryana. NCTE fails to strengthen the other important recommendation mentioned by JVC as well as NPE,1986 that, a dedicated school is attached to every teacher education institution as a laboratory for student teachers. School attached with the teacher education institutions will help student-teacher and teacher educators to work on real classroom problems on a day to day basis and develop a better understanding (Sonwane, 2015). It is well said that no system of education, no syllabus, no methodology, and no textbook

can rise above the level of the teacher and level of the teacher depends upon the standard of teacher education. Due to the mushrooming growth of sub-standard teacher education institution, the standards of teacher education have been diminishing. The owners of the self-financing institutions invest a huge amount of money and other infrastructural facilities. They are eager to recover the investment as early as possible even at the cost of training effectiveness. Some of the institutions don't have qualified the norms of human resources. Ultimately, teacher education in India faces many of global challenges like curriculum design, professional practice, qualitative education in teacher education, privatization in teacher education, IT or ICT facilities in the teacher training colleges, duration, of course, admission process, training schedule, the attitude of trainee teacher, teacher educator, curriculum framework of teacher education, government recruitment procedure (Jena, 2014).

Historically, the Teacher Education sector in India has been less regulated in the system (Khan, 2009). Complexity and diversity in the regulated system is a major concern because India is a country which still in dilemma that whether the teacher education sector should come under the school education department or higher education department? Where the teacher education department should be located? Who will define professionalism in education? Therese is the question that has arisen since the disagreement of the regulation of NCTE (Sharma, 2019). Time and again, these debates took place in a different way and occasion. Though we have CTEs, DIETs, and IASEs under SCERT and SIEs the performance of these state-managed institutions are very poor with less physical and human resources which were revealed through a report by NCERT in 2009[2]. For this crisis and to address quality NCFTE, 2009 and JVC, 2012 came with the recommendation of Kothari commission to club the teacher education regulation under one umbrella, but NCTE alone is unable to control over all the issues of TE in terms of quality assessment, affiliation, recognition, research & innovation, plan and coordinate. So, for the sake of assistance NCTE signed MOU with NAAC quality assessment in all TEIs irrespective of the regulatory structure, but as approved by the executive committee, the NAAC-NCTE MOU stand terminated in the year 2018 and assessment and accreditation of TEIs by NAAC is discontinued forthwith as revealed by the report of UGC, 2018[3].

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[2] NCERT (2009). Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education. MHRD; New Delhi
[3] Annual Repot, 2018-19. University Grant Commission, pp.228. India

JVC discussed many challenges and the two major and important steps were highlighted in the recommendations were (i) up-gradation of the stand-alone institution to university level (ii) curriculum revise (Sharma, 2019) and after JVC in 2012, NCTE came with revolutionary steps in 2014 and signed MOU with UGC for the affiliation and quality of TE and establishment of Teacher education department and courses in university and many autonomous and affiliated colleges for shifting of TE from isolation to university-based TE and TE in the multi-disciplinary institution.

Education itself as a discipline and its location in the university or academy is a tension that has been researched by scholars internationally and nationally (Sarangapani, 2011 & Furlong, 2013). Education as a field initially was engaged for teacher preparation only, but later on, it is an interdisciplinary subject it needed a place in the academy to operate. In between education was grasped by politics and then it became the national issue which leads the major issue between policymakers and policy practitioners. This is also inevitable that the formulation of policy without research or assumption-based policy which is a prolonged issue of world-wide (Whitty, 2006 & Liu, 2020) leads the issue of amateur and de-regulation. If this research-based practice in teacher education comes into practice; the dimension enforces to rethink the university-based teacher education, where teachers should learn how to conduct research (successful example of Finnish teachers) along with content and pedagogy (Liu, 2020 reviewed the book of Moon, 2013).

The lame practice of professionalism and practice of regulation by multiple practitioners are two different and emerging challenges in the Indian context. Besides these, the growing dominance of the federal government and distancing of the profession from policy design other two major issues (Savage & Lingard, 2018). In the country like America; in 11 states teacher training is governing under chief state school officer, in 25 states the teacher education is regulated by the state board, in rest 14 states the training program is governed by some commissioner appointed by the state governor and in most state institutes they have their governing system which adds an extra layer of complexity (DeMonte, 2013). But in India, the participation of multiple agencies is mostly at the apex level where different regulatory bodies take part in the regulation of teacher education along with state and the university itself. So, the governance of teacher education through multiple agencies in multiple sites is crucial and needs special attention to address the challenges. The structure of operating and funding of teacher education is different in institutions and colleges according to their sites and location (Kumar, 2015). Besides government institutions, the private sector is covering the largest

audience. In India, 92 percent of institutions are private, among them, 96 percent of institutions are providing a secondary teacher education program (Menon & Mathew, 2016).

Odisha is a special context where no private institution prevails for producing secondary teachers immediately after the recommendation of NPE, 1986, but still, it is in a big crisis due to centralizations in the admission process mentioned by TE & SCERT (2014). Other than that, Setup TEIs without planning, diversities, and discrepancies in the course structure and transaction in different universities of the state, professionalism in TE has yet to take roots as the research activities and publications are the issues which are prevailing from a long time back from 1988-89 when Odisha adopted this Centrally Sponsored Scheme of Teacher Education as mentioned by Mohanty (2006). Panda (2013) revealed the core issues through a JRM with her core team that governance & management in state and institutional level, teacher preparation, professional development of teachers, quality of teacher educators, no separate cadre of teacher educators are some of the major issues of TEIs along with planning, implementation, and monitoring of teacher education program.

2.1. Reviews of Policy Perspectives: Location of TEIs

This section deals with the reviews of the commission reports, policy documents, and planning reports on post-independent India regarding the quality of education in general, and particularly reformation takes place in the teacher education sector in India which have been discussed throughout reviews. India has a very long history of policy formulation; teacher education has always been an important sector to discuss which is a less regulated sector. In this section the major reports of commission reports and policy documents reviewed which have recommended with special reference to; why professional development of teacher education, location of the teacher education institutions, systemic reforms of teacher education, university-based teacher education. These points have been discussed since 1964-66, because of the existing structure of teacher education is submerged with the issues of quality, access, demand-supply which needs special attention.

Significance of the Emerged Commissions & Policies:

Kothari Commission (1964-66) is also known as the first Education Commission of independent India which took revolutionary steps in the education system followed by the University Education Commission (1948-49) and Secondary Education Commission (1952-53). Kothari Commission recommended major steps in teacher education because investment in the teacher education sector can prove as fruitful. This can further result in the millennium

because if we invest in teachers, we can get better teachers which further can yield better human resources and the future of India can be secured. NCFTE, 2009 which also a revolutionary framework document in reforming curricula based on NCF, 2005. The significance of the recommendation of NCFTE is; the system of professional education is the only one that can assure the better teaching quality in schools in India. Besides this, we have a uniform teacher education course in terms of system and approach, but India has a diverse category of schools and the changing needs of the nation are also important to cater which can only possible by adhering the possible changes and reform in the teacher education system in India. Followed by NCFTE, 2009 India stepped into high-powered Justice Verma Commission (JVC) in the year 2012, reported by the supreme court of India which was emerged based on other revolutionary policies on teacher education such as; Kothari commission (1964-66), National Commission on Teacher (1983-85), National Education Policy (NPE), 1986 and the review of NPE, 1990. The major point raised by those commissions is; professionalization of teacher education, development of the integrated program, comprehensive colleges of education, internship. NPE, 1986 took a revolutionary step in diminishing the bridge between pre-service and in-service teacher training and establishment of CTEs, DIETs, and IASEs through CSSTE, 1987-89. The review committee of NPE, 1990 recommended learning without burden. Despite all the powerful recommendations these policies and recommendations no fruitful steps had been taken and the quality is being the mammoth challenge of teacher education in India. All these aspects were the base of emerging JVC, 2012. Based on JVC, 2012, and NCFTE, 2009 NCTE revised its regulation in the year 2014 and many new courses with an increase in duration, introduction of integrated courses, establish of departments of education in central and state universities are the major changes highlighted in the prescribed regulation of 2014. Despite these changes draft National Education Policy, 2019 again recommended some changes based on JVC, 2102, and NCTE, 2014 due to mediocrity, corruption, and commercialization of the teacher education system in India. The stand-alone TTIs which is over 10,000 in numbers are not attempting a serious teacher training attempt both in private and government sector. These are the significance; why these committees and commissions recommended for teacher education in India.

Existing Situation and Urgent Reforms Recommended by the Policies

The major weaknesses in the existing system which are the reasons of national emergency of policies in teacher education are; negligence of teacher education in the post-independence era, isolation of teacher training in both at the elementary and secondary level,

mediocre quality, less competent staffs, less realistic curriculum, traditional pedagogy, rigid techniques of practice teaching, overlook needs and objectives of present society. These major issues need an urgent change in teacher education in India. considering these problems, Kothari Commission in 1964-66 recommended for; "Removing isolation of TTIs by bringing them into the mainstream of academic life of universities and by building closer relations with schools and between the TTIs preparing teachers for different level". Only shifting of TTIs cannot upgrade quality, along with this step improve quality of training program, expanding training facilities, adequate provision, the establishment of appropriate agencies at both center and state, etc are the necessary recommendation had taken by Education Commission (1964-66) in India.

The NKC, 2006 realized that teacher is the most important and significant element in improving the school education of India and India is facing a severe shortage of qualified and motivated teachers at every level which was important to restore the dignity of school education, because professionalization of teacher education is one of the negligence factors. Diversity is another factor both at school level and at the systemic level of teacher education which is a major concern and needs to address along with states. Diversity in teacher education includes the system of state-managed institutions, university-based teacher education, private institutions that are growing on a large scale, and contributing commercialization of teacher education in India. Based on these loopholes NCFTE urged for reforms in the year 2009; "considering these complexities and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level and that the duration and rigor of programs should be appropriately enhanced". Though many of the TTIs are under the purview of the university, those are still isolated at the intellectual level, because within the university means affiliated to the university and isolate from the academic, intellectual and research level of the university which is the significant cause to align the institutions at university level not only limited to university but also a level of academic, value and research level.

The institutions of teacher education in India operates as a system which is away from social interaction, updated pedagogical techniques. Most of the teacher training institutions which are offering secondary teacher training course operate outside the university campus. Teacher education functions as insular institutions as a sole mandate which are results of less aspiring young minds towards the research of teacher education. Even most of the institutes do not have competencies in content knowledge. These are the major aspects that instigated the policy to reform the system. The current teacher education system is away from the

university campus, especially those state-managed institutions which are affiliated to university but situated at a different place. This is the NCTE that restricts the requirement of those independent institutes even within universities. Based on these recommendations; NCTE, 2014 came into effect to reshape the system and improvement of quality by providing guidelines and coordinating the TTIs.

Teacher education in India is facing the problems of high commercialization with less quality. Despite the recommendation of JVC and regulation of NCTE the quality of teacher education has not touched the optimum level which is an issue over several decades. Most of the teacher training institutes have less capability, outdated curriculum, outdated pedagogy, far from school reality. Even the teacher educators are mostly isolated from the research world. Presently, the TTIs are isolated from higher education institutions professionally and intellectually. Teacher educators are unable to broader their horizons and cannot compete with academics. Simply teacher educators can only rote-teach the textbooks and appear with another ineffective curricular process where most of them come with broader content knowledge and understanding, but due to the ineffectiveness of the institutions, they are limited to certain activities only. Based on these loopholes, draft NPE, 2019 targeted goal; till 2030 almost all stand-alone institutes would merge with HEIs and only offer integrated teacher education courses. Ph. D students should also participate in teaching activities for practice purposes. This would be a comprehensive attempt taken by draft, NPE, 2019 to minimize the gap between higher education school education and teacher education and also to remove the isolation of institutions from the academic life of the university and multidisciplinary institutions where all the HEIs would have a close connection with both government and private schools to come with the issues of the classroom and to reflect it effectively. The HEIs which are providing the only 2-years course or any integrated course must attempt to design the alternative teacher education courses to convert it into multi-disciplinary HEI. In this converting institutes of higher education which would be multi-disciplinary in nature get special help from the university department of education in terms of research-based teacher preparation.

2.2. Theoretical Framework:

The relationship between governance and institutional performance has been recognized in the recent past. More clearly after the 1980s due to neoliberal reform and changing role of government became a revolution in institutional governance in terms of privatization, decentralized planning, commercial activities, etc. Though decentralized planning has been introduced since the 1990s, the implementation is still not effective in the

case of school education. Under the name of "Governance Perspective", "Governance Research" or "Governance Studies" a body of work has evolved which aims to understand these changes by concentrating on the question of how regulation and performance of school systems is achieved, sustained and transformed under the perspective of coordination of action between various social actors in complex multi-level systems (Altrichter and Merki, 2010).

Review of Multi-Agency Collaboration Model

Jo Rose in 2007 proposed a theoretical model for the success of multi-agency collaboration which means for the accomplishment of a certain activity or project; if the respective agency is unable and needs the help of another agency and comes together collaboratively. It addresses common goal which allows variations in regulation and working practice. The model developed in the context of policy agenda on Every Child Matters where the context needs a multiple-agency work together but some aspects which are the stem to the problems in collaboration of multi-agency; differing ideologies, cultures, work practices and priorities which directly impact on collaboration those who are working on a team in terms of aims, resourcing and time. No clear strategies, the assumption about co-workers that they are working in the same goal effectively become the ultimate problems faced by the organization.

The Proposed Model

The proposed model is based on the local policy context within a national policy field.

Figure-2.1: Rose's Multi-agency Collaboration Model
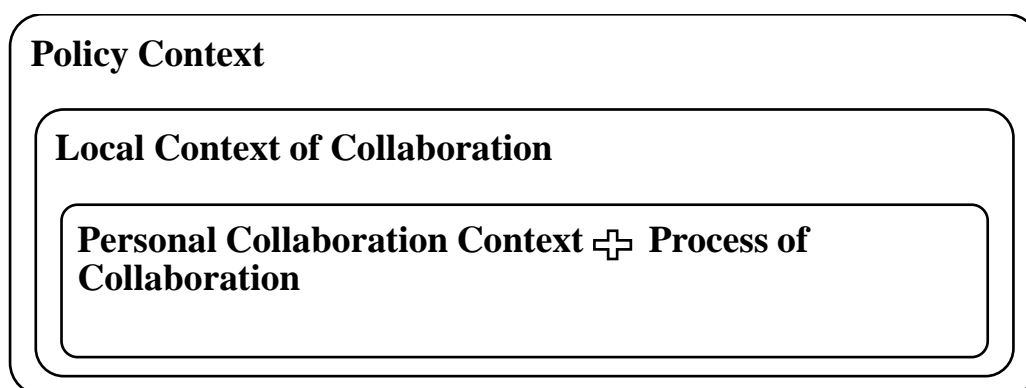
Source*: Rose, 2007*

The local context of collaboration focuses on limits of collaboration in terms of roles and responsibilities those who are involved, leadership and management structure, lines of accountability. Policy context involves the national context in broader terms; the structure of

policies, codes of practice for different personnel involved, local and national interaction structure. The personal collaboration context considers individual professional which includes the person's training, status, responsibility (overall professional context of the individual), experience, and communication skill (the personal skill of individual). The process of collaboration focuses on group processes. The analysis includes; kinds of joint activities, duration of the group, continuity of the collaboration, and the team activity. Team reasoning comprises: shared or different purposes/values; types of communications; decision-making processes; and roles and responsibilities within the collaborative process. The factors affecting multi-agency collaboration are; working relationship, multi-agency processes, management, and governance, resourcing multiagency works (Atkinson et.al, 2007). The platform where multi-agency can be flourished if; the agencies can understand their roles and responsibilities, active engagement of all the agencies, effective leadership, information sharing, continuous learning and support & challenges within the system (Ofsted & Stanley, 2018).

Organisational Performance and outcome:

Comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). It is a broad construct that captures what organizations do, produce, and accomplish for the various constituencies with which they interact. Specialists in many fields are concerned with organizational performance including strategic planners, operations, finance, legal, and organizational development (Companion to Organizations, J. Baum Eds., Oxford Blackwell, UK, 2002)[4]. An organization or institution needs a system through which it can operate and get success and the system is affected by different factors that may lead to success or failure of an organization or institution. The organizational performance can be affected by both internal, external, and individual factors. External factors like economic aspects, social aspects, and political-administrative, the collaboration of interagency. Internal factors can be affected by; goals & objectives of the organization, human & physical resources of the organization, features of the organization, etc[5]. At the individual level, motivation & competency of the person, professional training of the person, the position of the person, etc. affects the institutional performance and ultimately the institutional success or failure. The process of institutional performance is like input, process, and output and ultimately the success.

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[4] https://www.igi-global.com/dictionary/dynamic-specifications-norm-governed-systems/21528
[5] https://www.iedunote.com/organizational-performance

2.3. Research Gap:

Secondary TE is one of the important programs for producing subject-specific teachers is facing a very serious issue of governance, management, and regulation at three levels; system level, institutional level, and academic process and activity level. Privatization is one of the issues which has grasped the system with sub-standard institutions with little quality. To address this issue of quality; committees and policies recommended for university-based TE or shift of TE program to composite university which began with the issue of institutional site and location of TE. Presently India is offering TE in multiple sites and location including the private sector. There is very less study addressing the issue of governance in terms of involvement of different regulatory bodies like UGC, state, and MHRD as per the policy report and commission document. Because a set of agencies can collaborate in a certain context which has a direct influence on governance and management of the system. Though there is one empirical study exists in comparing and contrasting the different structure of governance in secondary TE, which includes private institution with government and government-aided institutions, but Odisha as a context where no private teacher preparation takes place. Again, no study has taken place in measuring the institutional performance and outcome as per the prevailing regulatory framework in the respective institutions because there are internal and external factors that influence an organization for its effective performance and success. Therefore, review of the policy formulation that why different policy perspectives talk about sites and location of the institution, study various operational sites of secondary TE in Odisha, and what are the factors of governance mostly influencing the institutional performance and outcome is the crux of the study.

Summary

This chapter dealt with the review of a journal article, newspaper article, policy document, commission report, annual reports based on various themes. This chapter has reviewed different policy perspectives and article for the theoretical framework and lastly come out with the exiting gap from the review of related literature.

CHAPTER-III

3. METHODOLOGY

In this current research though, the qualitative approach is dominant, but no time sequence followed to investigate and more intensely in qualitative part the investigator tries to explore the phenomena. Here the data set integrated; it means both qualitative and quantitative data set have been analysed and interpreted together by embedding each other. The whole process of data collection, analysis, and interpretation have accomplished without any pre-assumption of theory rather it suggests model, best fit, and research direction to the present study. According to the typology of the mixed-method approach of Creswell & Plano Clark (2007), the present study employed the 'concurrent embedded mixed method design' where the quantitative data assisted to support the qualitative data within the overall framework of the cross-comparative study (Creswell & Plano Clark, 2007). The research design could be marked up as QUAL + quant, to specify qualitative and quantitative simultaneous stage design.

3.1. Research Design:

The perspective of current research is based on action-oriented approach by adopting Pragmatic philosophical framework where the investigator tries to investigate the same phenomena by using both qualitative and quantitative approach[6]. In mixed method research there are certain aspects of mixing which are presented below in the table.

