

# Growth and Status of Secondary Teacher Education Programme in Chhattisgarh: A Study

SAMBIT K. PADHI\* AND SANDEEP KUMAR\*\*

---

## Abstract

---

*This study was conducted to find out the growth of secondary teacher education programme (B.Ed.) in Chhattisgarh since 2004 and the status in terms of number and types of institutions and strength of students in these institutions. In addition to these, this study also put an effort to find out the extent to which these institutions have fulfilled norms and standards of NCTE. Perception of pupil teachers and teacher educators towards the ongoing problems and solutions of these problems is another part of discussion. To strengthen the study data were obtained from both primary as well as secondary sources. Three hundred pupil teachers and 70 teacher educators across ten secondary teacher education institutions were the sample of the study. It was found that in Chhattisgarh the number of secondary teacher education institutions and the strength of students have been continuously increased from 2004-05 to 2009-10. So far the growth in types of institutions is concerned, private institutions showed steady growth in comparison to government and aided institutions. Hardly any of the private institutions completely fulfilled the recent norms and standards of NCTE in all aspects. The results of the study also revealed that pupil teachers and teacher educators were not happy with the prevailing situations. Further, many suggestions were made by them to improve the standard of the secondary teacher education programme in Chhattisgarh.*

---

## Introduction

The entire educational system of our country is in the process of change. We all know that no educational reform can be successful unless the quality of

teacher is improved, but it depends on quality of teacher education. National Policy of Education (NPE, 1986) has rightly observed that the status of the teacher reflects the socio-cultural ethos

---

\* Assistant Professor, \*\*Research Scholar, Department of Education, GGV, Bilaspur (Chhattisgarh)

of the society and no people can rise above the level of its teachers. Good teachers can be produced only when we have good and effective teacher education programme. On the other hand, Kothari Commission said: "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant." Therefore, there should be a sufficient supply of intelligent and sincere persons to the teaching profession with the best professional education and satisfactory conditions for their work. The present state of secondary teacher education in the country presents a mixed picture of far-sighted intentions and innovations coupled with alarming distortions and structural shortcomings. Looking back from past to present, it appears that although nomenclature has undergone a change from 'training' to 'education', the system by and large remain unchanged. It has been observed that the existing system of teacher education is rigid and static.

Many researches have been conducted time to time to find out the prevailing situation of secondary teacher education programme: Behera (1989) did an evaluative study of the problems of teacher education programme at the college level undertaken by the private agencies in Odisha; Patted (1992) conducted a critical study of the qualitative improvement of secondary school teacher preparation in Karnataka state; Walia, (1992) found that B.Ed. course was theoretical in nature, no internship was provided to the students

and that the one-year duration was quite inadequate; Shukla (1995) conducted a comparative study of state level selection procedure of admission to the B.Ed. courses of Rajasthan and Madhya Pradesh; Kumar (1996) also conducted a comparative study of teacher education programmes at secondary level in south India; Srivastava and Agarwal (1996) studied the existing pattern of secondary pre-service teacher education in the country and analysed its various components and prepared guidelines to restructure the internship programme; Nagpure (1991) did a study on working system of teacher education at secondary level in Maharashtra with reference to physical facilities, academic work and examinations. However, these studies have not found any visible research evidence to understand the system of teacher education in Chhattisgarh. Therefore, it was decided to take up a study on growth and status of secondary teacher education programme in Chhattisgarh.

#### **Teacher Education of Chhattisgarh**

By the year 2009, Chhattisgarh has 95 secondary teacher education institutions, which have been running to prepare the teachers for secondary schools. Government, aided as well as private bodies run these institutions. Keeping these statistics in mind it was felt to undertake a study which could examine the growth and status of teacher education programme.

#### **Objectives of the Study**

The objectives were:

1. To study the growth of secondary

- teacher education programme in Chhattisgarh in terms of number of colleges and strength of students.
2. To study the extent to which the norms and standards of NCTE have been fulfilled.
  3. To study the perception of teacher educators and student teachers towards the improvement of secondary teacher education programme in Chhattisgarh.

