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# Quality Comparison between Government-Aided and Self-Financed B.Ed Colleges in Odisha: Institutional Practices, Quality Indicators, and Implications for Teacher Education

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## ABSTRACT

The expansion of self-financed B.Ed institutions in Odisha alongside established government-aided colleges has intensified debate on comparative institutional quality. This review-based study, developed from the author's M.Ed dissertation, examines and compares key quality dimensions — infrastructure, faculty profile, curriculum transaction, school internship, and evaluation practices — across both institutional categories. Findings indicate that government-aided institutions demonstrate stronger faculty stability and internship supervision systems, while self-financed institutions exhibit administrative flexibility and modern infrastructure. Both categories face common challenges in ICT integration and professional development. The study concludes that institutional quality transcends funding classification and is primarily shaped by leadership commitment, pedagogical culture, and sustained quality assurance practices. Evidence-based recommendations for policy reform and NCTE compliance are presented.

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## 1. Introduction

Teacher education is foundational to the quality of any educational system, and the calibre of B.Ed institutions directly determines the professional competence of the nation's teaching workforce. India has witnessed rapid proliferation of teacher education institutions, particularly self-financed colleges, since the early 2000s. Odisha mirrors this trend: while government-aided B.Ed colleges have



long served as institutional anchors, self-financed institutions have expanded substantially, driven by growing demand and liberalized policy. This growth has raised legitimate questions regarding comparative quality across institutional categories.

Despite the significance of the issue, rigorous multi-dimensional comparative analyses of B.Ed institution quality specific to Odisha remain scarce. The present study addresses this gap by synthesizing evidence from an M.Ed dissertation study and related literature, examining quality across five key institutional dimensions.

### ***1.1 Objectives***

1. To examine quality indicators in Government-Aided B.Ed institutions in Odisha.
2. To examine quality indicators in Self-Financed B.Ed institutions in Odisha.
3. To compare institutional quality dimensions and identify implications for policy and practice.

### ***1.2 Research Questions***

- How do the two institutional categories compare on infrastructure, faculty profile, and curriculum transaction?
- In what ways do internship quality and institutional evaluation differ between government-aided and self-financed B.Ed colleges?
- What policy and institutional reforms are indicated by the comparative findings?

## **2. Review of Literature**

Quality in teacher education is conceptualized as multi-dimensional, encompassing inputs (infrastructure, faculty, curriculum), processes (pedagogical transaction, internship), and outcomes (student-teacher competence). The NCTE's National Curriculum Framework for Teacher Education (2009) adopts this integrative framework, emphasizing knowledge, practice, and professional values as interdependent quality dimensions.

Kumari (2016) found marked differences between government-aided and self-financed institutions in South India regarding library resources and faculty profile, with self-financed institutions showing higher faculty turnover and limited research engagement. Rajan (2017) similarly noted that infrastructural adequacy alone does not guarantee quality; pedagogical utilization of resources is equally



determinative. Tiwari (2016) demonstrated that government institutions maintained a higher proportion of permanently appointed, doctoral-qualified faculty, whereas self-financed colleges relied more on contractual appointments. Archana (2018) corroborated that faculty in self-financed institutions reported lower professional autonomy.

Regarding internship, Mary Christinal (2017) established that quality was significantly influenced by institutional partnerships with schools, supervisory intensity, and feedback culture. Nagarathna (2018) identified gaps between intended and implemented internship curricula in both categories. These studies collectively underscore the need for state-specific, multi-dimensional comparative research such as the present study.

### **3. Methodology**

This study employs a descriptive-comparative research design (Best & Kahn, 2010), drawing on the author's M.Ed dissertation conducted in Odisha. Purposive sampling was used to select representative government-aided and self-financed B.Ed colleges recognized by the NCTE Eastern Regional Committee, ensuring diversity in geographic location, institutional age, and size. Data were collected through four instruments: a structured institutional observation schedule, a semi-structured teacher educator interview guide, a validated student-teacher questionnaire, and document analysis of institutional records. Quantitative data were analyzed using descriptive statistics; qualitative data were subjected to thematic analysis (Braun & Clarke, 2006). Triangulation across data sources enhanced validity. Informed consent was obtained from all participants, and anonymity was maintained throughout.