Table 3.1: Philosophical Framework of Research Design

Timing	Weighting	Mixing	Theorizing
No sequence carried out	QUAL + quant	Integrating	Explicit

In this current research though, there is dominance of qualitative approach, but no time sequence followed to investigate and more intensely in qualitative part the investigator tries to *explore the phenomena.* Here the data set integrated; it means both qualitative and quantitative data set have been analysed and interpreted together by embedding each other. The whole process of data collection, analysis and interpretation has accomplished without any pre-assumption of theory rather it suggests model, best fit and research direction to the present study. According to typology of mixed method approach of Creswell & Plano Clark (2007), present study employed the '*concurrent embedded mixed method design*' where the quantitative data assisted to support the qualitative data within the overall framework of the

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[6] Lodico, M.G. et. al (2006). *Methods in Educational Research: From Theory to Practice* (p: 9). Jossey Bass: USA

cross-comparative study (Creswell & Plano Clark, 2007). The research design could be marked up as QUAL + quant, to specify qualitative and quantitative simultaneous stage design.

3.2. Pilot Study:

The study did not follow the procedure of proper pilot study to show the effectiveness of the tool like pure quantitative study. The investigator followed the pilot study; when initially visited the institutions and based on the response the questions have been reshaped, merged, and corrected to avoid the same problem in further institutions.

3.3. Setting and Participants:

The population for the current study considered all the teacher training institutions and departments those who are providing secondary teacher training courses in regular mode only irrespective of funding source, type of course, and year of establishment and recognition.

Participants of the present study or the sample of the study are the institutions preparing secondary teachers. The techniques used for selecting the sample are Maximum Variation Sampling which is a type of non-probability purposive sampling used to study the variations in which the investigator tends to study[7]. Based on the technique, the sample has been distributed as follows:

Table-3.2: Sampling Distribution

Types	CTEs	Autonomous Colleges	Affiliated Colleges	State University DoEs	DIETs	Central University
Total Number	13	10	4	7	4	1
Sample size	1	1	1	1	1	1

Based on the table all the six samples of teacher training institutions are providing secondary teacher training courses and the university and college Education department are intensively involved in secondary teacher preparation in a different corner of Odisha. The connotation explains in abbreviation.

3.4. Instrumentation of Data Collection

A self-developed tool has been used by the investigator based on the reviews and theoretical model, but no existing instruments have been based on the study. The study is dominated by a qualitative approach. So, reviews and theoretical frameworks are the base for

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[7] http://dissertation.laerd.com/purposive-sampling.php

research direction and also review is based on the quantitative tool. The tools used for data collection are

    i.   Open-ended Questionnaire
   ii.   Close-ended Questionnaire

An open-ended questionnaire is a tool used for a comprehensive analysis of a variable. In the present context, the questionnaire has been used to explore the governance model and according to the governing structure how the institutions perform. The questionnaire has two-part; the first part comprises the initial information about the profile of the institutions and the second part again differentiated in four subsections to find out what is the governance model and how the institutions are being performed as per the function of the governing structure. Rather than choosing only confirmatory questions, the investigator chooses the descriptive answer against each confirmatory question to find out the reason whether the confirmatory question yes or no has any reason backed by it or not. This questionnaire filled by the head of the institutions or department as a stakeholder of the study.

The close-ended questionnaire used as a tool to measure the variable function by the effect of the independent variable. In the present context, a close-ended questionnaire is a part of the open-ended questionnaire to measure the variable institutional outcome according to the governance structure of the institution. This section based on different Key Point Indicators (KPIs) to measure the outcome such as; enrolment rate, pass out rate, dropout rate, qualified percentage of TET any of centre or state, and employment status of the pass students in any private or government teacher occupation. Here in this part of the questionnaire, the data has been collected from the administrative section of the respective institutions with the available resource mostly from the student records and tracking record of the institutions.

3.5. Procedure of Data Collection

The data has been collected individually by the investigator. After the design of the data collection instrument, the individual initiated to go to the field with the obtained data collection latter from the institutions by the consent of the supervisor. After the designed tool, the individual sent the questionnaire and letter of data collection through email to each sample institution and connected with a person in contact with whom the investigator knows earlier. After this process, the investigator seeks time to interact with the heads to recollect the questionnaires sent previously. In the initial institution, where the investigator found the

mistakes in the questionnaire corrected and proceeded for the next institutions. With this procedure, the data has been collected from all the sample institutions by visiting both physically and electronically within a period of 20 days. The study is deemed to be one of the minimal risks of the participants which might not affect the time, comfort and performance of daily routine of the stakeholders and adopted a standard of ethical consideration to accomplish the study.

3.6. Data Processing and Analysis

The data sources of the current study are based on both primary and secondary. In the case of primary data source; the investigator collected the data by visiting the field individually as discussed in the procedure part. The secondary data source that is used for the study is; the database of NCTE, to find out the number of NCTE recognized institutions involved in secondary teacher preparation in Odisha and based on that the category of the institutions decided for taking a sample. To cross-check the number of institutions, the database of TE & SCERT has been used to confirm the number of state-managed institutions involved in teacher preparation.

After the collection of data, the raw data has been processed to excel sheet based on the sections and subsections of the questionnaire. The study adopted a cross-case analysis design for analysing the qualitative data and comparative method for processing the quantitative data collected from the institutions. After the successful entrance of all the data of respective institutions, thematic analysis techniques have been used to explain each sub-theme under a broader theme to best describe each institution as a unique case. To analyse the quantitative data, simple statistical techniques like percentage, cross-tabulation, graphs have been used to get the result. Last and the most important part is the mixing of data in the interpretation section. After single case analysis and comparing the quantitative data, in the final stage the data merged to examining the phenomena or research questions from both the perspectives, where the major explanation is about the institutions sharing some commonalities and differences which makes these institutions different from one another to best describe the result.

Summary

The chapter is summarized with a framework which is a clear picture of how the research has been conducted. Again, it shows when the data sets have been mixed by using which particular design in both the part.

Figure 3.1: Methodological Framework:

QUALITATIVE
Design: Cross Comparative Method
Instrument: Open-Ended Questionnaire
Analysis: Thematic Analysis

quantitative
Design: Cross Comparative
Method
Instrument: close-Ended
Questionnaire
Analysis: percentage, graph,
numbers

→

Mixing
quantitative data
to assist
qualitative data

→

Interpretation
Prime focus on
Qualitative
data
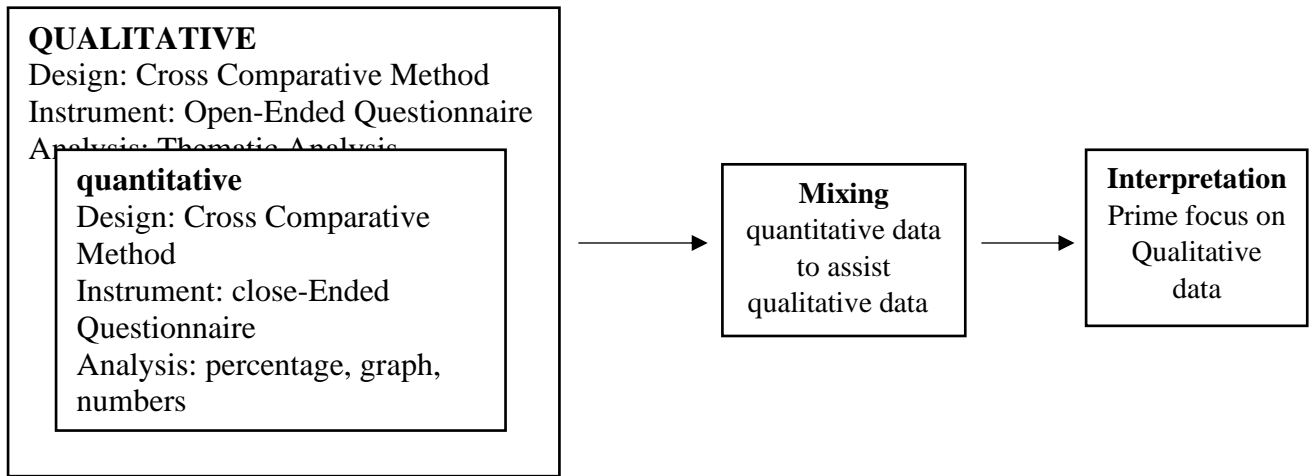
CHAPTER-IV

4. ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data, which is one of the significant aspects of the whole report followed by the Methodology of the study. The analysis gives the meaning to the collected data in a way that people can understand and interpret with a meaningful understanding of the analysis process to establish a conclusion and argument. This chapter is divided into three sections as per the objectives of the study. The first section comprises the review of policy perspectives on sites and location of TE. The second section deals with the model of governance. In the last section institutional performance of secondary TE is evaluated through the developed input-output model which reflects the governance framework of respective institutions.

The compiled figure depicts the theoretical framework of the study based on institutional input, operation, and output. This framework leads to analyse the research questions through the variables churned out. This framework is a systemic approach that represents three phases; input, operation, and output. The system of inputs and outputs commonly used in any of policy-making, institutional process to assess the regulatory or governance influence of the institution or organization.

Figure 4.1: Input-Output Model in Teacher Education
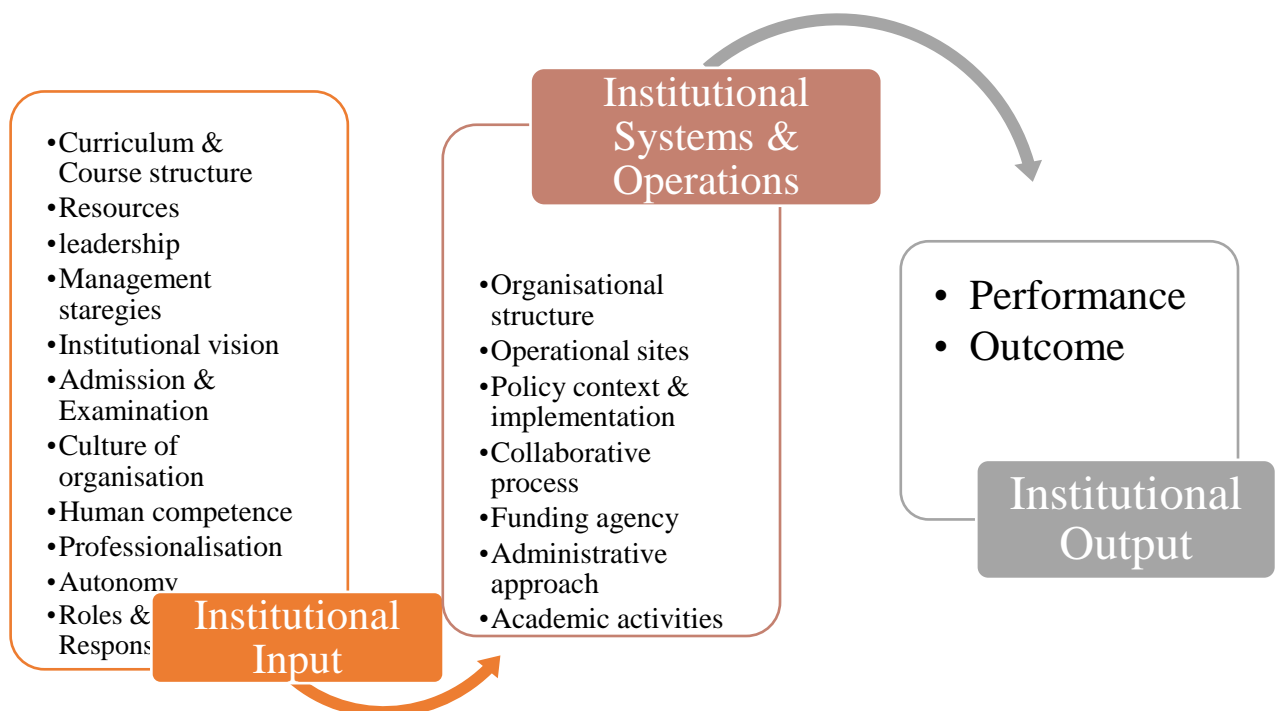
Source: Compiled by Researcher

4.1. Review of the Policy Perspectives of Secondary Teacher Education in India (O$_1$)

The Kothari Commission report (1964-66), NCFTE, 2009 framework, policy document JVC, 2012 and draft policy document of New Education policy, 2019 are the major policies have been reviewed with the emerging context of policy, existing weaknesses of the system and the recommendations by those commissions and policy.

Figure:4.1: Brief Review of Policy Perspectives
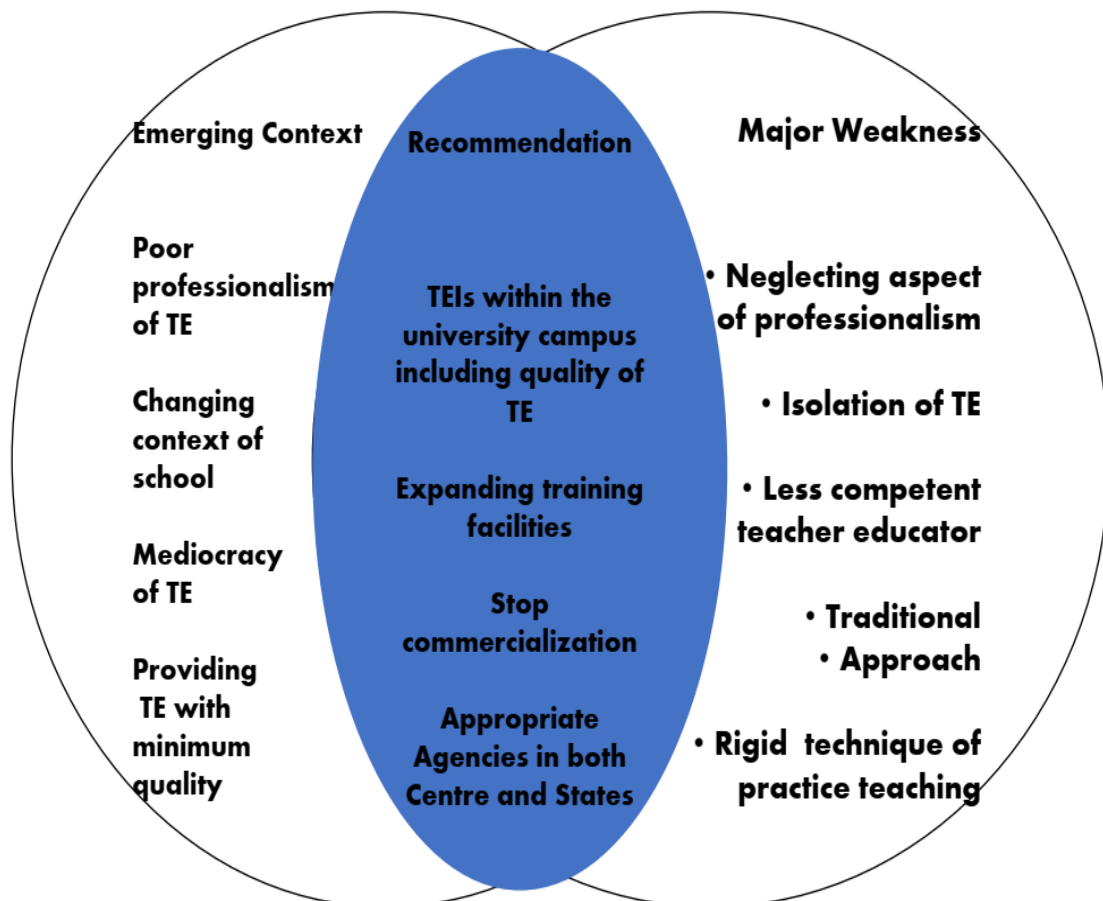
Source: Compiled by Researcher

This the brief of the review presented graphically. The policies and commissions emerged due to poor professionalism, mediocracy in TE, changing the context of school. With this there are certain major weaknesses which need urgent reform in terms of; isolation of TE from the university from school and other TEIs, less competent teacher education due to no training to Teacher educators, etc. There is a common recommendation by all the policy and commission; university-based TE which is the important aspect of quality, but does it really helpful in the Indian context and particularly to Odisha context will be analysed in the next section.

4.2. Independent Case Analysis (O₂):

Single case analysis is other than said as the independent case study method. It is one of the significant methods of social science research for the in-depth analysis of a case. It may be conducted alone or on a set of individuals or organizations. Under the circumstance of the present study single case analysis of the particular institutions as a case is absolutely a significant one with their individual identity. So, the following are the analysis of every individual context of the institutions as it is termed as multiple sites and location of the institutions.

4.2.1. Case-1: Central University of Odisha: A Glimpse on The Context:

The Central University of Odisha (CUO) has been established in the year 2009 under the central university act, 2009 in the district of Koraput under the parliamentary act within 450.09 acres of area. It is one of the 15 new central universities for serving the purpose of equity and access and established in one of the KBK districts of Odisha. The present Vice-Chancellor of this university is Prof. I. Ramabrahmam. The university consists of 7 schools including 14 departments in it. Department of Education is coming under the school of Education & Education Technology along with the Department of Journalism & Mass Communication.

Though the university has its establishment in 2009, the department of education has established in the year 2013 and recognized by NCTE dated 20.09.2013. The curriculum has been prepared as per the guideline of NCFTE, 2009, NCF, 2005, and NCTE, 2014 in the semester system. Briefly, the mission and vision of the department is the "commitment to meet the scarcity of teachers that regularly surface in the educational scenario". This department runs a 2-years B. Ed course along with M. Phil and Ph. D course. The department was recognized by NCTE when it was a 1-year course but later it was renewed in 2016 with the intakes of 100, but due to lack of resources, the intakes reduced to 50. Because the department is running through the scarcity of faculty and presently one permanent faculty who is in charge of the head of the department, three other contractual faculty along with guest lectures. Though it has physical resources more human resources need to upgrade to meet the issue of Pupil-Teacher Ratio which is one of the important factors for quality teacher education in India (Richard, 2016 & Himmat, 2017). As per the updated data of UGC, 2019 the total number of enrolled students is 829 but the faculty filled 17 out of 154 sanctioned post, which can be said as a way to mediocre.

Governance Model offering Secondary Teacher Education in CUO

Department of Elementary Education and Literacy of MHRD looks after the policies of Teacher education and the agencies involving thereof with the statutory body of NCTE.

Apart from these agencies; UGC also involved in the expansion and strengthening of teacher education courses. Beside MHRD, in states like Odisha the teacher education courses run, control and manage under the Department of School Education, Government of Odisha, but the posting of teacher educators is under control of the higher education department of the state. But in the case of CUO, control of the course is completely centralized by different actors and agencies of the nation. Under these circumstances, TE course in central university follow multiple regulations by the different regulatory body (see Figure-4.1).

Figure 4.2: Regulatory Framework of CUO:
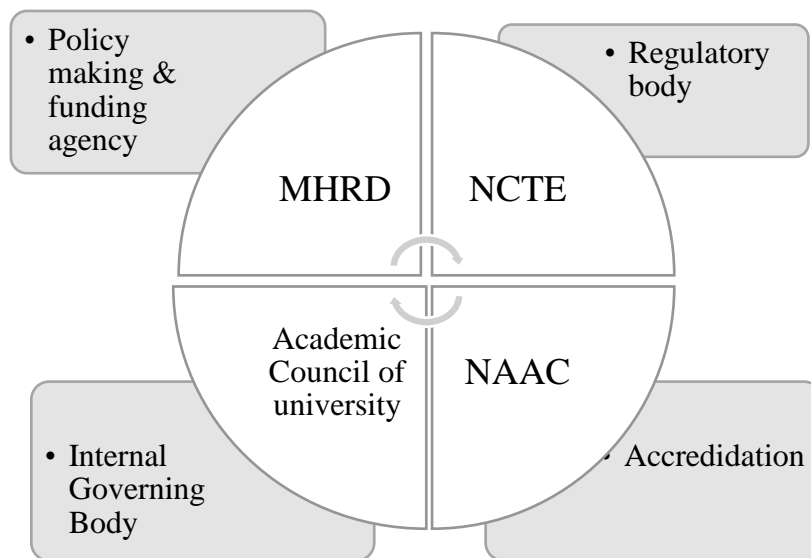
Source: By Author based on primary data

The above-shown governance model is applicable in offering a teacher education course at the Central University of Odisha. As it is a central university; so, the state has no role to play here. The department has to follow the norms and standards of UGC, NCTE, and NAAC. As per the MOU of NCTE-UGC for the purpose of expansion, strengthening and quality teacher education DoE needs to be established by the central government, and as per the annual report 2018 of UGC; presently 39 central universities have the school of education and the Central University of Odisha is one of them. According to the structure; the university comes under UGC and follows the regulation of UGC but the department of education established under the norms and regulation of NCTE with NAAC accreditation.

