

# A STUDY ON QUALITY OF PREPARATION AND EVALUATION OF TEACHER TRAINEES IN SECONDARY TEACHER TRAINING PROGRAMME IN PUBLIC AND PRIVATE FUNDED B.Ed. INSTITUTIONS OF NORTH INDIA

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## ABSTRACT

*The quality of a teacher education programme lies in the extent to which certain qualities are exhibited by teacher trainees besides technical competence for which they have to be prepared and evaluated. Trainees need to be prepared not only to be 'humane teachers' but also for the development of competencies related to textual, conceptual, curricular, preparation of teaching learning material, transactional, management, parental and community contact. Preparation is needed for commitment to their profession, to be caring and concerned for children with a 'do it well attitude'.*

*The objective of the study was to study and compare the perception of one year B. Ed. Programme teacher trainees of Public and Private- Funded Institutions with regard to 'Preparing and Evaluating Students' based on 'Household Setting' and 'Medium of instruction'. The findings of the study showed that with respect to the six key areas of teacher education there was, no significant difference in the perception of a) Public, b) Private, c) Public and Private. However, there was significant difference between Public and Private-Funded Institutions with Public-Funded Institutions having more favourable perception.*

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## INTRODUCTION

According to the Kothari Commission "Professional preparation of teachers is crucial for qualitative improvement of education, it should be treated as a key area in educational development and adequate financial provision should be made at the state and national level. It should be brought to the mainstream of academic life of universities on the one hand and of school life and education development on the other". In the light of this, "teaching is a profession and teacher education is a process of professional preparation of teachers. The preparation entails transaction of a body of knowledge, with practical teaching experience in schools and field within a time frame... developing awareness in the teacher trainees about their role and responsibilities as a teacher. Teacher training is a holistic term used in a programme catering to the development of the right skills, proper attitudes and adequate knowledge essential for a professional teacher.

"According to Justice Verma Commission Report 2012, regarding functioning of Teacher Education Institution it states that, "the learning environment must be stimulating for diverse learners ....engages students as inquirers and thinkers. Further, the teaching learning processes in a TEI needs to be aligned towards not just preparing graduates who have mastery over their subjects but are also able to translate it into effective teaching.....the environment, for instance, could encourage teacher educators to engage in reflection and evaluation of their own practice and to participate in continuing professional development as teachers."to Hence, the preparation of trainees need to have a holistic perspective of school education with timely exposure of field realities. In the light of this, all the training experiences provided during the course of training needs to be interwoven and dovetailed meaningfully.

"Teacher education is a reflective undertaking and a meta- activity as it deals in

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showing how things are done at school and classroom levels, explaining the 'reason and why' of things and the basic theory and principles behind classroom practices. These call for skills and understanding of a different kind in addition to the skills required for actual school teaching (Seshadri, Teacher Educators: Profile and Status, in Fifty years of Teacher Education in India). The job of a teacher educator is to contribute towards preparation of a teacher who will:

**As cited in the NCF2005 Position Paper**

1. care for children, enjoy being with them;
2. understand children in their social, cultural and political contexts;
3. consider her/him as an active learner, having ability to construct knowledge;
4. make learning a joyful activity and discourage rote learning;
5. critically examine curriculum and textbooks, contextualize curriculum to suit local needs;
6. organize child-centered, activity-based learning experiences, discussion, dialogue, observation, visits;
7. Integrate academic learning with productive work;
8. Promote peace values-democratic way of life, equality, justice, liberty, fraternity secularism and zeal for social reconstruction;
9. Reflect on her/his teaching experience;

When transaction of curriculum is done systematically and regularly within the framework of the above educational beliefs /philosophy, it is translated into a behavior pattern. The trainees need ample situations where exposures are provided to show and understand how children learn and how they should be understood and viewed. The fact that young learners come from a particular socio-political background and bring with them to school a set of experiences should be put across to the trainees all the time in order to develop in them a right perspective about the child and how s/he learns. Such a training process helps trainees to associate educational theories with the real contexts of learning. The trainees need to understand that it is through

such a process of juxtaposition that the learner constructs knowledge and that s/he needs to be accepted and respected for this. Furthermore, it is crucial for trainees to learn the role of a teacher in recognizing the innate abilities of the learner and offering appropriate opportunities in such a manner that learners are able to discover their own potentials. This of course is not easy as it sounds to be, it needs deliberation, unbiased beliefs, an open mind and positive attitude.