### **Delimitation**

The study was delimited to only the pre-service secondary teacher education programme in Chhattisgarh. Distance mode secondary education programme was not covered in this study.

### **Methodology**

Descriptive survey method was followed in conducting the present study. The pupil teachers and the teacher educators working in the B.Ed. institutions and the Department of Education under the different universities of Chhattisgarh were considered as the population in the present study. The study was conducted

across ten B.Ed. institutions from which a sample of 70 teacher educators and 300 pupil teachers were selected.

The university-wise sample of institutions included in the study is given in Table 1.

### **Tools**

One observation schedule and two self made questionnaires were developed for collection of data.

The observation schedule was filled during the visit to the sample institutions which included available infrastructure, curricular and co-curricular activities in the respective institutions. Data regarding the process of admission, intake, fees, duration of course, nature of questions asked in the entrance examination and pattern of evaluation were collected from admission brochure.

A questionnaire for pupil teachers consisted of 24 items and was developed to seek information pertaining to their interest towards teaching, methods of instruction followed by the teacher educators, technological devices used by the teachers while teaching, number of

**Table 1**  
**University-wise sample of secondary teacher education institutions**

Sl.No	Name of University	Pre-Service Secondary Teacher Training Institutions		Total
		Govt.	Private/Aided	
1.	Guru Ghasidas University, Bilaspur	2	1	3
2.	Pandit Ravi Shankar Shukla University, Raipur	1	3	4
3.	Dr. C.V. Raman University Kota, Bilaspur	—	1	1
4.	Sarguja University, Ambikapur	—	2	2
	Total	3	7	10

lessons to be completed during micro teaching and internship, facilities of library and internet access. Along with these, they were encouraged to express their opinion for the improvement of ongoing practices.

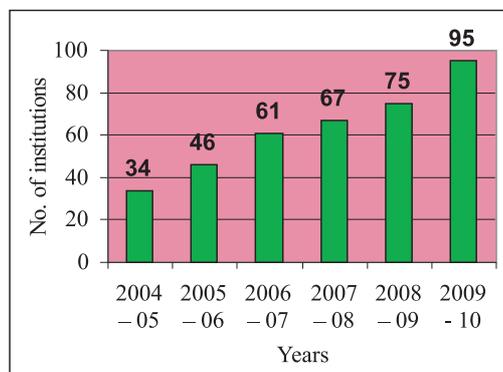
Another questionnaire comprised 23 items and tried to seek information from teacher educators about their educational and professional qualifications, teaching experience, pay-scale, publication in terms of research papers, weekly workloads and institutional support for their professional growth and development, etc. They were also asked to answer about the important factors responsible in disseminating quality education and opinion regarding the improvement in quality of teacher education programme.

The collected data were tabulated and analysed using frequency and percentage analysis. Graphical representation of the data was also made wherever required.

### **Findings and Discussions**

#### *Growth of Secondary Teacher Training Institutions*

The analysis of the growth of teacher training institutions was made for a period of six years (2004-05 to 2009-10).



**Fig. 1:** Growth of Secondary Teacher Education Institutions (2004-05 to 2009-10)

Table 2 and Figure 1 show that there were only 34 secondary teacher education institutions in the year 2004-05 which rose to 95 by 2009-10. It is observed that 61 new institutions were established within a period of six years and on an average 12 institutions were added per year. It is also evident that by the year 2009-10 the number of institutions became approximately three times more in comparison to the year 2004-05.

The growth of B. Ed. colleges may be due to the demand of such courses and the necessity of maximum number of trained teachers in this state.