The norms and standards of NCTE are common for all the teacher education institutions to coordinate, plan, monitor, providing scope for research and innovation, etc. Department of Education, CUO follows the same and along with them as part of a university and regulated by UGC DoE has to follow the other adequate rules & regulations of UGC and the university as well. Here the department actually operates the course in a multiple regulation system. It means the DoE follows the norms and standards of NCTE but regulated by UGC. Only the role of NCTE here is to recognize and decide the intake as per the available resources. The regulation must be followed by the department but the academic planning is a complete responsibility of the university and needs to report and approve by both NCTE and UGC. Being a part of the university, the department Accredited & Assess (A & A) by NAAC with the specified indicators for teacher education along with other courses in the university.

The department is not different from others except for NCTE recognition.

Institutional Performance of CUO

The department is performing by employing the regulation of multiple regulatory bodies like NCTE, UGC, University, MHRD, NAAC, and the department itself. Aligning these multiple regulations of different regulatory bodies, the investigator tries to explore the performance of the department working in the above-mentioned regulatory framework and for the same descriptive analysis of the case has been adopted to analyse the data thematically. Following are described as main themes and the subthemes under it.

Table 4.1: Analysis of Institutional Performance of CUO

Themes	Sub-themes	Codes	Extraction from Data
NCTE	Qualified Norms and Standards	Rules and Regulation	"Role of NCTE is helpful to certain extent". Though it has qualified norms and standards the, but 'shortage of resources is the major problem'.
	Co-ordination by NCTE		
	Followed Curriculum Guidelines	Curriculum & Pedagogy	
	Human & Physical Resources	Available Resources	

UGC	Recommendation by UGC	Rules & regulation	The department has to comply the regulation of UGC with NCTE
	Strengthening course	Academic task	New courses in university without adequate resources is "Not productive"
	Role of HRDC	Administrative task	"The role of university is pioneer in administrative work".
	Decision making authority		
MHRD & State	Institutional Location	Rules & Regulation	Department of a central university is a beneficial aspect, "but the tribal region is sometimes a demerit". As a central university there is no role of state.
	Fluctuation of Regulation		
	Regulation of state		
Institution & Department	Institutional vision & Role of governing body	Administrative task	The governing body of university is the same for the department and "it has an active role in quality TE".
	Optimization of resources		
	Institutional leadership		
	Practicality of Curriculum Implementation	Curriculum & Pedagogy	Curriculum implemented in true sense. Yoga and special education classes cannot take place regularly.

The thematical analysis results; The Department of Education, CUO has qualified all the norms and standards of NCTE and recognized in the year 2013 when the intake was 100 for the one-year programme. The recognition renewed again in 2016 as per the 2014 regulation of NCTE

with the intake of 100, But later on, the department and university collectively realized that the available resources are not sufficient for 100 students and then by NCTE the intake was reduced to 50 from the academic year 2017-18. NCTE also does the periodical review but not frequently and the suggestions are also implemented optimally by the university and department collaboratively which is productive to some extent. The coordination and recommendations are both in terms of academic and administrative. In case of DoE, CUO; to some extent the regulation of NCTE is helpful in planning and coordinating the department regarding the whole year academic programme, admission criteria, method of selection. It also positively recommends to promote research and innovation and the department also implement the recommendation as per the availability of resources in the university. But one dilemma which may not a problem that; the recruitment of teacher educators in the department needs to follow the guidelines of UGC directly because of department in central university. The department has qualified all the norms & standards and recognised by NCTE for 50 intakes but still the available physical resources are not sufficient. It also qualified the norms for human resources, but still there is shortage of teacher educators and administrative personnel and the department is managing with the available human resources by sharing of both academic and administrative work and by appointing guest lecturer. The department takes the initiative of skill development course and training programme for bringing up-to-date the available human resources. University and UGC both play a satisfactory role for the qualitative growth of teacher education in the department of Education in terms of decision making, human resource management and redesigning curriculum. This department is situated within the university campus in a multidisciplinary atmosphere but it is located in a hilly and tribal region. This has considered as constraint for quality teacher training on the subject of physical collaboration with other well-established universities and departments, incorporation of yoga, special education and ICT in curriculum etc. The fluctuation of regulation in terms of extension duration of B. Ed. is not so productive for quality training because of rarity of resources and less coordination of NCTE. Presently, physical resources are the constraints for the department. It needs more physical infrastructure to more effectively run the course. Proper planning, use of systemic approach, use of technology, use of resource management software etc. are the functional mechanisms evolved for ensuring optimization of efficient use of available resources and regular monitoring of the activities at different levels.

4.2.2. Case-2: Fakir Mohan University (FMU), Baleshwar, Odisha: At a Glance

Fakir Mohan University (FMU) is one of the state universities which has been established under section 32 of Odisha Universities Act, 1989 on 3rd July 1989. Prof. Madhumita Das is currently the vice-chancellor of F. M. University and it has 18 departments within it. Integrated B. Ed- M. Ed course is offering under the P. G. Department of Education. Additionally, in DDCE department 2 years B. Ed course is offering through ODL mode along with B. A. and M. A. in education, But in P. G. department of Education Integrated B. Ed- M. Ed course and P. G. in education both courses are regular but in self-financing mode.

Though the university is one of the oldest universities of Odisha, the growth of the university was tortoise-like. The distance education or the DDCE courses was operated in 2007 by UGC compliance and the B. Ed course in ODL mode has operated in the 2016-17 academic year only, correspondingly the regular course of Integrated B. Ed-M. Ed and P.G. in education have been operated from the year 2016 in the P. G. Department of Education in self-financing mode after the approbation of JVC, 2012, and NCTE, 2014 which have complied NCTE and UGC regulation. As per the NCTE Regulation, 2014 the Integrated B. Ed-M. Ed full-time professional course which is a duration of 3 years aims at preparing teacher educators and other professionals in education including curriculum developers, educational policy analyst, educational planners and administrators, school principals, supervisors and researchers in the field of education and that's why the students of this integrated course cannot attempt any Teacher Eligibility Test in the state or centre-based exam.

Governance Model offering Secondary Teacher Education in FMU:

Department of Elementary Education and Literacy of MHRD looks after the policies of Teacher education and the agencies with NCTE as the regulatory body. This is a state university, so the role of the state is more active than the role of central agencies. The department of Education here comes under the School Education Department of the state which is governed by TE & SCERT of the state, but the recruitment of teacher educators is a job of the state department of Higher Education and the university itself. Besides this, as a state university, the department has to governed by UGC, NCTE, SCERT, and the university. Again, a multiple governing and regulatory structure is operating for a single course as compare to other general courses in the same university.

Table 4.2: Regulatory Framework of FMU, Odisha

- Policy making & funding agency
- Regulatory body
- Governing Body
- Accredidation

State Ministry of Education — NCTE — University Academic Council — NAAC
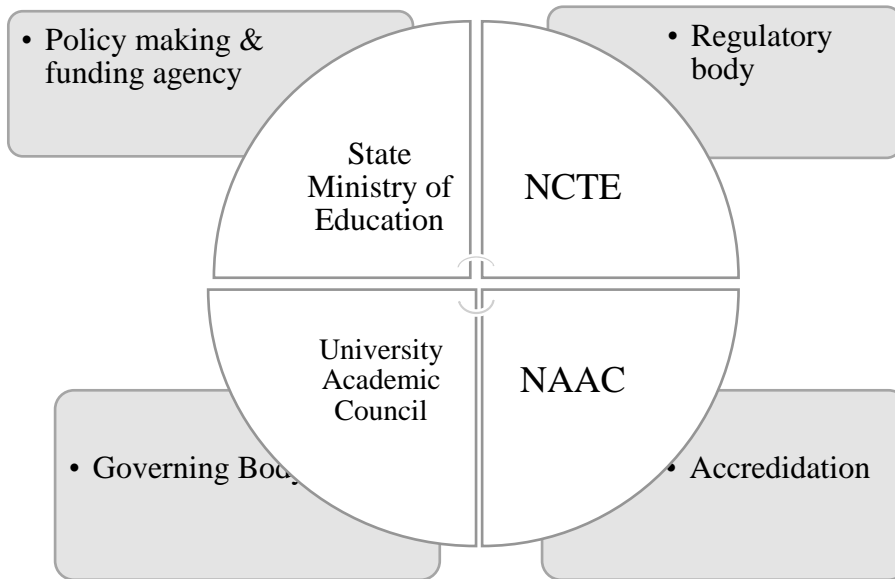
The teacher education course in FMU is being provided by the above structure of governance where the state has to play an active role. Under the ministry, UGC and NCTE are the regulatory bodies. The state has its autonomy to operate its own education system irrespective of national agencies. Within the state structure, the university comes under the state higher education department, but the teacher education course comes under the state school education department. Though the department is NCTE regulated but managed by the TE & SCERT of Odisha. The teacher educators recruit collaboratively by the university and state higher education department. Here SCERT is the important managing body for the teacher education course in the department. Nonetheless, the teacher education course is being operated in a state university, still, it needs to regulate by UGC as the regulatory body of the university.

Institutional Performance of FMU:

The department is performing by employing the regulation of multiple regulatory bodies like NCTE, UGC, University, MHRD, SCERT of Odisha, and the department itself. Under these circumstances, the investigator tries to explore the institutional performance and outcome of the department working with the different regulatory structures (see Figure-4.2) and for the same descriptive analysis of the case has been adopted to analyse the data by thematic manner. Following are described as main themes and the subthemes under it.

Table 4.3: Analysis of Institutional Performance of F. M. University

Themes	Sub-themes	Codes	Extraction from Data
NCTE	Qualified Norms and Standards	Rules and Regulation	"No active role of NCTE other than recognition".
	Co-ordination by NCTE		
	Followed Curriculum Guidelines	Curriculum & Pedagogy	Though it has qualified norms and standards the, but 'there is need of more resources".
	Human & Physical Resources	Available Resources	
UGC	Recommendation by UGC	Rules & regulation	The department has to comply the regulation of state higher education department, state school education department and university with NCTE
	Strengthening course	Academic task	University has P.G. courses and the "students collaborate with TE course students".
	Role of HRDC	Administrative task	"The role of university is satisfactory in administrative work".
	Decision making authority		
MHRD & State	Institutional Location	Rules & Regulation	Department of a state university collaborates with another department.
	Fluctuation of Regulation		
	Regulation of state		
Institution & Department	Institutional vision & Role of governing body	Administrative task	The governing body of university is the same for the department and "it has an active role in quality TE".
	Optimization of resources		

Institutional leadership		
Practicality of Curriculum Implementation	Curriculum & Pedagogy	Curriculum implemented in true sense. Yoga and special education classes cannot take place regularly due to teacher shortage.

NCTE has no such active and involved role in coordinating and giving recommendation to the state university. Here the role of NCTE is giving one-time recognition and no periodical reviews regarding implementation of the programme perform by NCTE. But university has an active role in reviewing and giving suggestion for further improvement. The department has also qualified the norms of human resources available in the department. In case of FMU, university offered integrated teacher education courses and adapted its curriculum in the light of NCTE regulation 2014 but followed the curriculum guideline of SCF which is an alignment of NCTE, 2009 in its curriculum, because the department has no autonomy to make design its own curriculum. The department has been getting help from HRDC where the faculty development programmes are being organized by the recommendation of UGC to strengthen the teacher training course. The department has been existing within the university campus. Through the proper channel and decision-making process teacher education is functioning as a division of the university. Being situated in a multi-disciplinary environment it collaborates with other departments of social science and languages in different seminars and attending classes for better content knowledge. Though the department has no such flexibility in curriculum designing because it is completely under state government, but it includes the emerging concern which may helpful for updating curriculum and the pupil-teachers get benefit out of these. being a state university department, it has no types of autonomy which although not a huge problem but the department cannot perform by itself without concerning to state government which is again a time-consuming process. All the time it has to appeal to the university and university is the connection between the state and the department. Again, the problem of teacher recruitment which needs a strong coordination between the departments at the state level. Less autonomy could be a condition through which all the situations have been

created. So, the department needs a separate governing body which helps them to some extent resolve the issues.

4.2.3. Case-3: Fakir Mohan Autonomous College: Analysis of the Context

This is one of the autonomous colleges located in the urban city of Balasore district of Odisha. Currently, Dr. Srimoy Das Adhikary is the principal of this college. Previously the college has a B.A. Education department which has been completely steering by college, university, and UGC. It has recently come up with the department of teacher education within the existing department of education by NCTE recognition for the course 4-years Integrated B.Sc./B.A. B. Ed. in the year 2016 with 100 intakes in self-financing mode. DR. Bidyutprava Das is currently heading both the courses of the department and the faculties for teacher education courses are different from the bachelor course. The sanctioned permanent faculty post for the course is 6, but yet the course has only 4 guest lecturers rather permanent faculty. Being an autonomous college though it is affiliated to university it steers on its own. It has academic and administrative autonomy completely. The role of the university here is to associate in designing the syllabus, conducting exams, and certifying, but the evaluation is completely internal by the college in the semester system like other courses. It has its complete autonomy to frame its syllabus and planning for the academic year. Under this circumstance

The structure displayed in the model (Figure-4.3) is the governing model for operating a teacher education course in an autonomous college. The course needs to follow the recognition guidelines of NCTE, but it's also compulsory to follow the regulation of UGC, state, and university as well. Department of Education; F. M. College shows that the department has to follow the regulation of all these agencies along with the NAAC. Even if it is an autonomous college; for quality purpose of teacher education the department needs to follow the multiple regulations**.**

The structure (see Figure-4,3) shows in the above model is the governing model for operating a teacher education course in an autonomous college. The course needs to follow the recognition guidelines of NCTE, but it's also compulsory to follow the regulation of UGC, state and university as well. Department of Education; F. M. College shows that the department has to follow the regulation of all these agencies along with NAAC. Even if it is an autonomous college; for quality purpose of teacher education the department needs to follow the multiple regulations.

Figure 4.3: Regulatory Framework of Autonomous college:
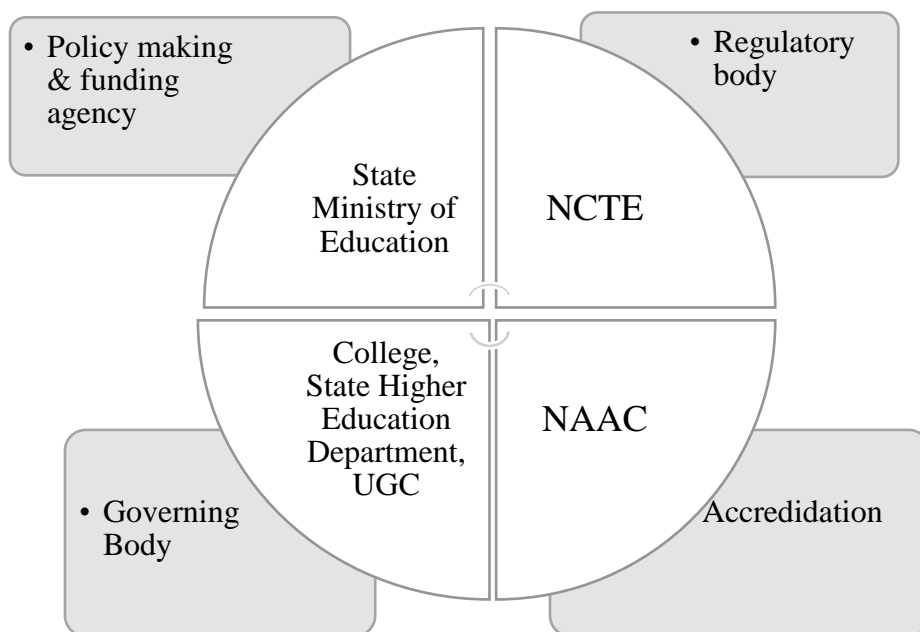
Source: Based on primary data

Institutional Performance of F. M. College

The department is performing by employing the regulation of multiple regulatory bodies like NCTE, UGC, MHRD, university, college and the department itself. Under these circumstances, the investigator tries to explore the institutional performance and outcome of the department working with the above-mentioned governing structure and for the same descriptive analysis of the case has been adopted to analyse the data by thematic manner. Following are described as main themes and the subthemes under it.

Table 4.4: Analysis of Institutional performance of F. M. (Auto College)

Themes	Sub-themes	Codes	Extraction from Data
NCTE	Qualified Norms and Standards	Rules and Regulation	"NCTE has no role in departmental planning and activity".
	Co-ordination by NCTE		
	Followed Curriculum Guidelines	Curriculum & Pedagogy	Though it has qualified norms and standards the,
	Human & Physical Resources	Available Resources	there is need of resources

UGC	Recommendation by UGC	Rules & regulation	The department has to comply the regulation of UGC and NCTE.
	Strengthening course	Academic task	University has P.G. courses and the "students collaborate through seminars, workshops and extramural lecture".
	Role of HRDC	Administrative task	"The university organise FDP twice a year".
	Decision making authority		
MHRD & State	Institutional Location	Rules & Regulation	Department in a composite institution collaborate with other courses like language, psychology etc. The role of state is minimum.
	Fluctuation of Regulation		
	Regulation of state		
Institution & Department	Institutional vision & Role of governing body	Administrative task	Governing body is common as college. "Department tries to adapt professional Management approach".
	Optimization of resources		
	Institutional leadership		
	Practicality of Curriculum Implementation	Curriculum & Pedagogy	Curriculum implemented in true sense. Yoga and special education classes organise through experts.

The department has qualified all the norms and standards of NCTE in the year 2016 with 100 intakes for the course of Integrated B. Ed course (50 from each stream). The department also follows the guidelines for employing a teacher educator and also follow the admission criteria, but these regulations serves the purpose only not extensively helpful which could be a way for better teacher.NCTE does not coordinate in terms of any academic plan, research and innovation. It does not monitor and recommend the department once after recognition in 2016, but the administration of college is quite active in supervising and recommending by the core committee of the college. Though the department qualify the norms of physical infrastructure for 100 intakes, but it is not sufficient. As per the norms of NCTE the department also qualified for human resources which is again not sufficient and even no training programmes or faculty development programmes take place for both teaching and non-teaching staff as per the preamble of NCTE. Being an autonomous college, the role of university is limited to examination and curriculum designing only. As per the UGC steps taken, for better teacher training the university should offer P. G. in education and other integrated courses. So, the P.G. courses in university is quite helpful. The students of P. G. course collaborate to the under graduate TE course in the college through extramural lecture and seminars. The integrated teacher education course of university also helpful in sharing new pedagogical approach and updated content knowledge. Briefly, though the college is outside the university campus, but still it collaborates with the university by creating a platform. Being an autonomous college, decision about the department is taken by the college itself, but still the university has to play some significant role in particular to teacher education. The role of university and decision taken by thereof is satisfactory for the department. The location of the department is within the autonomous college with different departments in a multi-disciplinary environment where the teacher education course get influence and help in teaching-learning process and other co-curricular activities. The curriculum is flexible to a certain extent which reflects society to corelate content with context. The curriculum also revises in every three years as per the emerging situation of society and the department ensures the deliberation, adequacy and up datedness in terms of corelate content with context, using different pedagogical approach, different co-curricular activities etc. the curriculum has a societal relevance.