Opportunity for revision, excellence can be derived through consistent monitoring and feedback. For this, learning experiences offered in institutions need to align the teaching learning processes in such a manner that it prepares and develops young graduates/postgraduates as professional teachers and develops in them the confidence to organize enjoyable and useful, learner-centered, activity-based participatory classrooms. In other words, institutions need to take this up as an academic rigor to an extent that it becomes an integral part of their institutional philosophy and becomes a mandate for all training practices.

**NEED AND SIGNIFICANCE OF STUDY**

There is an inherent need for a study such as this, as teacher education, on the whole needs major overhauling. The study highlights the areas that need strengthening in order to professionalize teacher education based on the key areas. With more and more emphasis on preparation of 'humane' and 'professional' teachers it becomes imperative for training programmes to be responsive to the demands of 'inclusive education', evolving and a participative nurturing process. The study highlights specific areas that determine quality teacher preparation tasks, which if undertaken, will enable 'Products' of teacher training institutions to be fair, manage diverse students and facilitate smooth handling of challenging classroom situations. The interwoven components if addressed will enhance the capacities of institutions and prospective teachers to a level that would encourage development and enhancement of affective skills and constructivist principles.

### REVIEW OF RELATED LITERATURE

Bhatt, M.M.(1966) conducted a study on 'Kapasana Scheme of improvement in Teacher Training' the study was taken up on the assumption that qualitative improvement in education was possible by preparing better teacher in training schools. The study revealed that as a result of training, there was an improvement in lesson planning and standard of teaching. The pre and post tests showed that knowledge of contents had improved. Das, Swarnalata (2006) found that the integration between theory and practice was the weakest in theory paper and stronger in method paper and that the classroom situations did not integrate the selected parameters and duration of the practice teaching was not enough for the attainment of skills and attitude required for teaching. Kothari R.G (2007) examined the ongoing process of teacher education curricula in relation to the professional requirements of future teachers and found that the teaching skills needed to be incorporated.

### OBJECTIVES OF THE STUDY

To study and compare the perception of teacher trainees of B.Ed. Program with regard to the six key areas of teacher education based on Household Setting (urban and rural) and Medium of Instruction in B.Ed. course in:

- 1) Public-Funded Institutions
- 2) Private-Funded Institutions
- 3) Public and Private-Funded Institutions
- 4) Between Public and Private-Funded Institutions.

### HYPOTHESES OF THE STUDY

There is no significant difference in the perception of teacher trainees of B.Ed. Program with regard to the six key areas of teacher education based on Household Setting (urban and rural) and Medium of Instruction in B.Ed. course in:

- 1) Public Funded Institutions
- 2) Private Funded Institutions
- 3) Public and Private Funded Institutions
- 4) Between Public and Private-Funded Institutions

### DESIGN AND METHODOLOGY

The study was conducted in nine Northern states, taking two Co-Educational Institutions each from Public and Private-Funded Institutions from the states of NCT Delhi, Chandigarh, Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Punjab, Haryana, Rajasthan and Uttar Pradesh.

### SAMPLE SIZE AND SAMPLING TECHNIQUE

A TOTAL OF 36 Co-Educational (18 Public and 18 Private-Funded) Institutions were identified for the purpose of a representative sample. The total sample comprised of 974 teacher trainees in whom at least 25-35 male and female teacher trainees from each institution was included as representative sample based on random sampling.

### TOOLS FOR DATA COLLECTION

A questionnaire was formulated based on the six key areas of teacher education program to determine the quality of the program in the Public and Private-Funded Institutions. To collect the required data for the study a Perception Schedule was devised with the help of quality inputs that had been mentioned in the criterion developed by NAAC for quality assessment of teacher education program. Modifications and adaptations were made after tool testing, discussions with senior academics, guide and supervisors.