**Table 2**  
**Growth of secondary teacher education institutions (2004-05 to 2009-10)**

Year	Number of Colleges
2004 - 05	34
2005 - 06	46
2006 - 07	61
2007 - 08	67
2008 - 09	75
2009 - 10	95

Source: [www.scert.cg.gov.in](http://www.scert.cg.gov.in)

**Table 3**  
**Management-wise distribution and growth of secondary teacher education institutions (2004-05 to 2009-10)**

Year	Types of Management			Total
	Govt.	Aided	Private	
2004 - 05	2 (5.9)*	1 (2.9)	31 (91.2)	34 (100)
2005 - 06	2 (4.3)	1 (2.2)	43 (93.5)	46 (100)
2006 - 07	2 (3.3)	1 (1.6)	58 (95.1)	61 (100)
2007 - 08	2 (3)	1 (1.5)	64 (95.5)	67 (100)
2008 - 09	2 (2.67)	1 (1.34)	72 (96)	75 (100)
2009 - 10	3 (3.16)	1 (1.1)	91 (95.8)	95 (100)

\* Figures in parentheses show percentage.  
 Source: www.scert.cg.gov.in

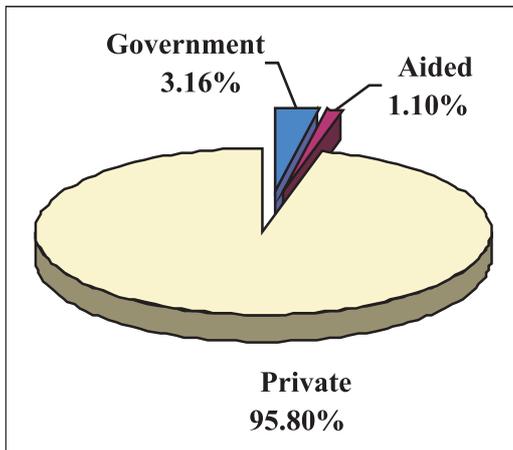
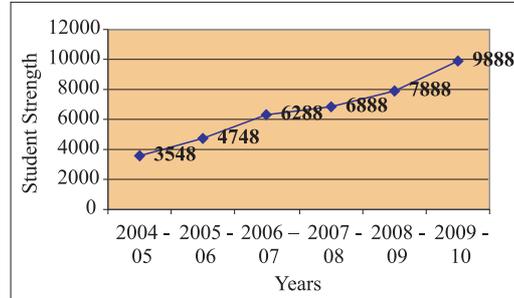


Fig. 2: Management-wise distribution and growth of secondary teacher education institutions 2009-10

Table 3 indicates the management wise trend of growth of B. Ed institutions in Chhattisgarh from 2004-05 to 2009-10. As evident from Table 3, there are three types of B.Ed. institutions in Chhattisgarh— government, aided and private. In 2004-05, 91.2 % of B.Ed. institutions were owned and managed by the private bodies and government and aided institutions were very less — 6% and 3%, respectively. There were only two government colleges and one aided college as compared to 31 private institutions in the year 2004-05. In the year 2005-06 private managed institutions were 43 and it became 58 in the year 2006 - 07. In the year 2007-08 the number of private colleges were 64 and in 2008-09 it was 91, whereas no such growth was observed in case of government institutions from the year

2004-05 to 2008-09. In the year 2009-10, Guru Ghasidas University started B.Ed. course in its campus. By the year 2009-10, the percentage of government, aided and private B.Ed. colleges were 3.16%, 1.10% and 95.80%, respectively.

The above findings indicate that the interest of government in opening new B.Ed. institutions has not been so prominent as compared to private bodies.



**Fig. 3:** Growth of Student strength in Secondary Teacher Education Institutions (2004 - 05 to 2009 - 10)

**Table 4**  
**Growth of student strength in secondary teacher education institutions (2004-05 to 2009-10)**

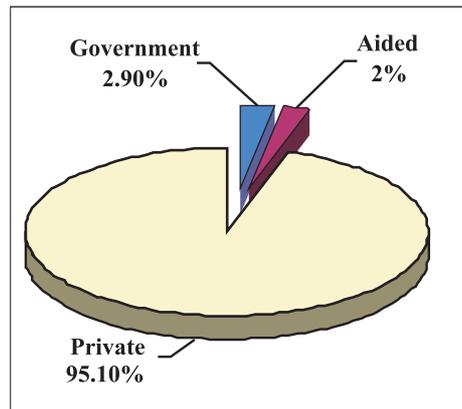
Year	Student Strength	Percentage Growth
2004 - 05	3548	-
2005 - 06	4748	33.82
2006 - 07	6288	32.43
2007 - 08	6888	9.54
2008 - 09	7888	14.5
2009 - 10	9888	25.35