4.2.4. Case-4: College of Teacher Training, Balasore, Odisha: Analysis of the Context

This is one of the CTEs in Odisha. It had its inception in the year 1977 but recognized by NCTE in the year 2015 in the urban location of Balasore city of Odisha. It was initiated by the government of Odisha as 6th training college, but time and again the training institute turned to College of Teacher Education in the year 1989-90 with the increase in seats from 64 to128. Presently as per the regulation of NCTE, the intake is 100. Initially, the institution was imparting training to the pre-service teachers but after 1986-92 recommendation it also started training for in-service teachers as well. Presently the CTE, Balasore is heading by the Principal Dr. Harekrushna Sahoo. Other than principal the institution has 3 permanent faculties and other guest faculties are appointed as teacher educators. The institution is offering 2 years B. Ed course and in-service training program for secondary school teachers throughout the year in different venues covering two districts Balasore and Bhadrak. The college was initially affiliated to Utkal University but after the establishment of F. M. University, the college affiliated to F. M. university.

The governing structure (See- Figure-4.5) is a little complicated to understand. The CTE is affiliated to the university which we cannot consider as stand-alone but it is completely managed by the state School Education Department. Apart from this, the college has to follow the regulation of NCTE as the regulatory body, university for curriculum design and syllabus, department of higher education of state for recruitment of teacher educators, etc. Apart from all the rules and guidelines, the college is managed by the state only; because it has no managerial body. Apart from this, the state has its procedure and regulation which has to follow by the college.

Institutional Performance of CTE, Balasore

The college is running by embracing various rules and regulations by different bodies under state and centre. Under this circumstance, the investigator tries to explore the institutional performance according to the governing body working for producing secondary teachers. The variable is divided into 4 major themes and under these broader themes again sub-themes exist for the better exploration of the variable.

Figure 4.4: Governing Structure of Offering Secondary Teacher Education in CTE:
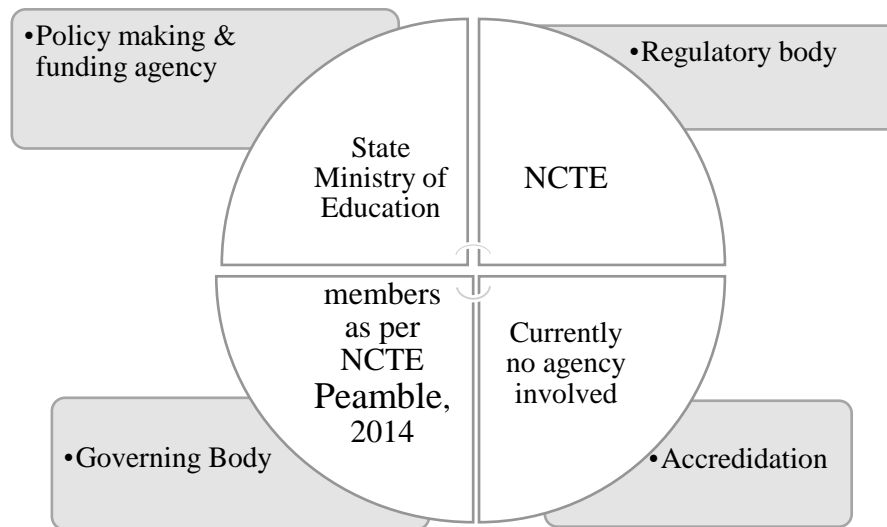
Source: based on Primary data

Table 4.5: Analysis of Institutional Performance of CTE:

Themes	Sub-themes	Codes	Extraction from Data
NCTE	Qualified Norms and Standards	Rules and Regulation	"NCTE has no role in any activity except recognition".
	Co-ordination by NCTE		
	Followed Curriculum Guidelines	Curriculum & Pedagogy	Though it has qualified norms and standards, but "there is need of much
	Human & Physical Resources	Available Resources	more resources. Due to lack of resources in the academic year 2020-21, NCTE deregulate the institution".
UGC	Recommendation by UGC	Rules & regulation	The department has to comply the regulation of NCTE and state.

			"Role of university is limited to examination only".
	Strengthening course	Academic task	University has P.G. courses and the "students collaborate through seminars, workshops and extramural lecture".
	Role of HRDC	Administrative task	"No FDP takes place" for teacher educators.
	Decision making authority		
MHRD & State	Institutional Location	Rules & Regulation	It is not a composite or inter-disciplinary institute, "but still we are satisfied with the location, because merging of institution to university may result in loss of existing autonomy".
	Fluctuation of Regulation		
	Regulation of state		Increased duration of B. Ed. is productive. The regulation of state is more important than MHRD.
Institution & Department	Institutional vision & Role of governing body	Administrative task	Governing body exists in the institutions but "the role is completely inactive and members of governing body ignore the decision of principal".
	Optimization of resources		
	Institutional leadership		

Practicality of Curriculum Implementation	Curriculum & Pedagogy	Curriculum cannot implement in true sense due to "shortage of Teacher educators".

The institution follows the norms and standards a person to be employed as teacher educator. But there is no coordination between school and higher education department. Because the course of teacher education is coming under school education but the recruitment comes under higher education department of the state. NCTE neither coordinate nor recommend for strategic planning, research and innovation, any suggestive measures. It also does not examine and do periodic review of the institution. In case of this state manged institution, NCTE neither coordinate nor recommend in any way. The institution partially fulfils the norms and standards for physical resources. Due to less periodic visit by NCTE this could not come into existence, but in the academic year 2020-21 NCTE has withdrawn its recognition due to shortage in physical, human and other resources. In this state managed institution university has also an important role of examination and certification. state with senior bodies and good vision is helpful in quality teacher education and the role of state is quite satisfactory in managing the institution. Only the institution needs the resources to fulfil the vison and mission of state and nation. The institution has no sufficient resources. It has no proper playground, no ICT lab, no health centre etc. but still the institution is running. It needs much more physical infrastructure for quality of the course. The institution has huge teacher shortage and it fills the gap by appointing guest lecturer. Even the faculties handle academic and somehow the administrative activities of the institution for the smooth running of the institution. Other than human resources there is no other functional mechanism takes place for optimization of resources. In nutshell the institution has no active governing body which take decision in the favour of the institution and the course. To manage the internal quality, it needs a governing body which must act with little autonomy to take decision.

4.2.5. Case-5: Rajdhani College, Bhubaneswar, Odisha: At a Glance

This is a case of affiliated college under Utkal University of Odisha established in the year 1973. After the recommendation of NCTE, 2014 this college also started offering a 2-years B. Ed course from the year 2016 with 50 intakes in self-financing mode. This decision was taken collectively by the state School and Mass Education department, state Higher

Education Department and the affiliated university. Presently Dr. Sasmita Tripathy is the principal and also a core committee member of the B. Ed course.

Dr. Jayanti Satrusallya is currently the coordinator of the B. Ed course. It has a core committee including 8 members from different departments. Presently the department has 8 guest lecturers and one coordinator. The teacher education department has been merged with the department of education which is offering B. A. and M.A. courses in regular and self-financing mode.

The structure (Figure: 4.6) is the governing structure of Rajdhani College under which the teacher education department is running. Now here the major task is in the part of the college as it has its managing and administering body. Because it is an affiliated college and as per the rules and regulations of the university it has a yearly examination system conducted by the university only. The department has established only after the recognition by NCTE with the existing Education department of the college.

Figure 4.5: Regulatory Framework of Affiliated College:
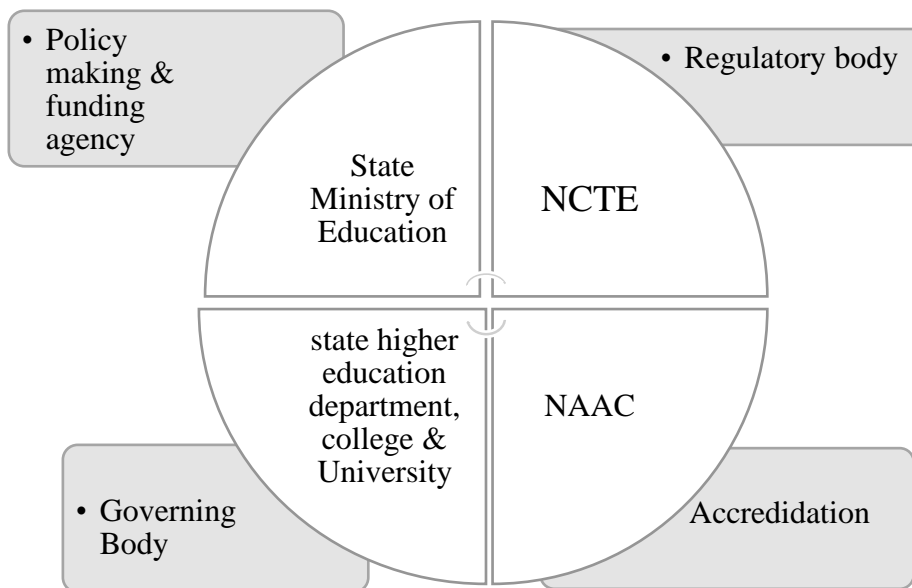
Source: By Author based on Primary Data

For offering the course, the college must have to comply with the regulation of UGC as well the state representatives like School and Mass Education department and Higher education department. No doubt the course is running under the school education department of state, but the recruitment, the university, and the college are under the state higher education

department. Here the regulation of UGC needs to follow by the department through the college only not directly.

Institutional Performance of Rajdhani College, Bhubaneswar, Odisha

This is the case that comes under the category of affiliated college who offers a teacher education course, under the purview of the state, NCTE, university, and the college itself. To explore the institutional performance of this affiliated college according to the governing structure the investigator tries to present the data thematically in a lucid manner.

Table 4.6: Analysis of Institutional performance of Rajdhani College:

Themes	Sub-themes	Codes	Extraction from Data
NCTE	Qualified Norms and Standards	Rules and Regulation	NCTE never coordinate or conduct periodical review except recognising.
	Co-ordination by NCTE		
	Followed Curriculum Guidelines	Curriculum & Pedagogy	Though it has qualified norms and standards, but "TE course is adjusting space with existing department of education".
	Human & Physical Resources	Available Resources	
UGC	Recommendation by UGC	Rules & regulation	The department has to comply the regulation of NCTE and state. "Role of university is limited to examination only".
	Strengthening course	Academic task	University has no P.G. courses and recently new TE programme established in university from the 2018 session.
	Role of HRDC	Administrative task	No FDP organised by for teacher educators.
	Decision making authority		

MHRD & State	Institutional Location	Rules & Regulation	As it is a inter-disciplinary institute, it collaborates with other departments and the students of P.G. courses as well.
	Fluctuation of Regulation		
	Regulation of state		
Institution & Department	Institutional vision & Role of governing body	Administrative task	Governing body is same as college, but it has a core committee pf B. Ed. course which involved in other academic activities by the approval of university.
	Optimization of resources		
	Institutional leadership		
	Practicality of Curriculum Implementation	Curriculum & Pedagogy	Curriculum implements in true sense as the extent of the department.

The college has qualified all the norms and standards of NCTE with 50 intakes. The department also follow the guidelines for the appointment of teacher educators which is approved by the state higher education department and the guidelines are helpful in terms of content knowledge of the teacher educators. The core team of NCTE coordinate the college for the sake of renew the recognition, but not coordinate for research & innovation and for any periodic review and recommendation. The recommendation of NCTE, 2104 which is common to all institute is followed by the college and the department in a positive way and tries at the college level for quality enhancement in the teacher education course. The department also tries to incorporate other courses like ICT, Yoga and special education, but due to shortage of faculties the courses cannot offer properly and effectively. The department of the college has qualified the norms and standards for physical infrastructure, but it is not sufficient for running the course. Till now the department has 4 classrooms for the course, separate library for the students contain books and articles. the university has no major role to play, but as per the UGC regulations it must organize and focus towards human resource development. Because being an affiliated college it has no such autonomy to take decision without the approval and knowledge of university. the college is functioning under state government by government funding but by self-financing

mode where the role of state is least except some activities like approval of syllabus, recruitment etc. and majorly runs by university. But being a state government college, the state departments must have more role to play and enhancement of quality. the governing or core team has an active role in proper planning, implementing and monitoring to it. With lot more facilities and autonomy department may work in a positive direction towards quality.

### 4.2.6. Case-6: DIET, Jajpur: A Glimpse on the Performance

DIET, Jajpur is one of the 30 DIETs under the purview of state government. Initially, it was Elementary Training School in the year 1959, and later on, it was converted to secondary training schools in the year 1969, and lastly as per the recommendation of NPE, 1986-92 it was converted into DIET in the year 1989. The institute is called a stand-alone institute offering D. El. Ed and completely state-managed but regulated by NCTE. The institute is currently heading by Nabakishore Giri.

This is one of the 4 DIETs, those who are offering 2 years B. Ed course along with D. El. Ed course. This has taken place after the recommendation of JVC and NCTE, 2104 regulation to incorporate secondary teacher training courses into a multi-disciplinary college or environment. For the expansion of the course DIET, Jajpur also applied for recognition of the B. Ed course and got recognition in the year 2016 for 50 intakes.

The structure (see Figure-4.8) shows the governing and regulatory body under which the secondary teacher education course is offered in DIET, Jajapur. According to the structure, NCTE is the regulatory body, but the state school education department is the managerial body. University here acts as an examination controller and state higher education department recruited teacher educators under the Odisha Staff Selection Commission. So, the department needs to coordinate multiple agencies for different activities.

For D. El. Ed course, the institute is completely state-managed without affiliating to any university or agency. Only NCTE as the regulatory body for under which regulation the course will run by the state government. But for the B. Ed course as it is a professional bachelor course, the university needs to certify and conduct the examination. So, the institute faces dynamism for different courses.

Figure 4.6: Regulatory Framework offering Secondary Teacher Education Course in DIET:
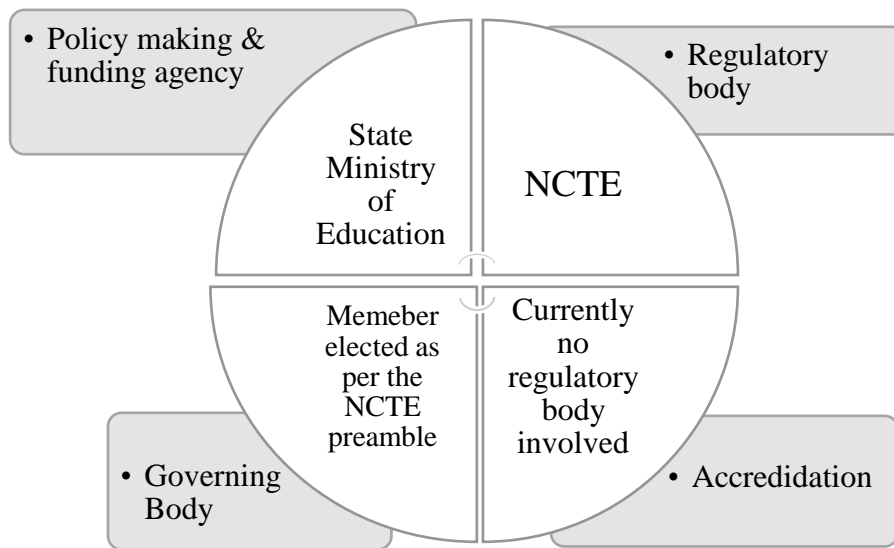
Source: By Author based on Primary data

Institutional Performance of DIET, Jajpur

The institution is working in multiple governing structures to run the B. Ed course. Here the investigator tries to explore the institutional performance of DIET, Jajpur as a sample from the category according to the governance model. How the structure works, whether the multiple regulation and regulatory body are fit into the institution etc are the key to exploring this institutional performance. To describe the case the collected data has been analysed thematically for a better understanding of the aspects.

Table 4.7: Analysis of Institutional Performance of DIET:

Themes	Sub-themes	Codes	Extraction from Data
NCTE	Qualified Norms and Standards	Rules and Regulation	"We qualified all the norms and standards", but NCTE has no role in coordinating and planning in TE.
	Co-ordination by NCTE		
	Followed Curriculum Guidelines	Curriculum & Pedagogy	
	Human & Physical Resources	Available Resources	

UGC	Recommendation by UGC	Rules & regulation	The department has to comply the regulation of NCTE and state. "Role of university is limited to examination only".
	Strengthening course	Academic task	University has P.G. courses and the "students collaborate through seminars, workshops and extramural lecture".
	Role of HRDC	Administrative task	"No FDP takes place" for teacher educators.
	Decision making authority		
MHRD & State	Institutional Location	Rules & Regulation	It is not a composite or inter-disciplinary institute, "but still we are satisfied with the location, because merging of institution to university may result in loss of existing autonomy". Increased duration of B. Ed. is productive. The regulation of state is more important than MHRD.
	Fluctuation of Regulation		
	Regulation of state		
Institution & Department	Institutional vision & Role of governing body	Administrative task	Governing body exists in the institutions but "the role is completely inactive and members of governing
	Optimization of resources		

	Institutional leadership		body ignore the decision of principal".
	Practicality of Curriculum Implementation	Curriculum & Pedagogy	Curriculum cannot implement in true sense due to "shortage of Teacher educators".

Tough NCTE has recognized the institute, but it has to play much more role to perform the institute in a better and effective way. Only recognition and renew of recognition is not sufficient for quality of teacher education. NCTE should coordinate with state and maintain equilibrium for quality teacher education. university has very limited role in case of this institute, but the role supposed to play by the university is also very less. There is no role of the university in quality enhancement of teacher education. The institute can not collaborate with university due to distance between university and institutions. The institute stands alone with no effective governing body and no autonomy. The management system is far away from the institute and does not supervise in a regular basis. So, the institute needs a string governing body with MOUs with other institute to resolve the hardship.

4.3. Cross Case Comparison of the Institutions & Departments

By defining cross comparative analysis technique is; it an analysis type of multiple cases particularly when the cases have a different background in multiple sites. This design needs when the cases need to compare and contrast rigorously and comprehensively to get the result out of multiple cases (Gay et.al 2015). To increase the probability of generalizability and external validity this design is not uncommon.

The purpose of adopting this design here in the current study is; the institutions are from multiple sites irrespective of differences as analysed by adopting single case analysis. It means each institution and department are different from another one in respect to some parameters which decides the institutional performance and outcome as per the following tables.

