

## **A Study on the Evaluation of the Quality of Self-Financed Pre-Service Teacher Training Institutions in Haryana**

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### **Abstract**

This paper focuses on the current trends and practices of teacher training institutes in Haryana. The main objective of the paper is to know the different aspects of practice teaching during the internship program.

The teaching effectiveness of Bachelor of Education (B.Ed.) teacher trainers using an explanatory casual model involves attitude, interest, and academic achievement. It also includes the reaction of B.Ed. trainees toward innovations in the distribution of teacher education programs' content according to their capacity, relationship, attitude, etc. Teacher education is an important area to concern in our education system. Numerous committees and commissions have been established to improve and change the status of teacher education. Development in a country depends greatly on the quality of its teachers. There are some major concerns that call for immediate action. A comprehensive, dynamic, and responsive system of teacher education needs to be continuously evolved keeping the overall scenario in view.

## **1. Introduction**

The quality of education depends on the quality of teaching. Competent, committed, and dedicated teachers are the greatest assets for any educational institution. The quality of an educational system depends in a large measure on our securing a fair number of well-educated, well-equipped, and contented teachers (Vasanthi and Anadhi, 1997). Teacher education is an integral component of the educational system. There are about 4.52 million teachers in the country, of which nearly 3 million are teaching at the elementary primary level. Universal accessibility to quality education is considered essential for development.

Various attempts have been made to improve the status of teacher education in India. The NPE 1986 has suggested establishing District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), Institutes of Advanced Study in Education (IASEs), and Regional Institutes of Education (RIEs) for providing teacher education at various levels. However, now the curriculum of 1-year teacher education, which prepares teachers for the secondary stage, generally omits content-specific training and emphasizes a uniform teaching–learning methodology. Now the curriculum transaction and evaluation in 1-year Bachelor of Education (B.Ed.) course colleges are predominantly theory oriented with hardly any hands-on practical experience. The existing “Practice Teaching” program is generally stereotyped. The prospective teacher teaches a fixed number of lessons to complete university requirements. There is a view point

that the existing B.Ed. product is not adequately prepared to teach in real settings.

It is therefore essential to prepare a comprehensive teacher education curriculum that would produce quality teachers with greater professional responsiveness and responsibility. The prospective subject teacher should be equipped with subject-matter competencies along with transactional methodology. The practice teaching component has to be replaced by an internship of a much larger span of time.

The burgeoning population of the country is the biggest hindrance to progress in all dimensions. Mostly, all education institutes of the country are running under a shortage of teachers. We still could not provide a good student–teacher ratio in higher education. Hence, this ratio in higher education is unpredictably low. There is an urgent need to run a requirement drive for teachers so that the shortage of teachers can be solved out. Quality concerns in teachers also need to be taken care of while their admittance to the profession that demands a high standard of excellence.

## **2. Objectives**

The objectives of this paper are to:

1. Study the academic achievement (curricular and non-curricular) of pupil teachers of self-financed B.Ed. colleges.
2. Compare the academic achievement (curricular and non-curricular) of pupil teachers in relation to their gender.

3. Study the perception of teacher educators toward the quality of self-financed B.Ed. colleges.
4. Study the perception of pupil teachers toward the quality of self-financed B.Ed. colleges.

### **3. Sample**

It was decided to select a sample from self-financed (B.Ed.) institutes in Haryana. In the present study, 5 self-financed institutes in Haryana were selected through a simple random sampling technique. There were 25 teacher educators and 150 students who were selected from these self-financed institutes. Of those students, 70 male and 80 female students are in the study and 70 rural and 80 urban students are in the study of the self-financed institutes.

### **4. Methodology**

The purpose of the present study was to study the perception of teacher educators, students, and infrastructural facility of the institutions. To achieve this purpose, a **survey method** was appropriate and hence adopted to conduct this research.

### **5. Tools Used**

Taking all these factors into consideration, the investigator developed and used the following tools.

1. Observation of teachers' perception toward self-financed institutes in

Haryana.

2. Observation of students' perception toward self-financed institutes in Haryana.

3. Observation of the basic infrastructural facilities of self-financed institutes in Haryana.

## **6. Statistical Technique Used**

The percentage was used for analysis of the collected data. With this technique, data were interpreted to know the real status of the self-financed teacher education institutions in Haryana.