### DATA COLLECTION

Data was personally collected from both in Hindi and English Public and Private-Funded Institutions from all the nine states. Prior to data administration, the objectives of the study were discussed with the heads and teacher educators of the institutions. Teacher trainees were briefed regarding the purpose of the study.

### ANALYSIS OF DATA INTERPRETATION AND DISCUSSION

The obtained data was treated by applying Mean, S.D.'t'-value and 'F'-ratio which were subsequently subjected to Factor Analysis. The

test-retest reliability of 12 items in the schedule was calculated as 0.898. All the items were measuring 'Preparing and Evaluating Students' on a 5 point scale (1 being the least and 5 being the highest). The total score of these items was divided by 12 in order to reduce the factor into a 5 point scale.

### FACTOR AND FACTOR LOADINGS

The factors extracted were also variables. To make the factors unrelated or to reduce the overlapping a technique called rotation of factors the factor structure becomes simple. Factor loading is the correlation that a variable has with a particular factor.

Table 1 shows that the factor loadings of 12 items of 'Preparing and Evaluating Students' ranges from 0.354 to 0.622.

**Table 1**  
**FACTOR AND FACTOR LOADINGS**  
**N=974**

FACTOR	Q.N.	ITEMS=12	FACTOR LOADINGS
Preparation and evaluation of students	1	The learning experiences are followed up by feedback, reflection and follow-up from supervisors and peers.	0.622
	2	The process of nurturing and mentoring of student teachers is visualized and institutionalized.	0.608
	3	Apart from grading and certification, the institution employs assessment and evaluation outcomes for enhancing competence of students.	0.592
	4	The manner for gathering, consolidating and disseminating evaluation of data shows fairness and transparency.	0.540
	5	The school based experiences are comprehensive that apart from teaching it prepares trainees for various functions and roles in school.	0.538
	6	Student teachers are aware about the process of assessment that is on 'what' and 'how' assessment will be done.	0.494
	7	Through classroom preparations and simulated practice teaching, students are adequately prepared for practice of teaching.	0.483
	8	At the beginning of the programme, freshers are given comprehensive orientation about the programme.	0.478
	9	The teaching in the institute is such that it develops reflective thinking in students and facilitates both individual and group work.	0.456
	10	Theoretical courses are provided for development of holistic school education perspective including role of teacher therein.	0.418
	11	Curricular activities reflect interconnectedness among the various components of the programme.	0.409
	12	The curriculum content provides varied learning situations at college and field level.	0.354

Table 2 shows that in a comparison between urban and rural respondents of Public-Funded institutions aggregating to 498 urban N=268 and rural N=230, the mean values were 3.98 and 4.06 respectively. The obtained 't' value was 1.72 and was not significant at 0.05 level. It indicated that household setting had no influence on this factor. Both the means indicated similar perception. The hypothesis that there is no significant difference in the perception of teacher trainees with respect to curriculum transaction was therefore accepted.

**Table-2**  
**Comparison of Factors on Perception Scale with regard to quality of B.Ed. Program in Public-Funded Institutions with regard to Household Setting (Urban and Rural).**



FACTOR	PUBLIC-FUNDED INSTITUTIONS N=498				't' value
Preparing and Evaluating Students	Urban N=268		Rural N=230		
	Mean	S.D.	Mean	S.D.	
	3.98	0.54	4.06	0.55	1.72 N.S.

**N.S Not-significant**

Table 3 shows that the calculated 'F' ratio was 1.86 and was lesser than the table value and was not significant at 0.05 level. It showed that the groups of teacher trainees of Public-Funded Institutions had similar perception on the factor 'Preparing and Evaluating Students'. However, the value of group 1 (Hindi), group 3 (Any other) and group 2 (English) was 4.06, 3.98 and 3.97 respectively. It can be inferred from this that medium of instruction had no influence on this factor. The hypothesis that there is no significant difference in the perception of teacher trainees with respect to key areas Curriculum Design and Planning and Curriculum Transaction and Evaluation was therefore accepted.