Table 4.8: Rules & Regulation:

Domain	Parameters	Cases	Number of cases
Regulation by NCTE	NCTE Recognition	C-1, C-2, C-3, C-4, C-5, C-6	6
	Coordination in research & Innovation	C-1	1
	Periodical Review & Recommendation	C-1	1
	Planning & Monitoring	C-1 & C-5	2
	Ensure Accountability	C-1, C-2, C-3, C-4, C-5, C-6	6
Recommendation by UGC & Steps taken by University	Redesigning Curriculum as per NCFTE, 2009	C-1, C-2, C-3, C-4	4
	Developing Module for orientation of teacher educators	C-1	1
	Offering P.G. Courses by the university	C-2, C-3, C-4	3
	Running Integrated Course by university	C-2, C-3	2
	Promoting Specialisation in TE courses	C-2	1
	Conducting Examination only	C-3, C-4, C-5, C-6	4
Policy Context of MHRD	Multi-disciplinary TE courses	C-1, C-2, C-3, C-5	4
	Productivity in increased duration	Not productive	0
	Faculty Development Programme	C-1 & C-2	2
Regulation of State	Recruitment of Teacher educators by state	C-4 & C-6	2
	Induction programme for new Teacher educators	C-4 & C-6	2
	Collaboration with universities and other Institutions	C-2, C-4, C-6	3
	TEIs under School Education Department	C-4 & C-6	2
	TE courses under Higher Education Department	C-3 & C-5	2
Management by Institution & Department	Active role of governing body	C-3	1
	Professional management in Leadership	C-1, C-3, C-4, C-6	4
	MoUs with other Institution	C-1, C-2, C-3, C-6	4
	Optimization of Resources	C-1, C-2, C-3, C-5	4

	Feedback Mechanism	C-1, C-2, C-3, C-4, C-5, C-6	6
	Diagnosis & Remedial Programme	NA	0
	Guidance & Counselling Services	NA	0
	IQAC Cell	C-1, C-2, C-3, C-5	4
	Web portal	C-1, C-2, C-3, C-4, C-5, C-6	6

Source: Based on Primary Survey

The institutions and departments have both problems and challenges individually, but they have similarities and variances when it comes to comparison of cases with each other. There are major similarities in terms of NCTE recognition, ensuring accountability, curriculum with NCFTE,2009 guidelines, leadership in institutions, MOUs with other institutions, feedback mechanisms, etc. When it comes to only TE courses in multi-disciplinary institutions or universities then it is different from state-managed CTE & DIET in terms of the existence of IQAC cell, courses are running under & SCERT but the faculty recruited by the DHE of Odisha, induction program organized by the state, not by the university. As per the MHRD policy context, duration, of course, is important for increasing productivity, but here in these cases duration has no productivity, because of unavailability resources. Again, the departments and institutions have no diagnosis and remedial program, guidance, and counseling due to fewer human resources. The role of the university is limited to conducting an examination and certifying only when it comes to an affiliated college or institution like CTE & DIET, but in case of TE course within the university campus, the university has a pioneering role to play and continuous supervision like other departments. One of the common issues pointed out the role of the governing body. No institutions and departments have an active governing body, though they have a separate governing body, but not active. In the case of universities, the governing body of the department is the same as the university where the head of the department is a member of that body. Though MHRD is the policy-making body of the institutions, sometimes state regulation is more applicable rather MHRD, because the institutions are under state government and implementation of MHRD policy is a channelized process through the state. The web portal is an important factor to reach out to the basic information. Though all the cases have web-portal; some are not functional and some are not updated and the departments have their portal with the college and university combinedly. So, there are more differences and fewer similarities among the cases as per the above table.

Figure 4.7: Enrolment in Selected Institutions:
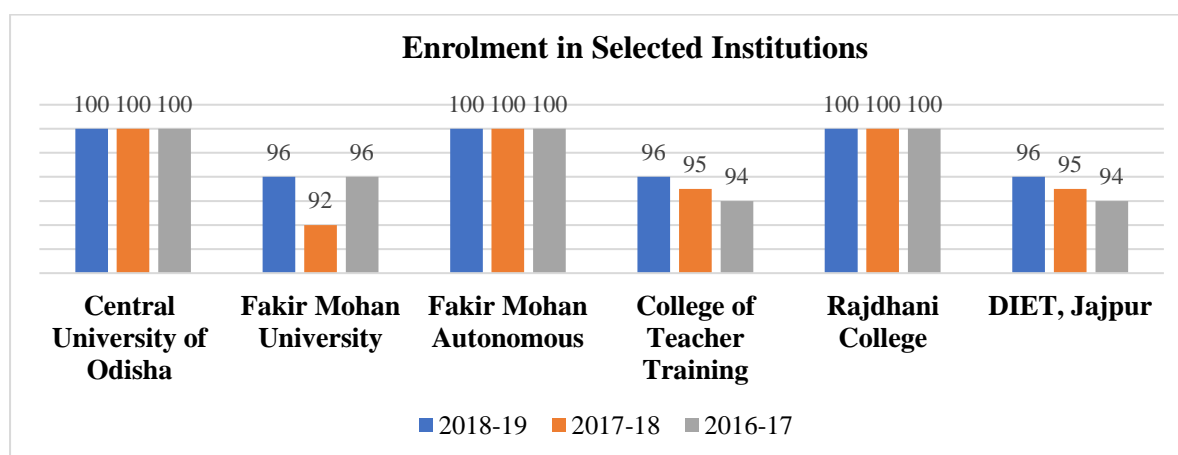
The above figure shows the trend of enrolment in the last three academic years in the sample institutes. The trend of enrolment is relatively the same in all the institutions. F. M (A) college which runs an integrated B. Ed course in self-financing mode, Rajdhani college which runs 2 years B. Ed course in self-financing mode have 100% enrolment, but CTE and DIET which is government aided and state-managed have no 100% enrolment in last 3 years. Because the enrolment in these states managed institutions are late in the process and when the state releases its third selection list in those institutions in the month of September, the students are settled in other self-financed institutions or other courses. But in case of CUO, the central university has set its standard by incorporating itself in CUCET examination.

Table 4.9: Curriculum & Pedagogy:

Parameters	Cases	Number of cases
Following NCFTE, 2009 Guideline	C-1, C-2, C-3, C-4, C-5, C-6	6
State Designed Curriculum	C-4, C-6	2
Curriculum design by the Institution itself	C-3, C-5	2
Curriculum design by University	C-1, C-2,	2
Adaptation of ICT, Yoga & Special Education	C-1, C-2, C-3, C-5	4
Revision of Curriculum	C-1, C-2, C-3	3
Programme Implementation as per NCTE, 2014	C-1, C-2, C-3, C-4, C-5, C-6	6
Adaptation of Constructivist Approach	C-1, C-2, C-3, C-4, C-5, C-6	6
Curriculum with societal reflection	C-1, C-2, C-3, C-4, C-5, C-6	6
Collaborating content with Context effectively	C-1, C-2, C-3, C-4, C-5, C-6	6
TLCs in TEIs & departments	NA	0
Teaching-Learning Process through discourse & discussion	C-1, C-2, C-3, C-4, C-5, C-6	6

Source: Based on primary Survey

The domain curriculum and pedagogy are one of the similar domains across all the type of cases. The courses are regulated by NCTE, 2014 and as per the new regulation NCFTE,2009 should be the guideline, but there are differences in curriculum designing across the cases. In state-managed institutions like CTE and DIET (Case-4 & 6) the curriculum framed by the state only and those institutions do not have the flexibility to frame and reframe the curriculum. Similarly, in the case of the central university (Case-1), the curriculum is the responsibility of the department completely. Though the department adapts Yoga and special education in the curriculum, implementation of these courses is very rare, because of its tribal and remote location. In the case of a state university (case-2), though the university has to design the curriculum, with the collaboration of state, because for 3 -years B. ED. -M. Ed. Integrated course state design the curriculum. So, the university needs to collaborate with the state government. Again, in the case of colleges (Case-3 & 5), the curriculum designed by the board of studies of the respective institution with the approval of the university because of affiliation. Implementing other courses (ICT, Yoga, and Special education) in the curriculum for humane and professional teachers are not taken seriously because of the shortage of faculty. Interestingly, though the institutions have been aligned with NCFTE, 2009, no institutions and departments have TLCs incorporated to it.

Table 4.10: Physical Resources:

Parameters	Cases	Total Number of Cases
Adequate Number of classrooms	NA	0
Separate Library	C-3, C-5	2
Common Library	C-1, C-2, C-4, C-6	4
Sufficient resources to regular upkeep of Infrastructure	NA	0
Adequate Instructional Infrastructure	C-1, C-2	2
Infrastructure for Extra-curricular activities	C-2, C-3, C-5 & C-5	4

Source: Based on primary Survey

Physical resources in the institutions are the most dissimilar aspect across cases. Though all the cases have recognized by NCTE but with minimum physical infrastructure. No institutions have adequate physical facilities as per NCTE,2014 regulation, but still, they are recognised. No institutions fulfil the criteria of an adequate number of classrooms. In the case of universities, no separate library facilities available there, but the students can access the common library like other students with special books and journals. In the case of both the affiliated and autonomous colleges, though there is a common library in the institutions, still

there is a separate library facility available within the department. The institutions like CTE and DIET, they have their library which can be accessed by all the students of the institutions. Instructional infrastructure is one of the important aspects of physical resources and the absence of this may compromise with the new experiments of the institutions. Instructional infrastructure includes; ICT lab, curriculum lab, language lab, science lab, psychology lab, ET lab, etc. Though the central and state universities have not all the labs within the department, they cover the maximum instructional infrastructure within the department. No, doubt other institutions have the instructional infrastructure, but by the name of infrastructure they have only ICT lab (sometimes functional & non-functional), science lab which is common in all rest cases apart of universities. There is an enormous shortage of these instructional infrastructures in the case of CTE which is the reason that NCTE has de-recognize it for the academic session 2020-21. One common aspect; no institutions and departments have sufficient resources for the regular upkeep of physical infrastructure which is due to less financial autonomy and funds flow of the institutions with no involvement of administrative personnel separately in this matter.

Table 4.11: Human Resources:

Parameters	Cases	Number of Cases
Adequate number of permanent Teaching staff	NA	0
Contractual & guest teaching staff	C-1, C-2, C-3 C-4, C-5, C-6	5
Adequate number of non-Teaching staff	NA	0
position of faculty as per NCTE regulation	C-1, C-2, C-3, C-5	4
Qualification of teaching faculty as per NCTE norms	C-1, C-2, C-3, C-5	4
Training programme of both teaching and non-teaching staff	C-1, C-2	2
Recruitment of Teacher educators by OSSC	C-4, C-6	2
Recruitment of Teacher educators through university	C-3, C-5	2

Source: Based on Primary Survey

Human resources are another important aspect of quality TE. It includes both teaching and non-teaching staff. In all cases neither there are adequate teaching faculty, not non-teaching faculty. Again, there are differences in the recruitment procedure as per the sites of the institutions. Instead of permanent faculty, all the institutions run by contractual and guest faculties. As per UGC guidelines, HRDCs will be involved in the training of both teaching and non-teaching staff, but except the department within universities, no institutions and departments are benefitted by HRDCs of respective affiliated universities. This domain has more differences rather similarities because of differences in sites of the institutions.

Table 4.12: Academic Process & Activities:

Parameters	Cases	Number of Cases
Admission through common entrance Test	C-1, C-4, C-6	3
Admission through career mark	C-2, C-3, C-5	3
Organisation of workshop, seminars	C-1, C-2, C-3, C-4, C-5, C-6	6
Collaboration of pupil-teachers with students of P.G. course in university	C-2, C-3, C-4	3
Duration of Internship as per NCFTE,2009	C-1, C-2, C-3, C-4, C-5, C-6	6
Classroom-based research Project	C-1, C-2, C-3, C-4, C-5, C-6	6
Community participation	C-1, C-2, C-3, C-4, C-5, C-6	6
Adaptation of 5E & ICON model of Lesson plan in internship	C-1, C-2, C-3, C-4, C-5, C-6	6
Semester system Examination	C-1, C-2, C-3	3
Yearly Examination	C-4, C-5, C-6	3
Adaptation of CCE	C-1, C-2, C-3	3
Collaboration with other courses of the institutions	C-1, C-2, C-3, C-5	4

Source: Based on Primary survey

As per the sites of the institutions, there are differences in terms of admission process and examination system, but similarities in terms of other academic activities like; internship, conducting seminars and workshops, community engagement, lesson plan. Within these similarities, there are differences in terms of implementation. Cases like central and state universities; the departments organize seminars and workshops very frequently, but in the case of CTE & DIET due to lack of resources these activities limited to classroom activity. Through community, participation is a common aspect for all TE courses as per NCFTE, 2009, but due to a shortage of faculties, this does not take place in a true sense in almost all institutions. In nutshell, though there are more similarities among the cases, these similarities exist with dissimilarities.

4.4. Institutional Outcome:

Institutional Learning Outcomes are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services[8]. There is a slight difference between institutional learning outcomes and institutional outcomes. The institutional outcome means the 'product and the quality of the product of an institution at the end of an academic year'. Contextually, institutional outcome refers to the outcome of the different categories of

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[8] https://www.glendale.edu/about-gcc/faculty-and-staff/learning-outcomes/institutional-learning-outcomes

the sample institutes in terms of enrolment rate, pass out rate, dropout rate, numbers of TET qualify, and employment status. So, the figure below shows the rates of different indicators of the last 3 academic years. The purpose of showing the trends of the last three years is the NCTE, 2014 regulation which is based on NCFTE, 2009, and Justice Verma Commission, 2012. This NCTE, 2014 is the milestone effort for teacher education to enhance the quality by changing the location of the institutions. Somehow, this regulation took place effectively. NCTE also signed the MOU with UGC to recommend the universities and colleges for expansion and quality improvement of teacher education. Again, the MOU with NAAC has been signed by NCTE of compulsory accreditation of teacher education institution in every 5 years. According to the UGC Annual Report, 2018-19; as approved by Executive Committee (EC), the NAAC and NCTE MOU stands terminated from the year 2018 and Accreditation & Assessment of TEIs by NAAC is discontinued forthwith[9]. It means the institutes which are independent but governed by the university like CTE and IASE are relinquished from quality assessment and accreditation by NAAC, whereas the state and central universities, autonomous and affiliated colleges will be assessed by NAAC and in a way the department of education will also be assessed. Quality is the question mark in case of standalone institutes of teacher education.

Figure 4.8: Pass out Rate of the Institution:
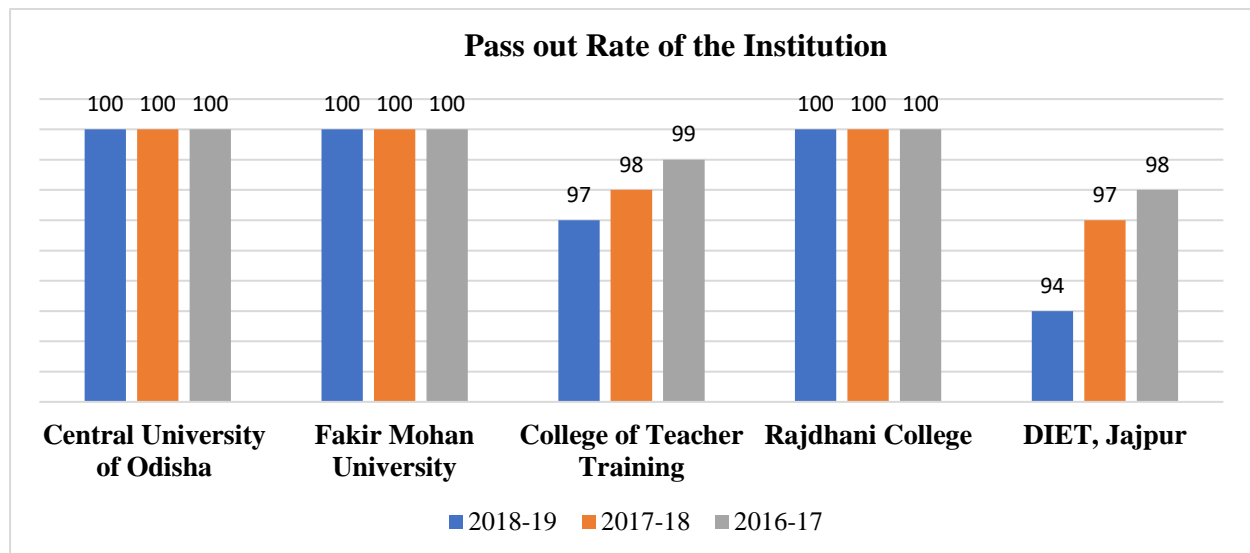
The rate or number of pass out students is one of the indicators of the PAR system for regular accountability and this is the base of recognition renewal of the teacher education

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[9] Annual Repot, 2018-19. University Grant Commission, pp.228. India

courses. So, it is relatively the same in all institutes. Again, the institute has to pass and upgrade the students to maintain a minimum quality. F. M. (A) college is not a part of this diagram, because it has no pass out a batch in teacher education course yet and the promotion rate of the students in each year is 100%. In the case of these state managed bodies, the pass out rate is comparatively low. Even at the national level also the total percentage of pass out rate of undergraduate students in education discipline is only 8.57%[10]. The reason could be the non-serious attitude of students towards teaching jobs. Despite this low pass out rate, there is no stagnation rate, but the issue of non-progression still exists. The progress from 1st to 2nd year in under-graduate course particularly is the issue and the factors affect this non-progression are; student characteristics upon entry to an institution, institutional characteristics, and the experiential factor which further leads to attrition[11]. In India the issue of underemployment of teachers was debated and to resolve this and take steps thereof GoI planned in XII five-year plan.

Figure 4.9: Number of Drop out students in Sample Institute:

Number of Drop out students in Sample Institute

DIET, Jajpur — 2016-17: 3, 2017-18: 4, 2018-19: 2
Rajdhani College — 2016-17: 0, 2017-18: 0, 2018-19: 0
College of Teacher Training — 2016-17: 1, 2017-18: 2, 2018-19: 3
Fakir Mohan Autonomous — 2016-17: 0, 2017-18: 0, 2018-19: 0
Fakir Mohan University — 2016-17: 2, 2017-18: 1, 2018-19: 0
Central University of Odisha — 2016-17: 4, 2017-18: 6, 2018-19: 10

■ 2016-17 ■ 2017-18 ■ 2018-19
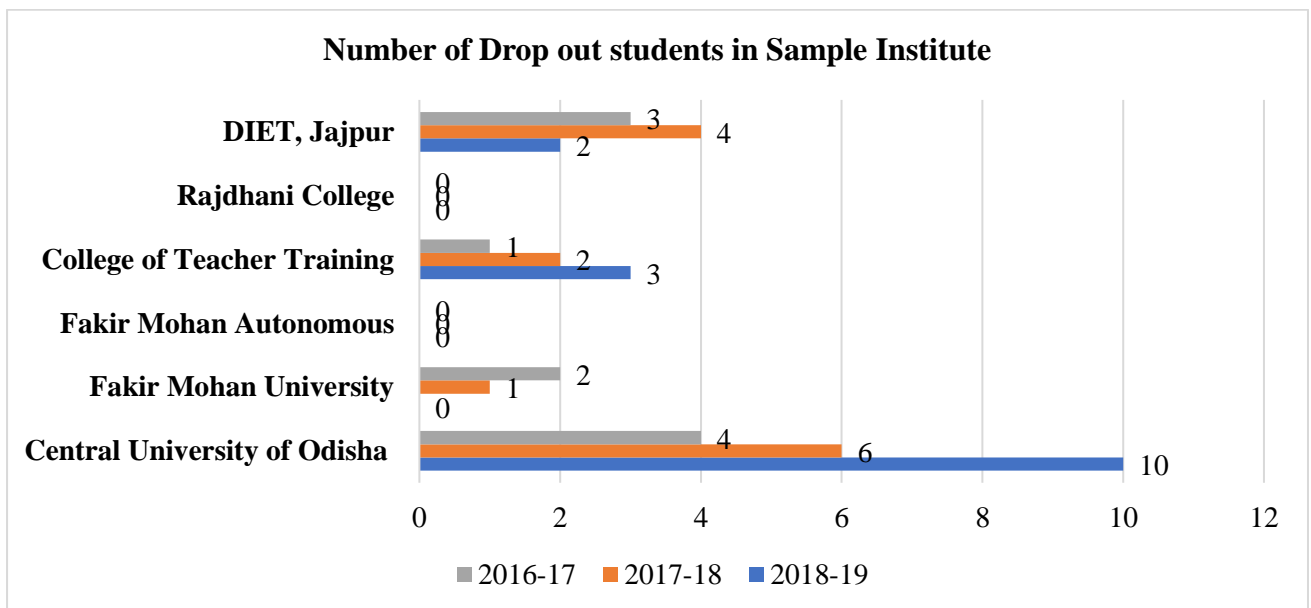
Though the world stands in the 21st century in science and technology, but could not stand in terms of teacher education. It is a novel profession, but still, it cannot attract the young

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[10] AISHE (2019). All India Survey on Higher Education. MHRD: GoI

[11] Johnston, V. (1997). Why do first year students fail to progress to their second year? An academic staff perspective. Paper presented at the British Educational Research Association Annual Conference September 11-14 1997: University of York. Retrieved from **http://www.leeds.ac.uk/educol/documents/000000453.htm**

minds of India. The factors may be the salary of the teachers, demand-supply side, identity crisis, etc. In this context, CUO has a high dropout rate of 20% in the last academic year. Most of the reasons are getting better opportunities and salary in the job market. In F.M. university the reason for dropout is the course itself. The integrated B. Ed-M. Ed course is not eligible for teacher ship at school and this the reason most of the students dropped out of the course.