Source: www.scert.cg.gov.in

**Growth of Student Strength**

The student strength was 3548 in the academic year 2004-05. During the year 2005-06, the student strength reached to 4748 which was an increase of 1200 seats (33.82%) as compared to the previous year. Again, the strength became 6288 in 2006-07, almost 1540 seats (32.43%) increase over the preceding year. In the year 2007-08, the student strength became 6888 which was an increase of 600 seats (9.5%) as compared to 2006-07. The student strength in the year 2008-09 was 7888, an increase of 1000 seats (14.5 %) over the preceding year. In the year 2009-10, the student strength became 9888 and it was an increase of 2000 seats (25.35 %) over the preceding year. The

data clearly depicts that there was a continuous increase in the student strength in the B. Ed. colleges.



**Fig. 4:** Management-wise Comparative Growth of Student Strength in B.Ed. Institutions 2009-10

**Table 5**  
**Management wise comparative growth of students strength in B.Ed. institutions**  
**(2004-05 to 2009-10)**

Year	Types of Management			Total
	Govt.	Aided	Private	
2004-05	188 (5.3)	200 (5.6)	3160 (89.1)	3548 (100)
2005-06	188 (4)	200 (4.2)	4360 (91.8)	4748 (100)
2006-07	188 (3)	200 (3.2)	5900 (93.8)	6288 (100)
2007-08	188 (2.7)	200 (2.9)	6500 (94.4)	6888 (100)
2008-09	188 (2.38)	200 (2.5)	7500 (95)	7888 (100)
2009-10	288 (2.9)	200 (2)	9400 (95.1)	9888 (100)

Source: www.scert.cg.gov.in

(Figures in parentheses indicate percentage)

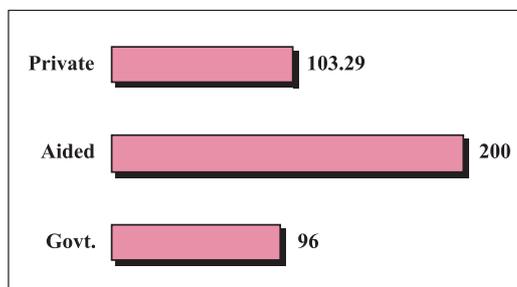
It is evident from Table 5 that in 2004-05 the strength of students in the government B.Ed. colleges was 188 (which was 5.3% of total strength) whereas in case of aided and private colleges, it was 200 (5.6%) and 3160 (89%), respectively. In government colleges, till the year 2008-09 the strength remained same, therefore, the percentage in total strength was declined subsequently and reached to 2.38 per cent in 2008-09 in comparison to other institutions during these years. In the year 2009-10, 100 seats were added to government Institutions as a result of which strength reached to 288 (2.9%). In the case of aided institutions, the strength remained the same till the year 2009-10 but in comparison with other

institutions the per cent of strength declined and reached to 2%. Analysis of the strength of private managed institutions indicates that in the year 2004-05 there were 3160 (89.1%) of total strength and by 2009-10, the strength reached to 9400, which is 95.1 per cent of total strength. It is also observed that 6240 seats were increased in six years. The data clearly depicts that there was a continuous growth of students in the private B.Ed. institutions.

Table 6 shows that the present enrolment per government institutions (on an average) is at 96 whereas it is 200 in the case of aided institution and 103.29 in private institutions.

**Table 6**  
**Average strength of students in government, aided and private secondary**  
**teacher education institutions in 2009-2010**

Types	Number of B.Ed. Colleges	Strength	Average strength
Government	3	288	96
Aided	1	200	200
Private	91	9400	103.29



**Fig 5:** Average Strength of Students in Government, Aided and Private Secondary Teacher Education Institutions in 2009-2010

### **B.Ed. Institutions and NCTE Norms**

This has been analysed on the basis of data collected through the observation schedule from sample teacher training institutions.