**Table-3**

**Comparison of factors on Perception Scale with regard to quality of B.Ed. Program in Public-Funded Institutions with regard to Medium of Instruction in B.Ed. Course.**

Factor	Education (Medium of Instruction in B.Ed) Public-Funded Institutions. N= 498								F-ratio
	Hindi Group 1 N=233		English Group 2 N=228		'Any Other' Group 3 N= 37		Grp 1	Grp 2	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Vs Grp 2	Vs Grp 3	
	4.06	0.55	3.97	0.53	3.98	0.52	-	-	1.86 N.S.

**N.S Not-significant**

Table 4 shows that in a comparison between urban and rural trainees of Private-Funded Institution aggregating to 476, urban N=253 and rural N=223, the mean value for urban and rural were 3.71 and 3.77 respectively. The obtained 't' value was 0.92 and not significant at 0.05 level. It indicated that both groups had similar perception and that household setting had no influence on this factor. The hypothesis that there is no significant difference in the perception of teacher trainees with respect to key areas Curriculum Design and Planning and Curriculum Transaction and Evaluation was therefore accepted.

**Table 4**

**Comparison of factors on Perception Scale with regard to quality of B.Ed Programme in Private-Funded Institutions with regard to Household Setting (Urban and Rural).**

Factor	Private-Funded Institutions N= 476				't' value
	Urban N=253		Rural N=223		
	Mean	S.D.	Mean	S.D.	
Preparation and Evaluation of Students	3.71	0.67	3.77	0.75	0.92 N.S.

**N.S Non-significant**

Table 5 shows that the F-ratio was 0.63 and was lesser than the table value and was not significant at 0.05 level. It showed that the groups of teacher trainees of Private-Funded Institutions had similar perception on the factor. However, the mean value of group 3(any other) was 3.88 and was higher having more favourable perception on this factor than mean score of groups 2(English) and 1(Hindi) which were 3.74 and 3.71 respectively. It can therefore be inferred from this that medium of instruction had no influence on this factor. The hypothesis that there is no significant difference with respect to key area Curriculum Design and Planning and Curriculum Transaction and Evaluation was therefore accepted.

**Table 5**  
**Comparison of factors on Perception Scale with regard to quality of B.Ed Programme in Private-Funded Institution with regard to Medium of Instruction in B.Ed Course.**

Factor  Preparation and Evaluation of students	Education (Medium of Instruction in B.Ed) Private-Funded Institutions. N= 476						Grp 1 Vs Grp 2	Grp 1 Vs Grp 3	Grp 2 Vs Grp 3	F ratio
	Hindi		English		'Any Other'					
	Group1 N=259		Group2 N= 90		Group3 N= 27					
	Mean	S.D.	Mean	S.Ds	Mean	S.D				
	3.74	0.73	3.71	0.70	3.88	0.54	-	-	-	0.63 N.S.

N.S Not-significant

Table 6 shows that in a comparison between urban and rural respondents of Public and Private-Funded Institutions aggregating to 974, urban N=521 and rural N=453, the table shows that the mean value for urban and rural was 3.85 and 3.92 respectively. The obtained 't'-value was 1.69 and was not significant at 0.05 level. It indicated that household setting had no influence on the factor. However, since rural mean was higher, it indicated more favourable than the urban trainees. The hypothesis that there is no significant difference in perception with reference to key area Curriculum Design and Planning and Curriculum Transaction and Evaluation was therefore accepted.

**Table- 6**  
**Comparison of factors on Perception Scale with regard to quality of BEd Programme in Public and Private-Funded Institutions with regard to Household Setting (Urban and Rural)**

Factor	Public and Private- Funded Institutions N=974				't' value
	Urban N= 521		Rural N= 453		
	Mean	S.D.	Mean	S.D.	
Preparation and Evaluation of Students	3.85	0.62	3.92	0.67	1.69 N.S.