The graph shows (see Figure-4.10) one of the key point indicators to measure the effective outcome of the institutions. The graph shows can be interpreted in two different ways. The students qualified TET (both centre and state) in the continuing year or after completion of the course from the academic batch. Does the above graph show the students qualified in total during the academic year and after the completion of the academic year?

Figure 4.10: Percentage of TET Qualifying Students in Sample Institutes:
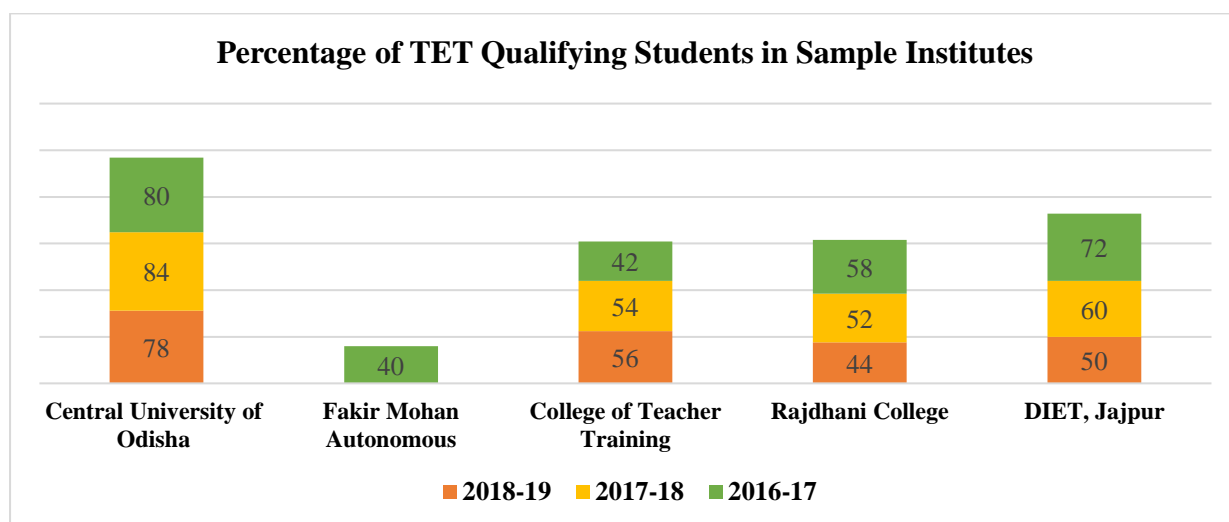
F.M. (Auto) college has its 1st batch started in the year 2016-17, but initially, the students could not qualify but in the year academic year 2018-19 40% of students qualified from 2016-17 batch which are currently in the final year batch. Qualified candidates from CTE is comparatively low from others. Though this is the oldest institute among samples which provides teacher education course since 1977 still the qualifying rate is quite low.

Table 4.13: Employment status of Pupil-Teachers:

Name of the TTIs	Government School Teachers under State/centre recruitment			Private School			Other Profession		
	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17	2018-19	2017-18	2016-17
Central University of Odisha									

	12	20	30	20	18	8	2	3	2
Fakir Mohan University, Odisha	0	0	0	12	7	2	8	5	2

The above table shows the employment status of the pass-out candidates of the sample institutes divided into a different category. The table could not fill with other sample institutes due to a lack of authentic and available data. The institute has no alumni record or any academic record which could trach the pass out students. With this availability of data, Integrated B, Ed-M. Ed course students can not appear the exams of TET, so F.M. university students could not recruit as. Though the university and the department are an asset to the state government the course is the liable to the state, because State like Odisha is running with a teacher shortage and particularly in the secondary and senior secondary level.

By analysing the single cases of institutions, it came into the knowledge that, inadequate preparation to teach has an impact on student outcomes, teaching effectiveness, teacher employment reduction rate, etc. Introduction of federal policy, new management strategies, pathways of governance, financing are the major recommendation of NPE (1986) to meet the high-quality teachers with quality teacher education in India. For this high-quality ambiance, curriculum development is always considered as a panacea. Though Odisha has no private sector operation of teacher education the present diverse set of TEIs where the straight jacket regulatory framework of NCTE applies to all the diversified teacher education programs for recognition, affiliation, coordination and inspection irrespective of the site and locations of the TEIs and courses (see Table-4.9).

Regulations and quality assurance are complementary to each other. The effectiveness of the regulation can only be measured through the quality of institutional performance. NCTE with its regulatory mandates to ensure the planning and coordination of teacher education has yet not succeeded in professionalizing teacher education programs. Again, the accreditation process of teacher TEIs helps the institutions to reflect on their goals, functions, and values to become a better learning organization o prepare quality and professional teachers. As per the current set of diversity in the state of Odisha, the state-managed TEIs are not being accredited and assess by the NAAC or any other regulatory body as per the MOU of NCTE-NAAC terminated by UGC from the year, 2018. The result states clearly that, the institutions which

Table 4.14: Sites and Location of Institutions or Department:

Institute/ Department	Category of Institute	Course	Strength	Location	Regulatory Body	Governing Body	Policy implication & funding agency	Accreditation & Assessment
Department of TE, CUO	Central University	2-years B. Ed	50	Semi-urban	NCTE	University, UGC & MHRD	MHRD	NAAC
P.G. Department of Education, FMU	State University	Integrated B.Ed.-M.Ed.	100	Rural	NCTE	University, State higher Education & School education department	State Department of Education	NAAC
Department of Education, FMAC	Autonomous College	Integrated B.A./B.Sc.-B.Ed.	100	Urban	NCTE	College, state higher education department & UGC	State Department of Education	NAAC
CTE, Bls, Odisha	CSSTE	2-years B.Ed.	100	Urban	NCTE	TE & SCERT	State Department of Education	Currently no regulatory body involved
Rajdhani, college	Affiliated College	2-years B.Ed.	50	Urban	NCTE	UGC, state higher education department, college & University	State Department of Education	NAAC
DIET, Jajpur	CSSTE	2-years B.Ed.	50	Rural	NCTE	TE & SCERT	State Department of Education	Currently no regulatory body involved

Source: Based on Primary data

Higher education department, less coordination between state school and higher education department, less coordination between SCERT and the regional office of NCTE. These state-managed TEIs are situated outside the university campus as affiliated to university with negligible assistance and coordination from the university along with no autonomy with less accountability only to NCTE. The structural web of these state-managed institutes has no connection vis-à-vis NCTE-HQ, NCTE-Regional centre, university, UGC, state school education, and higher education department which has a direct impact on institutional performance and outcome in terms of student achievement, student placement, etc.

Acknowledging inter-disciplinary or multi-disciplinary institutions as the site of teacher education, various autonomous and affiliated colleges are involved in secondary teacher preparation after the recommendation of NCTE, 2014 regulation. The main objective of the offering of teacher education courses in a multi-disciplinary environment within the purview of the university is research-based teacher education which is yet to achieve. The colleges have their own administrative body and in the case of autonomous college, the department has academic autonomy as well to design and plan the curriculum by the board members without university concern. In the case of affiliated colleges of a university, though it has administrative body and academics decide by the board members of the college, there is a need for university consent. The role of the university is varying from institute to institute. These colleges are completely run by the recommendation of UGC and state higher education department. All these colleges are compulsory NAAC accredited for quality assurance. As per NCTE, the 2014 regulation, because the colleges have no research scope so the university is one who has supposed to coordinate for research in teacher education and unfortunately university has no effective role in it except administrative work. Both from administrative and academic perspectives, these colleges are away from TE & SCERT of Odisha. Due to this gap, there is the bridge between schools and the courses operating in these colleges, because the state has its curriculum framework for school education and the curriculum has designed for teacher education course without the collaboration and suggestions from SCERT, which is a mismatch between courses operating in those colleges and school education. So, it can be said the goal of quality teacher training is not being fulfilled by this way of institutional structure. Though the performance and outcome are much higher than other institutions, it does not serve the purpose of quality teacher education.

Commonalities

The first and foremost commonality among the institutions and departments that all are regulated by a common regulatory body NCTE for controlling teacher education in India came into existence in the year 1993. After strongly criticized by the Verma Commission, 2012 NCTE came into effect with revolutionary recommendations. The main function is to plan and coordinate the TTIs for quality enhancement, recognize the institutions based on norms, coordinate for research and innovation in teacher education, planning. Now this regulatory framework seems that it has no scope for innovation and currently playing the role of inspection for granting recognition and filling the checklist through the PAR system. This has resulted in the TEIs are aiming to meet minimal compliance as opposed to offering programs and improvement of teacher education. Though they are recognized the available physical infrastructure is insufficient. Not only physical infrastructure but also human resources. Shortage of teacher educators is another burning issue with every institution and department and most frequently all are running through contractual and gest faculties. Other than this, NCTE has no periodic review and no coordination and recommendation regarding research and innovation which is the prime objective of NCTE. So, the purpose of NCTE as a regulatory body needs to rethink, rework, and redevelop.

Curriculum as a powerful means to change the educational endeavor for quality attainment. Based on NCF-2005 and RTE, 2009, NCFTE, 2009 has been formed as curriculum guidelines of teacher education course for developing humane and professional teachers which is completely value-based. Adapting this value-based curriculum special courses like; ICT, Yoga, and inclusive education, etc. are the core subjects that need to followed by all training institutes irrespective of institutional sites and location. Any of the institutions are not following those value-based courses properly. The reasons are many varying from institutes to institutes like; location of the department like CUO, shortage of special trainers and teacher educators in CTE and DIET, casual attitude of pupil-teachers in colleges, etc. Though the curriculum guideline meant for adding morality to teacher education but implementing those courses is difficult. So, there is a need to rethink the implementation from the bottom-up approach rather than centralized regulation.

Differences

One of the major differences among the institutes and departments is the structure of institutions along with the operational sites and location. As discussed above, though NCTE is

the regulatory body for all the teacher education courses, the governing structure varying. In the case of a central university, the governing body involves the university with the regulation of UGC and in a state university or colleges; somewhere the role of university and state is limited due to the sites of the institutes and department. Acknowledging the location of the institutions or departments, the location in terms of rural and urban areas has been taken into consideration. The location has also impact on teacher preparation; analysing the case of CUO, the department has no collaboration with any other institutions which leads to less scope of faculty exchange and knowledge generation. Again, the university has placed in a tribal-region of Odisha which is both pros and cons to teacher preparation. As the region is under-developed, the students can access those regions and experiment, but again language, the attitude of schools and society are the cons, which has no permanent solution yet in the whole teacher education sector. Though other institutes and departments are in a rural location, they are not away from normal development. Apart from those departments and institutes are located in the urban setup, they have no issues in collaboration with other institutions and practice teaching, etc., but the affiliated institutes and departments have issues to collaborate with the university. As they are located outside the university, so the distance matters to reach the university and exchange of ideas, suggestions, and student collaboration, etc. Despite these issues, all the institutions and departments are satisfied with the location. On one hand, teacher education course in multi-disciplinary institutions is collaborating with other department and getting the benefit, where on the other hand the stand-alone institutes operating single course is still satisfying without multi-disciplinary environment, isolate from university and minimum physical infrastructure because the institutional function would hamper if merge with a multi-disciplinary institution.

The curriculum is an indispensable aspect of the teacher education process and to standardize this NCFTE, 2009 came into existence for creating humane and professional teachers. After this so-called standardized guideline, the major changes have been occurring in terms of structure, duration, of course, the addition of more teacher training courses, etc. which has no productivity. Because as per the changes for quality up-gradation, the system and institutions need more resources with conceptual clarity, clarity in regulation, affiliation and assessment for a better system and there is the uncertainty of all these factors which is a reason for the failure of curriculum implementation in true sense.

All the institutions face diversities in the appointment of teacher education. In the case of CUO appointment of teacher education needs to follow the regulation of both NCTE and

UGC, because the department is a part of the university and the regulatory body of a university is UGC. In the case of the state university, the recruitment is done by the university only but by following the criteria of the state higher education department. The autonomous college and affiliated college recruitment are done by the state higher education department directly by the regulation of state only. Other state-managed institutions like CTEs and DIETs, the recruitment process is done by Odisha Staff Selection Commission (OSSC) which is again conducted by the higher education department, but all the courses of teacher education come under state and centre respectively where the recruitment is done by the higher education department respectively. All the institutions somehow manage with available human resources by optimization of it. For instance, administrative work by the teaching faculties, e-governance system, systemic implementation of the planned framework, etc.is the major steps taken by almost all the institutes for smooth running of the course.

Another important aspect of governance needs to be discussed is decision-making. The role of governing bodies is different as per institutional sites. In the case of state-managed institutions like CTEs and DIETs, the governing bodies formed by the TEIs are found to be non-rational. The governing body members never conduct meetings regularly or the institutions don't change the governing body from time to time. The bodies are only for the sake of the name and accomplishment of NCTE standards. In the case of state university and college, the departments do not have the different governing bodies the respective university, and colleges and at the apex, the state is the governing body for them. Again, the same in the case of the central university as well. The governing body is the same as the governing body of the university which takes care of all decisions like other departments. There is a demand by all the institutions and departments for another separate and effective governing body that can collaborate with national experts.

One of the other differences in the administrative and academic autonomy to the institutions. Central University and the autonomous and affiliated colleges which have less control on curriculum and these institutions or departments have the flexibility to revise, update and add new in the curriculum but with the consent of respective university, but they have administrative autonomy as per the function of the administrative body of respective university and college. Those which are under state control like CTE, DIET, and state university; the institutes and departments do not have the flexibility to change and revise curriculum and whatever steps taken should be channelized through state only. Because all these institutes no

doubt follow NCFTE, 2009 but designed through state curriculum framework, but in terms of administrative autonomy; the state university has this autonomy as the university has the same.

The role of university and UGC is another important difference among these institutes and departments. Sometimes the university role is very vital to play and sometimes the role of the university is very limited and negligible to play. In the case of central and state universities, the university is the pioneer to play the role of up-gradation and quality enhancement and without the consent of university, the department cannot do any changes in the course. In the case of affiliated institutes and bodies, the university has to conduct the examination and certify the candidates. So, the difference in role-playing by the university also affects somehow. According to UGC regulation, the university's HRDC center will actively participate in orientation programs and refresher programs for teacher educators, but in the case of the affiliated body, this opportunity of the orientation program is missing. Because the affiliated institutions may not well connect with the parent university or university does not take steps for this.

There is a difference in institutional leadership and management approach among institutions and departments. Approach to professional management is partial in the case of all the institutions but differences in following the steps. Department in CUO follows the step of planning, implementation, and monitoring, but control is on the hand of the university. Likewise, different institutes have a different set of steps to follow. In the case of state-managed institutes like CTE and DIET only the implementation part is active here, except this planning, managing, and controlling is a state responsibility.

The institutions and departments are functioning based on the Weberian model of bureaucracy which is completely a top-down approach to governance with a special focus on input-output rather than results or outcomes. Therefore, the institutions and departments are more concerned with internal process, allocation, expenditure, meeting the target of physical infrastructure, etc. instead of attaining the impact of the institutions on public in general and system in particular. As a result, the institutions and departments are neglecting the expectation of society as a contributor, while a substantial part of resources is wasted in this input-output cycle. Though the institutions are having a high percentage of enrolment rates, the TET qualify rate and employment are low in a chain in terms of the outcome of an institution. This is the typical analogy assumed by the regulatory framework that, through better input, the institute can get a better result. If the framework is planning for 100 pupil-teachers, then the outcome

should be 100 rather than 30 in terms of employment. This difference between these two numbers is quite significant. The view of outcome should always be focused on the number of pupil-teachers who are actually reaching to schools as teachers. Concentrating on the outcome rather than output increases the credibility of the institutions. The notion of output and outcome is often confused. The outcome is always a part of the output and output contains both performance and outcome of an institution, but here in this context institutions are producing so-called outputs through the PAR system which is just confirmatory status of resources instead of performance and outcome measurement. Again, without better performance, an institute can not obtain a better outcome. If we make a chain of performance to outcome in this context, then better performance will contain better regulation, organizational structure, curriculum design, and implementation, physical and human resources, location and size of the institution, leadership, etc. which ultimately may lead to a better outcome. So, to minimize the difference among pass out, qualifying TET, and employment there is a need for better governance and regulatory framework to the institution. As per the figures have shown above, though there is 100% enrolment and pass out, but when it comes to actual outcome in terms of TET qualify and employment the numbers have been reduced which directly affecting the objective and quality of teacher education.

The above are the commonalities and differences among the institutions and departments which leads further argument about, what would be the best site and location for operating teacher education and its qualitative improvement. To simplify the above description, the following are the commonalities and distinctions of six categories of institutions involved in secondary teacher training.

Table 4.15: Commonalities & Differences among Institutions

Commonalities	*Differences*
Locational difference	Curriculum designing
Curriculum guidelines	Management body
Recognition by Statutory body	Role of university
Accountability	Examination Pattern
Pedagogy	Admission policy
Internship	Governing structure
Optimization of resources	Drop out
	TET qualifies
	Leadership
	Faculty Development Programme

Source: Based on Primary data

Summary

This chapter is the heart of the thesis as it is dealt with the analysis and interpretation of collected data. It shows the similarities and differences across the cases. These differences in performance and outcome are due to multiple sites and locations of the TE course in spite of the same regulatory. The involvement of other regulatory bodies like UGC, state, and MHRD as a policy context has a different role to play in different sites of the institutions. As per the sites, the performance and outcome are varying from institute to institute which has no productivity.

CHAPTER-V

5. SUMMARY & CONCLUSION

The present chapter deals with the results and discussion followed by implication, limitations, conclusion, and suggestions of the study based on collected and analysed data. The focus of the study is to explore the institutional performance and outcome which are affected by the multiple governance structures. The analysis confirms that; each category of institutes those who are offering teacher education courses are regulating under different governing structures with variation in institutional performance and outcome. Though there is a single statutory body of teacher education in India, the types and categories of institutions are different which operating the course in their own way in case of graded autonomy of the institutions.