**Duration and working days:** *One academic year or two semesters with at least of 200 working days, exclusive of period of examination, admission, etc. and institution shall work for a minimum of thirty-six hours in a week.*

B.Ed. programmes, in most of the colleges follow annual pattern, i.e. of one year whereas Department of Education, GGV offers it on semester pattern. The working days in the different institutions varies from 180 to 200 days but they work for a minimum of thirty-six hours in a week.

**Intake:** *There shall be a basic unit of one hundred students divided into two sections of fifty each for general sessions and not more than 25 students per teacher for a school subject for methods course and other practical activities of the programme to facilitate participatory teaching and learning.*

Most of the institutions have intake of 100 students. Raipur and Bilaspur

government colleges have intake of 95 and 93 students, respectively. Kalyan College, Sector-7, Bhilainagar-Durg, Bhilai Materi Collage, Bhilai-Durg, Shri Shankracharya Mahavidyalaya, Bhilainagar and Swami Swarupanand Institute of Education, Bhilai and G.H. Raison National College, Raipur have intake of 200 students. Care has not been taken by most of the institutions regarding the intake of students per teacher for each school subject and practical activities fixed by NCTE.

**Eligibility:** *At least fifty per cent marks in Bachelor's degree and/or in the Master's degree or any other qualification equivalent.*

The state government follows the eligibility condition prescribed by NCTE for seeking admission in B.Ed. programme and the minimum age fixed for admission is 20 years.

**Reservation:** *The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per the rules of the concerned government.*

Government and aided institutions follow vertical and horizontal reservation, which is applicable for the candidates of Chhattisgarh only. Vertical reservation is based, on various categories of students, i.e 21%, 15%, 14% seats are reserved for ST, SC and OBC (non creamy layer) students respectively.

From all the categories again the horizontal reservation is applied as 6% for disadvantage sections, 3% for freedom fighters and 3% for ex-servicemen. Thirty per cent of the seats are reserved for female candidates. But private institutions neither follow vertical nor horizontal reservations. All the seats of government colleges, aided colleges,

institutes of teacher education, and Pandit Ravi Sankar University are reserved for candidates of Chhattisgarh only. Apart from this 80% seats are reserved for candidates of Chhattisgarh and the rest 20% are treated under all India quotas in private colleges. Guru Ghasidas Vishwavidyalaya (GGV) follows the norms fixed by the central government, i.e. 15% for SC, 7.5% for ST and 27% for OBC. As it is a central university no such seats are reserved for candidates of Chhattisgarh.

**Admission Procedure:** Admission shall be made on the basis of marks obtained

*in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the state government/ UT administration and the university.*

Admission in B.Ed. is made through the process of entrance examination. One common pre-B.Ed. entrance examination is conducted by an agency named VYAPM (Chhattisgarh Professional Examination Board) for all government aided and private institutions (except GGV) usually in the month of May. In pre-B.Ed. examination the weightage of the questions are given in the Table 7.

**Table 7**  
**Weightage given to different items in entrance examination**

S. No.	Area Covered	No. of Questions	Percentage
1	General Mental Ability	30	30
2	General Knowledge	20	20
3	General Attitude	30	30
4	General English	10	10
5	General Hindi	10	10

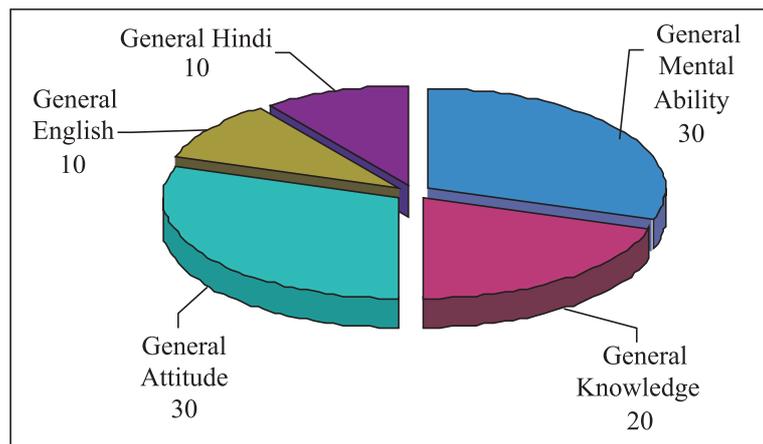


Fig 6: Weightage given to different items in entrance examination (in %)