N.S Not-significant

Table 7 shows that F- ratio was 0.75 and was lesser than the table value and was not significant at 0.05 level. It showed that groups of teacher trainees of both Public and Private-Funded Institutions had similar perception on the factor. However, the values of groups 3(Any other), 1(Hindi) and 2(English) were 3.94, 3.89 and 3.85 respectively. So it can be inferred that there was no influence of Medium of Instruction in the B.Ed. course on this factor. The hypothesis that there is no significant difference in the perception of teacher trainees with respect to key areas 'Curriculum Design and Planning' and 'Curriculum Transaction and Evaluation' was therefore accepted.

**Table-7: Comparison of factors on Perception Scale with regard to quality of B.Ed Programme in Public and Private -Funded Institutions with regard to Medium of Instruction in B.Ed Course.**

Factor  Preparation and Evaluation of students	Education (Medium of Instruction in B.Ed) Public and Private-Funded Institutions. N= 974						Grp 1 Vs Grp 2	Grp 1 Vs Grp 3	Grp 2 Vs Grp 3	F ratio
	Hindi Group1 N=182		English Group2 N=418		'Any Other' Group3 N= 64					
	Mean	S.D.	Mean	S.D	Mean	S.D				
	3.89	0.67	3.85	0.62	3.94	0.52				
						-	-	-	0.75 N.S.	

**N.S Not-significant**

Table 8 shows that in a comparison between respondents of 498 Public and 476 Private-Funded Institutions, the mean score of Public-Funded and Private-Funded Institutions was 4.02 and 3.73 respectively. The obtained 't' value was 6.97 and was significant at 0.01 level. It indicated that type of institution had influence on this factor. The hypothesis that there is no significant difference in the perception with respect to 'Curriculum Design and Planning' and 'Curriculum Transaction and Evaluation' was therefore rejected.

**Table-8  
Comparison of factors on Perception Scale with regard to quality of B.Ed Programme between Public and Private-Funded Institutions.**

Factor	Between Public and Private-Funded Institutions N=974				't' Value
Preparation and Evaluation of Students	Public-Funded N=498		Private-Funded N=476		
	Mean	S.D.	Mean	S.D.	
	4.02	0.54	3.73	0.71	6.97**

**\*\*Significant at 0.01 level**

## MAJOR FINDINGS

### **Public-Funded Institutions**

There was no significant difference in perception of teacher trainees of Public-Funded Institutions with respect to the six key areas based on Household Setting and Medium of Instruction in B.Ed. course having the factor 'Preparing and Evaluating Students'.

### **Private-Funded Institutions**

There was no significant difference in perception of teacher trainees of Private-Funded institutions with respect to the six key areas based on Household Setting and Medium of Instruction in B.Ed. course having the factor 'Preparing and Evaluating Students'.

### **Public and Private-Funded Institutions**

There was no significant difference in perception of teacher trainees of Public and Private-Funded Institutions with respect to the six key areas based on Household Setting and Medium of Instruction in B.Ed. course having the factor 'Preparing and Evaluating Students.'

### **Between Public and Private-Funded Institutions**

By variable factor 'Preparing and Evaluating Students' there was significant difference between

Public and Private-Funded Institutions with respect to the six key areas. However, teacher trainees of Public-Funded Institutions had more favorable perception than trainees of Private-Funded Institutions.

### DISCUSSIONS

Students with rural background have joined B.Ed. course in Public and Private-Funded Institutions with the belief that the only way to fulfill their aspirations is by choosing a professional course that will build in them self-esteem, ensure job security, increase social mobility and put them in par with urban counterparts. Furthermore, with the mushrooming of training institutions even in remote areas, movement of students, have enlivened and changed the entire vicinity around the institutions, increasing awareness of people about the need and role of such institutions in shaping the future of the local youth. Students and parents are not in the least deterred by high fees and remote distances of institutions. Despite these reasons, perception of trainees from Public-Funded Institutions is more favorable than perception of trainees from Private-Funded Institutions simply because of better quality of staff and students. Furthermore, the general perception was that students with better grades

got admission in Public-Funded Institutions which significantly contributed to quality preparation of teachers and the same reasons resulted in quality programme implementation.

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