5.1. Summary

In spite of all attempts by central and state government Teacher Education (TE) in Odisha, it still remains to achieve the desired and expected goal (Mohanty, 2006). The underline issues were found out by the JRM-TE in 2013 and highlighted; traditional functions of TEIs, DIETs, CTEs, including SCERT, non-existence of review, feedback and monitoring of TEIs, paucity of quality institutional leadership, no vision for development, less flexibility in decision-making, isolation of TEIs, SCERT and university, less technology-savvy institutes, less faculty development program, delinking of TEIs from the current trend of pedagogy, innovation, technology, etc. last but not the least trifling scope of research and innovation. From the reviews, it is clear that above-mentioned issues are due to multilayer governance structure because the location of the institutions whether it comes under the purview of university and research or not, whether the institutions located in the rural or urban context, whether the institute affiliated by an apex body or stand-alone matters a lot for quality performance and outcome of an institute. Finally, the JRM-TE, 2013 recommended for there is a need for restructuring and rejuvenating the governance and management of TE in Odisha. So, the problem stated as "Governance of Secondary Teacher Education in Multiple Sites and Location: Implications on institutional Performance and Outcomes".

The study aimed to review policy perspectives relating to the location of teacher education, study different governance model of different category of secondary teacher training institutions and explore the institutional performance and outcomes according to the respective governance of structure of that institution. The study has attempted to analyse both qualitative and quantitative data to answer the same phenomena by adopting mixed-method approach to the study in the state Odisha. Because Odisha is a special case, free from commercialization of

teacher education, but diverse category of institutions like, central university, state university, public funded institutions, government institutions but private funding are the major factors to decide the category of the institutions.

The study has attempted to analyse both qualitative and quantitative data to answer the same phenomena by adopting mixed-method approach which followed by Concurrent Embedded Design for the study which is more of qualitative dominated study. The study attempted to answer the questions by using two major toolkits; Open-ended questionnaire and close-ended questionnaire. The collected data analysed by adopting comparative case study method, where each institution has taken as a unique case and analysed both quantitatively and qualitatively. In qualitative part, thematic analysis techniques used as techniques to analyse data and in quantitative part, minimum statistics like percentage, cross-tab and graphs have been used to analyse the data. Finally, both set of data has been analysed and interpreted by integrating both to reach a meaningful finding. A total number of 6 institutions has taken as sample from different sites and location; central university, affiliated college, autonomous college, state university, CTE and DIET.

Constructing the ground of first research question it came into knowledge that the significance of reviewing this policy are; poor professionalism, changing context of schools, mediocrity of teacher education, teacher education with minimum quality are the cornred context that why teacher education is in crisis. The major weaknesses of teacher education are; neglecting aspect of professionalism, isolation of teacher education from the university, schools and each other, less competent teachers, adopting traditional approach, etc which needs an urgent reform. Removing of isolation, shifting of teacher training within university system, expanding training facility, appropriate agencies in centre and state are the major recommendations by Kothari commission (1964-66), NCFTE, 2009, Justice Verma Commission, 2012 and draft New Education Policy, 2019.

Second research question is to study the governance model of secondary teacher preparation in multiple sites and location. By analysing these governance and regulatory framework; NCTE is the common statutory body for all the institutions irrespective their site and location, but when it comes to UGC the role differs from institute to institute and from departments to department. In case of colleges, the role of university is to conduct examination and involve in curriculum design. Similarly, when it comes to regulation of state, CTEs and DIETs are the major institutions to regulate by state. Again, the policy context of MHRD may not be helpful

to all the institutions as per the diverse sites. The analysing scenario creates dilemmas in terms of location that; whether TE programme should be located in school education department or higher education department.

According to third research question, the institutional performance and outcome has to be measured as per the governing model of the institutional sites and location. The institutional performance has been broadly measured based on 5 variables; rules and regulation, physical resources, human resources, curriculum and pedagogy, academic activities. The institutional outcome has been measured through; enrolment rate, pass out rate, dropout rate, teacher eligibility test qualifies rate and the employment status of the teacher trainees. A comparative picture tried to draw by analysing the data from these six institutions. The findings are; whether it is a central university or a DIET or CTE all are NCTE recognised, there are shortage of physical and human resources, though there are similarities in adopting NCFTE, 2009, but the designing of curriculum varies across institutions. The role of university is again varying from institute to institute. Similarly, in outcome, there are variation in dropout rate, TET qualify rate and employment status among pupil teacher. There is a very high dropout in central university, because of less weightage to teaching profession. Even after the thousands of recommendation teacher education in India could not attract our young minds.

Given the result of this study, it is necessary to revisit the theoretical framework used to guide the study. The framework can provide a conceptual and contextual understanding of the research questions. A pragmatic and action-oriented worldview (Creswell, 2009) where ideas can be reduced to major variables that are empirically analysed through research questions.

Rose's Multi-agency collaboration model developed in 2007 which was emerged to bring an important fact that, sometimes for success of an organisation, it needs to collaborate with other agency who might have specialisation in particular field and these multiple agencies will work towards a common goal. In the same line, if we will talk about secondary TE in India multiple regulatory bodies are involved to it, but still the quality has not reached up to the mark. The most important factors which needs to take into consideration while collaborating; personal and professional status of individuals involved in it, local context of collaboration in terms of roles and responsibilities and the policy context at the national level in terms of structure and codes of policy. In this point, as per the collected data and analysis; it shows that almost all institutions have qualified and experienced teachers with institutional and state context, but without the clarity in policy context of nation the whole system gets ruin. This multi

collaboration are affected by working relationship, multi-agency processes, management and governance, resourcing multiagency works (Atkinson et.al, 2007). Not only multiple collaboration, the institution would look for the mix of input factors which maximizes the institutional performance. The developed theoretical framework input-output model provides a flexible framework which fits to the study as a blueprint of variables. It provides a way for looking at institutional inputs and thinking about how processes, policies and regulatory factors may contribute to the outcome of the institutions. In this present study context, the scenario is completely reluctant to For an example; if there is NCTE as regulatory body for teacher education, but still different organisation like UGC and state department are also involved for some other activities to achieve the same goal of quality teacher education in India and MHRD as policy making body applying top-down approach to get success. These agencies involved for the same sector are incompatible in terms of less collaboration, team reasoning, structures strategy and most importantly the consideration of local context for collaboration which is absolutely less productive. Given a result of this framework, which is to analyse and explore institutional performance and outcome and ultimately the success or failure of the institution in this complex teacher education structure embedded with the issue of multiple structure, assumption-based policy, gap between teacher education course and research, institutions outside university etc…

5.2. Contribution to the Literature and Discussion of the Findings

This is realised after data collection and analysis that; India is still in dilemma in placing the department of teacher education, whether teacher education should come under school education department of MHRD and regulated by NCTE or should come under higher education department of MHRD and regulated by UGC, what should be the location of teacher education department which is a systemic issue in India (Imam, 2011 & Sharma, 2019) and this further leads to the major issue of appointment, orientation, and training of teacher educators. Because without special cadre for teacher educators this becomes one of the major issues faced by the institutions that; even the teacher education course comes under school education department of state, but teacher educators are being appointed by OSSC conducted by the higher education department of Odisha and this issue raised by Singh & Mishra in 2017. Justice Verma Commission recommended for teacher education is one of the revolutionary commissions and after that; changes like many central and state universities established department of education and started offering teacher education course, but the paradox here is though the department qualified norms and standards of NCTE but regulating by UGC

completely which is a detachment from NCTE norms supported by Richard, 2016 & Kumari, 2019.

The major differences faced by the sample institutions are; selection procedure, examination system, sources of funding and management, etc. due to the variation of regulatory and governing bodies supported by the Rani & JRM-TE report of CSSTE (2017). Not only governance but also funding is again a major issue that the government institutions are running by private funding it means self-financing mode especially in the institutions which have grown up after recommendation of JVC, 2012, and regulated by NCTE, 2014 as per current study findings supported by Kumar, 2015. The quality of teacher education majorly depends on the quality training of teacher educators, but as per the result of the current study; no training of teacher educators conducted by the affiliated university (Jena, 2014, Rani, 2017, JRM-TE report of CSSTE, 2017 & Singh & Mishra, 2017). Apart from the central university, other sample institutions do not go through any training program of teacher educators, because central universities regulated directly by UGC and as per MOU signed by NCTE with UGC this training program is one of the prime objectives of the university. Other than these issues, effective human resource, physical infrastructure is another issue. Though all the institutes qualified norms and standards of physical infrastructure, there is an immense need for more physical resources for quality enhancement of teacher education (Goel & Goel, 2012 & Himmat, 2017). The issue of teacher shortage in India became the major problem and strengthening of CTEs and DIETs is the key to step taken again the issue (GoI, 2012), but the data collected; instead of strengthening these institutions government is trying to establish new TTIs or department in university academic life as per NPE, 2019. The shifting has not initiated still now (Sharma, 2019) and the outcome of the institutions as per analysed of data CTEs & DIETs are performing low.

In the current study, the institutional outcomes are comparatively low in state-managed institutions in terms of qualifying TET and employment status, because these state-managed institutes are performing with less physical and human resources (NCERT, 2009) and majorly they are isolated from a governing body. The governing body is inactive in these state-managed institutions because the institutions have no autonomy to take any decision without the state. These institutions are really isolated from a multi-disciplinary environment and university because in these institutions the role of the university is to conduct an examination and certify the candidates at the end of the academic year, which limits the role of the university (Bhatia, 2014, Sharma, 2017 & Dixit, 2014). Another issue that has not mentioned in studies the

shortage of teacher educators which is a major problem in almost all teacher education institutions in Odisha and all over India. Issue related to governance and leadership is another concern (Singh, 2013) in the state-managed institutions of Odisha (Panda, 2013) because the managing body is the state and due to lack of training, the leadership of the institutions cannot adopt professional management approach. Apart of the state-managed institutions, other teacher training program those which are operating under college or university; though the department does not adopt professional management approach, the administration of the institution is responsible for the quality of the training course. All the teacher education department of sample institutions demand another governing body to operate because the governing body is deciding the apex level means at university and state level without consultation of teacher-educators and students which is less informatic about the ground reality (Dhull & Gagan, 2017 & Goel & Goel, 2012). NCTE plays a role of the statutory body for quality improvised in teacher education, but as per the collected data except giving recognition to the TTIs, NCTE has no coordination regarding any matter of development in any of the institutions (Khan, 2009), but in CUO as per the data confirms that NCTE coordinates to some extent. When question rises about the location of the institutions; it has been already recommended by JVC, 2012, NCTE, 2014, and the National Education Policy, 2019. The benefits of university-based or multidisciplinary teacher education are comprehensive research in teacher education and collaboration with other departments to strengthen content knowledge of pupil-teachers (Liu, 2020 reviewed the book of Moon, 2013), but a world-wide assumption based policy planning is another issue in teacher education (Whitty, 2006 & Moon, 2013) and as per collected and analysed data the statutory body does not coordinate for any of the institutions for research and innovation in teacher education. As a result, the teacher education course is running without research and experiment

It is inevitable that; autonomy plays a very significant role in the quality enhancement of any higher education institutions (Martin & Varghese, 2013). The analysed data confirm in the current study that; the state-managed institutions have no types of autonomy where in contrast other TTIs have a level of autonomy, though they have no financial autonomy they have academic autonomy and administrative autonomy depends on the administrative department of the type of institutions. So, without any type of minimum autonomy and dominance of the federal government on the state are the issues of the poor performance of the institutions (Savage & Lingard, 2018). History says, globally state played a dominant role over the Higher Education Institutions (HEIs) during the post-world war II which was needed to

reform (Varghese & Malik, 2015) and the structure should change from governance to supervision model where institutions are subject to give autonomy where they can also exercise societal accountability and the autonomy is not only in institutional autonomy but also in terms of academic and financial autonomy.   As per the governance structure of the institutions, multiple agencies are governing, regulating, coordinating and planning for teacher education course and each institution have their structure of governance different from each other which adds another level of complexity (DeMonte, 2013) and quality gets compromised.

Though Odisha has abolished commercialisation of teacher education since 1987 when CSSTE came into existence by the recommendation of NPE, 1986 (Mohanty, 2006), the issue of less autonomy to state and the institutions is the major problem discussed by Panda, 2013 where professionalization and qualities are in a big crisis. Another contradict situation that has been realised during data analysis is that; in case of CUO, though the university is regulated by central government but situated in Odisha and the student-teachers after completion of the course mostly recruited by the state government and employed in the state government school, the role of state is zero in planning and coordination to a central university. It may further create problems because the state has its curriculum framework for school and teachers which may slightly different or do not adopt all the aspects of the central government. So, no matter whether a central university or state university, the respective state must be a part of the planning and coordinating. Because the quality of teachers depends on recommending regulation, quality of the course program, condition of the school, broader policy, and accountability context (Smith, 2013).

No doubt every TTIs have their vision and objective for ensuring national goal, but these objectives would take place in true sense when the institutions have proper infrastructure, human resources, perfect policy and regulation and most probably a uniform system of teacher education suggested by Richard, 2016, Kumari, 2019 & Sharma, 2019 which endorse the collected data. The analysis confirmed that the fluctuation of regulation by MHRD in terms of duration, of course, curriculum design has no productivity because increase duration, of course, needs more human resources and proper planning along with coordination from national expertise which proves futile in this case and this endorsed by Jena, 2014 & Maheshwari, 2009. From the data collected it is confirmed that; there is a drop out in the courses and the dropouts are due to getting better opportunities then this course. It directly points out that, teacher education cannot attract and aspire young minds (Padhi, 2018) due to reasons like demand-supply gap (GoI, 2012), low salary package (Jamwal, 2012).

As discussed in policy perspectives like Education Commission (1964-66), NCFTE, 2009, JVC, 2012, and NPE, 2019 the establishment of the department of education in the university containing P.G. and research courses can help ameliorate teacher education courses. But as per the data analysis; it is ensured that the courses are not so collaborative deliberately and central university and other state-affiliated universities have no P.G. course exists though exists; it is in self-financing mode. Overall, the idea of strengthening other courses is not helpful for quality improvement in teacher education and as discussed above not meaningful and serious researches are conducted by the institutions for quality enhancement of teacher education. The affiliated colleges are getting affected mostly where the university is the managing body. Issues of affiliation is another issue in Indian higher education system (Malik, 2017) because due to affiliation of many colleges under one university, the parent university is unable to monitor all the large chunk of affiliated colleges which hampers planning and monitoring and ultimately the teaching-learning process is affected (British Council, 2014). As per collected data the affiliated college like Rajdhani college under the affiliation of Utkal university which covers a large chunk of colleges affiliated to it which is unable to plan for the college and only approves as per planned by the college. As a result, the college and the department are working formally under the college rather than any meaningful involvement of the parent university. In this matter, NPE, 2019 suggestion works that up-gradation of affiliated college into autonomous college.

5.3. Implication of the Findings

Presently India is facing a crisis in teacher education in terms of professionalization, of course, location of the course, deregulation of teacher education, lack of research and innovation, governance, and leadership. Almost no empirical studies conducted in this aspect of regulation, governance, and location of the teacher education course. Currently, the course badly facing the issue of location; whether it should be placed in the higher education department or in the school education department. Again, sub-standard and stand-alone teacher education institutions result in the commercialization of the course. But the gap finds out from reviews that, there is multiple structures are operating teacher education course and the course needs to comply with multiple regulations as per the location of the institutions. So, to explore these governing structures is the major objective and how the institutions are performing and what are the outcomes in those different categories of institutions as per the location of the TTIs are the key of investigation.

The collected and analysed data demonstrates that; there is a wide variety in governance structure along with performance and outcome as per the governance structure of the sample institutions. First of all, the study will be helpful for scholars nationally and internationally those who are pursuing research in teacher education. In a state like America; it is also facing the same issue of multiple agencies and diversity in teacher education through no sub-standard private institutions prevail like Odisha, but multi-structure teacher education is also prevailing there.

Secondly, the study will helpful for the regulatory bodies of those who are involved in teacher preparation. The analysis confirms that the attempt of university-based teacher education can be successful and enhance quality in teacher education if more intellectual gets involve with clarity in structure and strategic planning. Because the study shows complexities faced by the institutions due to multiple regulations and less coordination. Mostly it would help the state government to analyse the loopholes of the state-managed institutions and the role needs to play by SCERT, Odisha to strengthen those institutions. The state government will also realise; how more effectively SCERT can perform for the betterment of the other institutions involved in teacher preparation because the type of institutions involves in teacher preparation does not matter in the recruitment of school teacher where the ciliation takes place between higher education and school education department of state.

In the third place, the study will helpful for the policymakers of teacher education. The policies formulated for teacher education are mostly assumption-based. So, the frequent fluctuation of policies in terms of duration, of course, curriculum design, location of the institutions, strengthening research in teacher education are some of the major aspects of recent changes, but these changes whether can be aptly applicable to the context of the institutions or the institution is ready to accept these changes really matters.

Last but not the least, the study can prove as helpful for the TEIs or the departments of teacher education to assess, where the institution stands. Each category of sample institution can set as an example for all other institutions thereof, which may positively assist to set goals and vision for better performance. It is also helpful to find out where the problem lies; whether it is systemic trouble, or lack of resources, curriculum, or the role of the university and statutory body. Because without sufficient physical and human resources; the institutions can optimize and mobilize the resources, but if it is a systemic issue then it the responsibility of the apex body. So, it may help to identify the real problems and take steps against those.

5.4. Limitations of the Study

Every study has a limitation which further leads the research gaps. There may be some possible limitations in this study as well. The first and foremost limitation is the lack of previous empirical research studies in this area. This limited the investigator to find related articles on higher education governance instead of teacher education and this further led compromise in the discussion part because the context differs. The next limitation of the study is a non-available database in the institutions. The institutions must have track records of pass out students through which authentic data can be obtained. Due to the non-availability of an authentic database, the analysis of the study gets hamper partially. Analysis of the variable institutional outcome is important for the present study and the indicators for this variable that are compromised here are the TET qualify numbers, employment status of qualified students are the KPIs to measure the variable. Another important limitation of the study is less scope of generalization. Generally, qualitative information is less generalizable and particularly a case study method. Though the study adopts a cross-case analysis method to increase generalization of the study, the constraint here is context. Because each type and each institution vary from each other in terms of governance. The rules and regulations followed by Utkal university are different from Fakir Mohan University. With this contextual background, the institutes are different from each other. The next limitation of the study is the sample. Among the total number of sample 50% sample are from a single district of Odisha. As per the sampling technique, purposive sampling has been adopted for the study. The stakeholder for the study is the head of the institutions and to reach with them the investigator finds a contact in the respective institutions and schedule the meetings. So, the investigator finds the district where she got the contact, but this factor may not affect the study negatively. Last but not the least, the limitation of the present study is the scope of discussion. The scope of discussion always depends on the amount and quality of literature we studied. The purpose of the discussion is to what extent the literature support or contradicts your study as per the collected and analysed data. Here the literature has less empirical studies and the literature mismatched due to contextual mismatch. For instance, the Finnish regulation for teacher education is different from the Indian regulation of teacher education. So, the pros and cons of the teacher education system among the countries are different from each other, and most probably, to accomplish the discussion the contextual reviews like studies and policy perspectives and reports of India are broadly preferable for the study.

Though these limitations are not affecting the study in a broader aspect, to clarify the readers there is a need to mention, so further researchers may avoid these limitations.

5.5. Suggestions for the Future Research

The present study attempted to explore the governance models of TTIs in multiple sites and location which further leads to exploring two more variables like; institutional performance and outcome of those multiple site institutions. The study by nature adopted both a quantitative and qualitative approach to accomplish. The study is using a small sample of this and departments of colleges and universities in the state of Odisha. Because of the limitation of time and coordination from the institutions, the study was limited to some extent as discussed above. Though this is the less researched area in teacher education, to broaden the area some of the suggestions are discussed in this section for future research.