All the questions are of objective types and there is no negative mark for wrong answers. Two merit lists are prepared on the basis of marks obtained in the entrance examination. One is for candidates of Chhattisgarh and another is for the outside students. If two or more candidates obtained same marks in the entrance examination then preference is given to the candidate who is senior in age. According to their ranks in pre-B.Ed. exam, SCERT, Raipur organises an online counselling for admission in various colleges. A non-refundable amount of ₹ 350 has to be paid by the student for attending counselling.

Department of Education, GGV (a central university) conducts a separate entrance examination for admission in B.Ed. programme. There are 100 multiple choice questions (MCQ), out of which 30 questions are based on teaching aptitude, reasoning, current educational scenario and 70 are based on current awareness, mental ability, numerical ability, comprehension and basic ideas from all other areas.

**Fees:** *The institution shall charge only such fee as prescribed by the affiliating body/ state government concerned in accordance with the provisions of National Council for Teacher Education.*

The prescribed fees in government institutions are ₹ 3,245 for non hostlers and ₹ 5,145 for hostlers, whereas for aided college, it is ₹ 21,350. There is no fixed amount prescribed for private colleges. In private colleges, the range lies usually from ₹ 20,000 to ₹41,000 for Chhattisgarh students and for candidates outside the state it varies between ₹ 21,500 and ₹ 61,000. In the

case of GGV, the prescribed fees is ₹ 35,00 (₹2,000 in 1st semester + ₹1,500 in 2nd semester).

**Staff Structure:** *One principal and seven teachers for intake of 100 students. In addition to this one art education teacher, one physical and health education teacher, one work experience teacher, one computer (ICT) teacher, one librarian and one technical assistant. For doing administrative functions, one office cum-account-assistant, one office-cum-computer operator, one storekeeper and two lab attendants/helpers/support staff.*

So far the staff pattern is concerned, the optimum number of teaching and non-teaching staff is hardly found in private teacher education institutions. Only three or four non-teaching staff have been handling all the official works. Most of the private colleges do not have lecturers for art education, physical education and work experience. In some private institutions there were scarcity of teachers in science, mathematics and English. Government colleges fulfill the norms of NCTE in terms of teaching and non-teaching staff.

**Infrastructure:** *Institution must possess 2500 sq mtrs of well demarcated land for the intake of 100 students. It varies if the colleges running other educational programmes. For one unit of B.Ed. the institution must have two classrooms, one multipurpose hall with seating capacity of 200, library-cum-reading room, ICT resource centre, psychology resource centre, art and craft resource centre, health and physical education resource centre, science and mathematics resource centre, two store rooms and multipurpose playfield. There should be principal's*

*office, staffroom, administrative office, visitors room, girl's common room, seminar room, canteen, separate toilet facility for boys and girls, parking space, safeguard against fire hazard, etc.*

It was observed that 50% institutions had the required land of 2500 sq. metres. These institutions have library-cum-reading rooms, ICT resource centres and psychology resource centres but art and craft resource centre, health and physical education resource centre, science and mathematics resource centre, store rooms and multipurpose playfield, etc. Most of the institutions have staffrooms, girls common rooms, parking spaces, administrative offices, seminar rooms but visitors' room, canteen and safeguard against fire hazard were lacking.

**Instructional:** *Institutions have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching. Library-cum-reading room with seating capacity for at least fifty students equipped with 3000 books including text and reference books journals, etc. internet facility, and resource centre rooms, i.e. teaching-learning resource centre for science and mathematics, psychology resource centre and ICT facilities with computer, TV, camera, satellite interlinking terminal, etc should be available for running B.Ed. college.*

Sufficient number of secondary schools has been arranged by the institutions for the practice teachings within the reasonable distance but sometimes due to non-availability of schools or other problems like examinations or holidays, these institutions face difficulties in allotting

the schools within the reasonable distance.