### **4. Findings and Discussion**

#### ***4.1 Infrastructure and Learning Resources***

Government-aided institutions generally possessed larger campuses, established libraries with comprehensive collections, and dedicated subject-specific laboratories aligned with NCTE norms, though many showed signs of infrastructural aging. Self-financed institutions often occupied newer facilities with modern classroom design, but library depth was frequently less comprehensive. ICT equipment was more consistently present in self-financed colleges, yet pedagogical integration of technology remained limited across both categories, confirming the divergence between resource availability and effective educational utilization (Kumari, 2016; Rajan, 2017).



#### ***4.2 Human Resources and Faculty Profile***

Government-aided institutions demonstrated greater faculty stability, with a higher proportion of permanently appointed teacher educators holding M.Ed and Ph.D. qualifications, supporting mentorship continuity and a research culture. Self-financed institutions relied predominantly on contractual appointments, resulting in higher turnover, limited research output, and reduced access to professional development. Student-teachers in self-financed colleges reported comparatively lower satisfaction with mentor consistency and instructional depth, corroborating Tiwari (2016) and Archana (2018).

#### ***4.3 Curriculum Transaction and Pedagogical Practice***

Both categories showed predominant reliance on lecture-based pedagogy. Government-aided institutions demonstrated greater use of cooperative learning, reflective journaling, and structured microteaching with feedback. Self-financed institutions more frequently used technology-assisted presentations, though often as a substitute for deeper pedagogical engagement. Integration of learning management systems and digital resources was minimal across both types, reflecting a systemic ICT capacity gap for teacher educators in Odisha.

#### ***4.4 School Internship Quality***

Internship exhibited the widest variation between and within institutional categories. Government-aided institutions benefited from longer-established school partnerships and more systematic supervision protocols. Self-financed institutions showed heterogeneity — some had functional supervisory systems, while others relied on informal arrangements with high student-to-supervisor ratios that limited feedback depth. Reflective components such as post-lesson conferences and self-evaluation were inconsistently implemented across both categories (Mary Christinal, 2017; Nagarathna, 2018).

#### ***4.5 Institutional Evaluation and Quality Assurance***

Government-aided institutions operated within established evaluation frameworks with structured internal and semester-end assessments. However, functional Internal Quality Assurance Cells were not uniformly operative. Self-financed institutions showed greater variability in assessment transparency and student feedback mechanisms. Institutions that had undergone external accreditation demonstrated comparatively stronger internal quality systems, indicating that the external review process itself catalyses institutional improvement.



## 5. Recommendations

- Mandate annual faculty participation in NCTE-recognized professional development programmes across both institutional categories.
- Introduce minimum permanency norms for teacher educator appointments in self-financed B.Ed colleges to reduce turnover and strengthen mentorship.
- Develop a state-level standardized internship supervision framework specifying minimum contact ratios, structured feedback protocols, and school partner selection criteria.
- Require all recognized B.Ed institutions to establish functional IQACs with annual self-study reporting, irrespective of funding type.
- Launch targeted ICT pedagogy capacity-building programmes for teacher educators focused on instructional design and digital resource integration.

## 6. Conclusion

This comparative study of government-aided and self-financed B.Ed colleges in Odisha reveals that institutional quality is neither uniformly superior nor consistently deficient in either category. Government-aided institutions demonstrate advantages in faculty stability, library resources, and internship supervision; self-financed institutions offer administrative flexibility and modern facilities. Both share significant challenges in ICT integration, faculty professional development, and systematic quality assurance. The fundamental implication is that quality cannot be assessed through funding classification alone — it is a dynamic outcome of leadership, pedagogical culture, resource utilization, and continuous self-improvement. As India implements the National Education Policy 2020's vision for transformed teacher preparation, evidence from comparative institutional analyses such as this study is essential to guide targeted, differentiated reform.

## Declarations

**Conflict of Interest:** The author declares no conflict of interest.

**Funding:** This study received no external funding.

**Ethical Approval:** Informed consent was obtained from all participants. Anonymity and confidentiality were maintained throughout.



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