The institutions are at multiple sites and locations of Odisha preparing future teachers for India. Further researches can be conducted on whether the location in terms of rural and urban is affecting teacher preparation or not. Though the current study addresses the location of the institutions but not in the broader aspect. So, further researches can be addressed how the location of these multiple sites of institutions affects teacher preparation.

Further researches also can be pursued that; if teacher preparation of India is done through multiple regulatory bodies then which regulatory body on what proportion regulate teacher education and can come out with which is the best regulatory body for teacher education by applying any quantitative approach.

It is confirmed from the reviews and analysed data that; the TTIs are preparing teachers who are performing with less and no autonomy. So, in this context, the new research can preside over comparing between functions of teacher education performing with institutional autonomy and institutions with no autonomy by adopting models of some developed countries. It means how self-regulation attempts quality in teacher education because it is evident from reviews that HEIs with increased autonomy are performing well then affiliated institutions.

India is not only the case of offering teacher education in multiple regulatory structures. A state like America also facing the same complexity. So, internationally researchers can go for the extra layer of this research to reach out the effect, quality, attitude of regulatory bodies, new policies based on researches and what are the implication, whether this multiple structures helping teacher education institutions directly or indirectly and most important students are getting benefits or facing problems out of this regulatory structure.

This concept of multiple sites of teacher education is new to India coming after 2014. There are certain loopholes in stand-alone institutes in India and teacher education in multi-disciplinary institutions is the only panacea suggested by current NPE, 2019. Whether the new institutions of teacher education are adding something extra to teacher education which may lead to quality enhancement or they are performing as the same existing stand-alone institutions. So, with this background, fresh comparative research can be carried out in skill variation of pupil-teachers in existing institutions and the newly added institutions in a multi-disciplinary environment.

The study is delimited to the state of Odisha only. Because as per the rationale of the study Odisha is free from commercialisation of teacher education, but it may possible that some of the private institutions can have a better idea to operate which can contribute to the quality of teacher education. The new research can be pursued by creating a comparative picture of institutes within a multi-disciplinary environment and institutes operating by the private body which can only be possible apart Odisha. So, the same study can be conducted in other states like Bihar and Haryana were private teacher education institutions are prevailing in a huge number.

5.6. Conclusion

For a running successful education system, the teachers need to empower, but if the attitude of the government, institution, teacher educators, and the student-teacher are wrong, then the growth of the nation would completely stagnate one day. India stands in 73rd position amongst 74 countries in learning outcome as per the recent PISA report which is partially affected by the attitude of the stakeholders in the teacher education system. The summary of the whole analysis is, the multiple agencies which are working for quality of teacher education should be uniform in nature rather diverse. Again, it clears the argument partially that the state-managed institute like DIETs and CTEs are performing less effectively than other institutions due to state-management and the minimum level of autonomy.

The conclusion of the study has been presented as per the number of research questions answering by analysing the data. It can be concluded from the overall chapters and analysis that, teacher education is one of the delicate sectors and the reasons are many; performance of regulatory body, the uncertain vision of institutions, less autonomy to state and institutions, location of the teacher education, isolation from academic life of the university, shortage of teacher educators, institutional leadership are some of the issues. If we compare other

professional institutions like engineering and nursing with teacher education institutions, they are not called as an isolate from university academic life or needs a multi-disciplinary approach to operate where teacher education needs so which is yet to explore. Again, as a professional course, it needs a scientific space and sufficient leaning hours with teachers to operate. There is no benefit if the teacher education course is operating in the university, but the needs and accessories are unavailable to run the course. Before place the professional course in a university system, a proper strategic plan is mandatory, otherwise operating in a single course institution away from university and course in a university department of education may not have any differences. Though central university, Odisha has a multi-disciplinary environment offering teacher education the issues like teacher shortage, less physical infrastructure, and away from schools and mainstream society still exist. No doubt the course may collaborate with other departments but may not correlate the real social situation and the theoretical aspects of the course. The course is all about experiencing, experimenting, and reflecting the school and ultimately society. If teacher education course operates away from these two sectors, may not achieve the potential of the course.

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APPENDIX-1

LIST OF SURVEYED INSTITUTIONS & DEPARTMENTS

Sl. No.	Name & Address	Name of the Head/ Principal
1.	Central University, Odisha Sunabeda, NDA Post Office, Koraput-763004, Odisha, India Email: info@cuo.ac.in	Dr. Ramendra Kumar Parhi Asst. Professor, Head (I/C) Department of Education Email: ramendraparhi@gmail.com
2.	Fakir Mohan University, Old Campus, Januganj, Balasor-756001, Odisha, India Email: educationdept.fmu@gmail.com	Dr. Raj Kumar Nayak Associate Professor, Course In charge, P.G. Department of Education Email: rknayak1973@yahoo.co.in
3.	Fakir Mohan Autonomous College Pragati Nagar, Azimabad, Balasore-756001, Odisha fmcollegebaleswar@gmail.com	Dr. Bidyutprava Das Asst. Professor, Head, Department of Education
4.	College of Teacher Training, Manikhamb, Balasore-756001, Odisha Phone: 0674-1234567 Fax: 0674-1234567	Dr. Harekrushna Sahoo Principal, CTE, Balasore
5.	Rajdhani College, N1/154, Near Baramunda Fire Station, Baramunda Square, Nayapalli, CRPF Colony, IRC Village, Nayapalli, Bhubaneswar, Odisha 751003 Email: rajdhanicollege@yahoo.in	Dr. Jayanti Strusallya Associate Professor, Course Co-ordinator, Department of B. Ed
6.	District Institute of Education and Training (DIET), Dolipur, Naguan, Jajpur Road, Jajpur Orissa, 755019 Email: info@scertodisha@nic.in	Mr. Nabakishore Giri Principal, DIET, Dolipur Email: nabakishoregirikjr1964@gmail.com

APPENDIX-2

DEPARTMENT OF SCHOOL &NON-FORMAL EDUCATION
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND
ADMINISTRATION, NEW DELHI-110016
Schedule for M. Phil work on

"Governance of Secondary Teacher Education in Multiple Sites and Location:
Implications on Institutional Performance and Outcome"

Schedule No.					Confidential & For Research Purpose Only

Supervisor	**Investigator**
Pranati Panda	**Twinkle Panda**
Head & Professor	**M. Phil Research Scholar**
Dept. of School & Non-formal Education	**20181017**

Respected Sir/madam,

This study is primarily for collecting views of head of the departments/administrators/ on governance of secondary teacher education and its implications on institutional performance and outcome in the scenario of quality teacher education. The problem of quality assurance in teacher education in the 21st century is yet to be addressed. Thus, this is the first step to what are the constraints of governance of teacher education foe producing quality outcomes as effective teacher. Hence, please lend your invaluable support to successfully complete this research.

Briefly, the objective of the study is implication of governance on operation of diversified teacher education. In this regard, this questionnaire is divided into different sections based on regulatory body working for quality teacher education; the first section is for the **profile of the teacher education institution;** the second section is for **NCTE as a regulatory body**. Next, the **role of UGC/University and then the department or the teacher education institution** itself in addressing quality teacher education are enquired in the third section and the last section is about **institutional outcome** of the same.

Please contribute by filling the form and add further to the available literature. The generated information would remain confidential and I shall be ever grateful for these valuable responses and suggestions.

Thank You!

SECTION-I: PROFILE OF THE INSTITUTION

1. Name of the institution:

2. Address of the institution:

3. Date of Establishment:

4. Date of recognition?

5. Where is your institution situated?

Urban		Semi-urban		Rural		Tribal		Any Other, please specify	

6. From which following funding agency your institution gets funding?
    a. Government
    b. Grant-in-aid
    c. Constituent
    d. Self-financed
    e. Any other (specify and indicate)

7. Which of the followings best describe the type of your institution?
    a. Affiliated to university
    b. Governed by university but independent
    c. Affiliated to university but located in autonomous collage
    d. University department/school/faculty of Education
    e. Any others, please specify

8. Which of the following courses provided by your institution?
    a. Bachelors
    b. Post-graduation
    c. Diploma Courses
    d. In-service Training

9. Which mode of the courses transaction your institution is following for teacher education?
    a. Open and Distance Learning
    b. Conventional
    c. Part-time

10. What is/are the types of course(s) are offered by your institution from the followings in relation to teacher education?

    a. 2 years B. Ed

    b. 2 Years M. Ed

    c. 4-year Integrated programme leading to B.A. B.Ed./B.Sc. B.Ed. degree.

    d. 3 Years Integrated B. Ed-M. Ed

    e. 2 years B. Ed in any specific subject (Hindi/ Sanskrit)

    f. 2-years D. L. Ed Course

SECTION-II: NATIONAL COUNCIL OF TEACHER EDUCATION (NCTE)

1. Have you qualified all the norms and standards of NCTE? If Yes, what is the current status in terms of intake capacity?

2. Does it coordinate and monitor? If yes, how the recommendations of NCTE is helpful in the matter of preparation of suitable plans and programmes in the field of teacher education?

3. Do you follow the guidelines of NCTE in respect of minimum qualification for person to be employed as teacher educator? If yes, how the guideline helpful in recruitment and other procedures?

4. Have you qualified the norms in respect of minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of course contents and mode of curriculum? If yes, to what extent these norms are facilitating for quality enhancement?

5. Does NCTE recommend and coordinate the institute to promote and conduct innovation and research in various areas of teacher education? If Yes, how do you implement the recommendation?

6. Does NCTE examine and review periodically the implementation of the norms, standards and guidelines laid down by the council? If yes, how do you implement the suggestion and what is the current status?

7. Have you qualified the NCTE norms of physical resources? If yes, whether this much physical resources are sufficient to produce better and quality teachers?

8. Do you follow the guidelines of NCFTE, 2009? If yes, how it is helpful for curriculum designing?

9. Do you follow the procedure of programme implementation given by NCTE? If yes, whether it is helpful for course transaction or not in your institution?

10. Have you qualified the norms of NCTE regarding human resources? If yes, how do you manage and develop the human resources in terms of quality teacher training?

11. Do you follow the regulation of NCTE for including ICT, Yoga, inclusive education etc. in the curriculum content? If yes, how do you perform for inculcating value and practices in trainees?

12. What the approach of teaching do you use for teacher training and how it is helpful for producing better teacher training?

13. How do you view the role of NCTE in producing better teachers particular to your institution?

SECTION-III: UGC & UNIVERSITY

1. How do you define the role of university in aligning existing curriculum with NCFTE, 2009 in your teacher education institution/ department?

2. How does university coordinate and recommend in designing and revising curriculum for quality teacher education?

3. How does strengthening of P.G. courses in education department of university is helpful for teacher training?

4. Do you think that the regulation of integrated courses of teacher education is helpful for producing quality teachers? If yes, how?

5. How do you define the role of university in preparing modules and conduct orientation programme for teacher educators?

6. Does the university have Teaching Learning Centre (TLC)? If yes, how it is helpful for planning, managing, coordinating and monitoring teacher education?

7. How HRDC in university is helpful for your institution/ department?

8. How do you view the role of university in decision making process for quality enhancement in teacher education programme?

SECTION-IV: MHRD & SCERT

1. How do you view the location of your institution (within university or independent institution or in colleges)? What are the pros and cons?

2. How do the schemes of faculty development programme are helpful for producing better teachers?

3. Does the fluctuation of regulation regarding teacher education programme (integrated courses, increase duration of course etc) are improving the quality of teacher education? What are the benefits?

4. The teacher education course is regulating under TE & SCERT of state but the posting of teacher educators is regulating under Higher Education Department of the state. What are the merits and demerits of it?

5. How do you view the role of state as regulatory body in planning and conducting teacher education programme in context of your institution or department?

SECTION-V: INSTITUTION/ DEPARTMENT

1. How your institutional vision ensures the vision and objective of regulatory body for producing quality teachers?

2. Who is the governing body of your Institute? What are the functions of this governing body for quality teacher education?

3. Do you need any governing body or decision taken by university is helpful for better teacher preparation?

4. The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher. How do you perform to ensure the above statement?

5. Does the institution undertake curriculum revision on a regular? If yes, how it ensures continual deliberations on its substance, adequacy and up datedness?

6. Does the institution have sufficient resources for regular upkeep of the physical infrastructure? If yes, whether it is suitable and adequate for effectively implementing the programme.

7. What are the functional mechanisms evolved for ensuring optimization of efficient use of available resources and regular monitoring of the activities at different levels?

8. Does the institution analyse the information obtained on monitoring? If yes, how the outcomes are communicated to the concerned leading to corrective measures for improving the effectiveness of activities?

9. Does the institutional leadership adopt professional management approach? If yes, what are the different functions of it?

10. Does the institute have MOUs with other institutions? If yes, how does it helpful for better teacher preparation?

11. How do you view the role of governing body of your institution in quality teacher education programme?

INSTITUTIONAL OUTCOME

1. ENROLMENT RATE

Courses	2018-19	2017-18	2016-17

2. PASSOUT RATE

Courses	2018-19	2017-18	2016-17

3. STAGNATION RATE

Courses	2018-19	2017-18	2016-17

4. DROPOUT RATE

Courses	2018-19	2017-18	2016-17

5. QUALIFY TEACHER ELIGIBILITY TEST

Courses	2018-19	2017-18	2016-17

6. EMPLOYMENT STSTUS

Years	Government school teachers under state/ centre recruitment	Private school teacher	Other profession
2018-19			
2017-18			
2016-17			

PHOTO GALLERY

ବନ୍ଦ ହେବ ୧୪ ବିଇଡି କଲେଜ

ଭୁବନେଶ୍ୱର, ୧୬।୭ (ସ.ପ୍ର) : ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଅଧୀନରେ ଥିବା ରାଜ୍ୟର ୧୪ଟି ବିଇଡି କଲେଜ ବନ୍ଦ ହେବ । ଆଦଶ୍ୟକ ସଂଖ୍ୟକ ଅଧ୍ୟକ୍ଷ ଓ ଅଧ୍ୟାପକ ନ ଥିବାରୁ ଏହି କଲେଜଗୁଡ଼ିକର ସ୍ୱୀକୃତି ପ୍ରତ୍ୟାହାର କରାଯିବ ବୋଲି ଏନସିଟିଇଆରଟି ସରକାରଙ୍କୁ ପତ୍ର ଲେଖିଥିଲା । ଏନସିଟିଇଆରଟିର ପତ୍ର ପରେ ଶିକ୍ଷକ ପଦ ପୂରଣ ନେଇ ଗତ ମାସ ୨୦ ତା ଶିକ୍ଷା ଭବନରେ କମିଶନରଙ୍କ ଅଧ୍ୟକ୍ଷତାରେ ଏକ ଉଚ୍ଚସ୍ତରୀୟ ବୈଠକ ଡକା ଯାଇଥିଲା । ଏହି କଲେଜଗୁଡ଼ିକ ପାଇଁ ଆବଶ୍ୟକ ପଦୁଥିବା ୧୪୯ ଅଧ୍ୟକ୍ଷ ଓ ଅଧ୍ୟାପକ ପଦର ନିଯୁକ୍ତି ଦେବାକୁ ଓଡ଼ିଶା ଲୋକସେବା ଆୟୋଗକୁ କୁହାଯାଇଥିଲା । ଏପର୍ଯ୍ୟନ୍ତ କାହାରିକୁ ଅବସ୍ଥାପିତ କରାଯାଇନାହିଁ । ମାର୍ଚ ୩୧ ତାରିଖରୁ କଲେଜଗୁଡ଼ିକ ବନ୍ଦ ହେବା ସମ୍ଭାବନା ସୃଷ୍ଟି ହୋଇଛି । ୨୦୨୦-୨୧ ଶିକ୍ଷାବର୍ଷ ପାଇଁ ନାମଲେଖା ମଧ ହୋଇପାରିବ ନାହିଁ । ଆସନ୍ତା ୧୮ ତାରିଖରେ ଭୁବନେଶ୍ୱରରେ ଏନସିଟିଇଆରଟିର ବୈଠକ ବସୁଛି । ଅଧ୍ୟକ୍ଷ ଓ ଅଧ୍ୟାପକ ପଦ ପୂରଣ ନହେଲେ ନିୟମ ଅନୁସାରେ କଲେଜର ନାମ ଲେଖା ଦେବ ନାହିଁ ।

ସୂଚନାଯୋଗ୍ୟ ଯେ କଟକ, ସମ୍ବଲପୁର, ବ୍ରହ୍ମପୁର, ଅନୁଗୋଳ, ବଲାଙ୍ଗୀର, ବାଲେଶ୍ୱର, ରାଜଗାଙ୍ଗପୁର, ବାରିପଦା, ଭବାନୀପାଟଣା, କୋରାପୁଟ, ଭୁବନେଶ୍ୱର, ଭଞ୍ଜନଗର, ଯାଜପୁର ଓ ପୁରୀ ଆଦ‌ିରେ ଏହି କଲେଜଗୁଡ଼ିକ ୧୯୯୭ରୁ ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଅଧୀନରେ ରହିଛି । କ୍ରମାଗତ ପଦବୀ ପାଇଁ ବୟସ ସୀମା କମ ଥିବାରୁ ପ୍ରାୟ ମିଳୁନାହାଁନ୍ତି । ସୂଚନାଯୋଗ୍ୟ ଯେ ପ୍ରତି ବିଇଡ‌ି କଲେଜରେ କେଇ ଅଧ୍ୟକ୍ଷ ଓ ୧୪ଜଣ ଅଧ୍ୟାପକ ରହିବା ଆବଶ୍ୟକ । ଏବେ ମୋଟ ୩୧୪ ଜଣ ଅଛନ୍ତି । ସେମାନଙ୍କ ମଧ୍ୟରୁ ନିକଟ ଭବିଷ୍ୟତରେ ୨୫ ଜଣ ଅବସର ନେବେ ।

ଏହି ସମସ୍ତ କଲେଜରେ ୨୨୩୦ ଛାତ୍ରଛାତ୍ରୀ ପଢୁଥିବା ବ୍ୟବସ୍ଥା ଥିବା ଯୋଗୁଁ ଅଧ୍ୟକ୍ଷ ଓ ଅଧ୍ୟାପକ ନିଯୁକ୍ତି ନେଇ ତୁରନ୍ତ ପଦକ୍ଷେପ ନିଆଯିବା ଆବଶ୍ୟକ ବୋଲି ବିଭାଗ ପକ୍ଷରୁ ସୂଚନା ଦିଆଯାଇଛି ।

ଅଧ୍ୟକ୍ଷ, ଅଧ୍ୟାପକ ନାହାନ୍ତି

ରାଜ୍ୟ ସରକାର ରିପୋ...

କଟକ,୧୬।୭(ବ୍ୟୁରୋ): ଢେଙ୍କାନାଳ ଜିଲ୍ଲାର କାମାକ୍ଷାନଗର ଅଞ୍ଚଳରୁ ୧୪ ଜଣ ଗୋଟି ଶ୍ରମିକଙ୍କ ମୁକ୍ତି ପ୍ରସଙ୍ଗକୁ

କ୍ଷିସ ଏସ୍ କେ ସାହୁଙ୍କ ନେଇ ଗଠିତ ଖଣ୍ଡପୀଠ ଏ ସଂପର୍କିତ ମାମଲାର ଶୁଣାଣି କରିଥିବାବେଳେ ରାଜ୍ୟ

ପିଛିଲା ତାରିଖରୁ ମିଳିବ ମହଙ୍ଗା ଭତ୍ତା !
ଆନ୍ଦୋଳନ ସ୍ଥଗିତ
ଭୁବନେଶ୍ୱର, ୧୬ ।୭ (ନି...