## **7. Major Findings**

### **7.1. Analysis on the Basis of Institutional Observation and Academic Achievement of Pupil Teachers**

1. The majority of self-financed teacher training institutes have good basic infrastructural facilities.
2. The majority of self-financed teacher training institutes have good status of outdoor environmental facilities.
3. The majority of self-financed teacher training institutes have good status of indoor environmental facilities.
4. The majority of self-financed teacher training institutes have limited space; however, the arrangement of classes was found good.

5. The majority of self-financed teacher training institutes have a very low academic achievement of B.Ed. students.

### **7.2. Analysis on the Basis of Teacher Educators' Perception toward Self-Financed Teacher Education Institutions**

1. The majority of self-financed teacher training institutes have well-qualified teachers according to the NCTE.
2. The majority of self-financed teacher training institutes are not well experienced.
3. Maximum teacher educators perceived self-financed institutes are purely concerned about profit making.
4. Around 60% of teacher educators are getting their salaries as set by UGC because they have qualification as per the NCTE and UGC norms, whereas 30% of teacher educators do not enjoy this status.
5. Maximum teacher educators (48%) are less qualified and experienced;

however, those who are experienced are not interested in joining self-financed institutes due to lower salaries and a lack of job satisfaction.

### **7.3. Analysis on the Basis of Pupil Teachers' Perception toward Self-Financed Teacher Education Institutions**

1. Maximum pupil teachers agree that institutes do not have good infrastructural facilities and do not fulfill NCTE norms.

2. Maximum pupil teachers perceive that teacher educators do not care about whether students are coming to the institution or not.
3. The majority of pupil teachers agree that the institution always inclines toward financial benefits.

### **8. Educational Implication**

The findings of the present study raise some significant issues that are beneficial, in varied ways, for the self-financed teacher training institutions, teacher educators, as well as pupil teachers. Hence, the following suggestions can be experimental to increase the basic infrastructure facilities of the self-financed institutes and teacher educators' involvement and their attitude toward the institutions. These suggestions can also provide solutions to the problems of students that they face during training and college time. If there will be good facilities in the college, students can comfortably learn everything.

And if the qualification of teacher educators would be according to the NCTE norms, students will not have to face any type of problems. In addition, if these teachers are highly experienced, they will be able to make concepts clearer to students because an experienced teacher possesses good information about his/her subject and can guide students in a better way.

Teacher educators' involvement in the growth of institution, design of evaluation methods, co-curricular activities, extension programs, enrichment of campus life and students' welfare, and in the cause of cultural and social upliftment of society

should be ensured.

The institutes' environment is the main factor for the enhancement of teacher educators' self-concepts. Therefore, it is recommended to take appropriate steps to manage the current situation so that these self-financed institutions can grow in a positive direction and the attitude of students toward these institutes can change.

Management should provide moral support to teacher educators and enhance their status by raising their salaries and providing other facilities. Last but not least, for the self-financed institutions, teacher educators and pupil teachers are the essential part of education or training program. Hence, there should be qualified teacher educators who meet NCTE norms and encourage pupil teachers' involvement so that pupil teachers have positive attitude toward self-financed institutes. This concept greatly affects teaching programs and success of the self-financed institutes' teacher educators, including pupil teachers in each and every field of life. Due attention is to be paid toward the development of teacher training institutions. Positive concepts should be developed among the teacher educators from the pre-service stage to their early period of entering into the teaching profession, including pupil teachers.

### **9. Suggestions for Further Research**

There is a need for research regarding basic infrastructural facilities of self-financed institutes. Perception of teacher educators and pupil teachers is one of the significant areas of educational research. However, it is very difficult for a



researcher to touch all the aspects of a problem. Therefore, suggestions on further research in this direction may not be out of place here. They can be enumerated as follows:

1. The sample taken in the present study was small. To make a broader generalization, it is recommended that the sample include a large number of teacher educators, self-financed institutions, and pupil teachers.
2. Similar study can be conducted in other states of India.
3. The study may be conducted using other methodologies, populations, and settings.
4. The study was confined to teacher training programs. Similar study may be undertaken in other fields as well.
5. The majority of self-financed teacher training institutes have good basic infrastructural facilities.
6. The majority of self-financed teacher training institutes have good status of outdoor environmental facilities.
7. The majority of self-financed teacher training institutes have good status of indoor environmental facilities.
8. The majority of self-financed teacher training institutes have limited space, but the arrangement of classes was found appropriate.
9. The majority of self-financed teacher training institutes have a very low rate in terms of academic achievement of B.Ed. students.

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