Library-cum-reading rooms were available and sufficient number of books also found available in most of the institutions but journals and magazines of education were insufficient in most of the institutions. Institutions have access of internet facility but its optimum utilisation by students was not found. It was found that out of 10 institutions only four (40%) institutions have psychology resource centre rooms and in the same way the number of ICT resource centres were very few. Even though some of the institutions had ICT resource centres but these were not well equipped with technological devices like computers, TV and satellite interlinking, etc.

**Curriculum transaction:** *Practical work is to be performed by each student separately. Students are required to teach thirty lessons (15 in each teaching subject). During practice teaching they are also required to teach ten lessons (five lessons in each teaching subject). In simulated situation, they have to make observation of ten lessons taught by fellow students (five in each teaching subject) during internship in an academic session. The students have to conduct an action research project and five days of community experience in an academic session.*

Observation and responses of the students indicate that lecture method is mostly followed and Hindi is a medium of instruction followed in almost all subjects. So far practice teaching is concerned, students are instructed to teach 40 lessons (20 lessons in each teaching subject). Before that during micro teaching they get experience and exposure in simulated situation where

they have to master over different skills and to prepare and present five lessons in both teaching subjects. Apart from this during internship five lessons are observed in both the subjects by their peers. In responding to the action research project, 30% of students expressed that they have conducted this project. Every institution organised field-specific community experience programme, but it was of hardly one or two days.

In addition to the above discussions, some of the points on teacher indicators were also taken into account.

#### **Qualification of Teachers**

Qualifications of a good number of teacher educators were M.A./M.Sc. in school subjects with M.Ed. Very few teachers were having NET/JRF in education. 97% of teacher educators working in these institutions were fulfilling the basic educational qualifications as per NCTE norms whereas only 3% were working with M.A/M.Sc. with B.Ed.

#### **Teaching Experience and Workload**

There are a good number of teacher educators in government colleges having rich experience of teaching but it is not true in the case of private colleges. 30% of teacher educators have more than 10 years experience, whereas 20% of teachers have 5-0 years experience and 50% have more than one year but less than 5 years experience.

The average workload of a teacher educator is approximately 20 periods per week. But it usually ranges from 15-30 periods per week.

#### **Publication, Refresher and Orientation Programmes**

So far as the publication of articles/ research papers is concerned, 60% of teacher educators had their publication of papers whereas 40% teacher educators said that no paper has been published so far.

Only 45% teacher educators attended orientation/refresher programmes because most of them did not get permission from their management.

#### **Perception towards Improvement in Secondary Teacher Education Programme**

This objective has been analysed on the basis of data collected with the help of the questionnaire of teacher educators and student teachers.

#### **Perception of Teacher Educators**

Perception of the teacher educators were discussed in the following headings.

#### **Constraints**

Expressing the opinion towards the factors responsible in disseminating quality in teacher education programme, 20% of teacher educators have emphasised on the defect in the process of admission, 40% on poor qualities of

**Table 8**  
**Opinion of teacher educators towards various constraints**

S. No.	Determinants of Constraint	Percentage Teacher Educators
1.	Poor quality of students	40
2.	Large size classes	10
3.	Load of other academic work	30
4.	Defect in admission process	20

students whereas 10% have put their opinion that a large size class is a constraint which don't allow teacher to work properly and to give individual attention on the students. 30% have expressed their view that load of other non-academic work is a great constraint which always make teachers busy and do not allow to put full attention on teaching.

#### ***Opinion for Improvement***

Expressing the opinion on improvement of the programme, 40% of the teacher educators emphasised on increase in duration of course from one year to two years. Approximately 20% told that there is a need of modification in the admission process. It is also advised by some of them that eligibility criteria of admission should also be modified. They had their opinion that both marks of entrance examination and their previous academic performance should be taken into account instead of considering only

entrance examination. 20% teacher educators have also emphasised on appointment of well qualified and competent teachers to train the prospective teachers. 10% teacher educators expressed that it is needed to make a balance between theory and practical papers to make the programme more effective. 40% have emphasised on regular conduction of conferences, group discussions in the institutions for the quality improvement in the programme.

Teacher educators also told that some remedial classes need to be arranged for slow and disadvantaged sections. Emphasising on the importance of in-service training, 15% of teacher educators said it is really essential for a teacher, which will make them competent and provide information regarding the recent changes taken place in the field of education. 10% of teacher educators emphasised on practical approach of teaching inspite of theory-ridden. 20%

**Table 9**  
**Opinion of teacher educators on improvement of the programme**

S. No.	Suggestions	% Teacher Educators
1.	Increase in duration of course	40
2.	Modification in admission process	20
3.	Appointment of qualified teachers	20
4.	Balance between theory and practical paper	10
5.	Regular organisation of seminar, group discussion	40
6.	Emphasis on in-service proving	10
7.	Practical approach of teaching	10
8.	Increase in duration of practice teaching	30
9.	Reform in syllabus	10
10.	Closing of the poor quality institutes	7

have made emphasis on using of new technological devices which will make the classroom teaching more effective and innovative. 30% of them told that the duration of teaching practice in real situation is not sufficient. Therefore, it is also an urgent need to increase the duration of practice teaching. 10% have also put their opinion that there is a need to reform in the syllabus. 7% of teacher educators said that the institutions whose status is not up to the mark should be closed as soon as possible and regular monitoring and supervision of these intuitions should be made through competent agencies. Other suggestions such as cent per cent attendance, use of teaching learning material, reduction of workload of teachers, were also received from the teacher educators.

#### **Views and Perceptions of Students**

The performa developed for obtaining opinion of students was administered to about 300 student teachers across 10 institutions. About 45% of the student teachers who responded were boys and

the rest were girls. An average of 30 student teachers from each college participated in the study. The opinions expressed by the student teachers are summarised below:

About 70% of student teachers responded that they have chosen teaching profession by choice, whereas 30% have viewed that by chance they came to this profession. Most of the student teachers expressed the view that they enjoyed teaching. 55% of student teachers said that if they get good and more salaried job than teaching they will surely quit the teaching job and join some other profession, whereas 45% were not in favour of the said statement.

Regarding the development of programme, 90% student teachers told that the course should be of two years duration to develop the proper training ability in the students. They made the suggestion that the duration of practice teaching and internship be increased from one month to at least six months. 50% of student teachers responded that teachers with adequate qualification and

**Table 10**  
**Opinion of student teachers towards improvement of the programme**

S. No.	Suggestions	% Student Teachers
1.	Increase in duration of course	90
2.	Increase in the duration of practice teaching	90
3.	Appointment of qualified Teachers	50
4.	Regular organize of seminar, group discussion	30
5.	Increase the no. of College and minimization of fees	50
6.	Practical approach of teaching	30

experience should be appointed and the load of other non-academic works on teachers minimised in order to put their full attention on students. 30% of students emphasised on adopting practical approach of teaching in place of theoretical approach. 50% students expressed the view that the number of B. Ed. colleges should be increased, fees must be minimised and proper scholarship facility for poor students must be made available. Few students have also expressed that proper and modern technological devices should be used to make the classroom teaching more interesting and effective. Some students made their opinion regarding opening of residential training colleges.

30% students wanted that seminars and conferences should be organised within a regular interval to develop the capacities of students. Very few have emphasised on teaching of subjects through English medium.

Looking at the above results of the study, it can be concluded that a lot need to be done in secondary teacher education institutions. The teacher educators, head of the institutions, monitoring and supervising agencies and the managers have to play a significant role so that the secondary training institutions can generate the real masters who can shape the future destiny of the society.

#### REFERENCES

- ADVAL, S. B. 1979. *Quality of Teachers*. Allahabad: Amitabh Publications.
- AGARWAL, J. C. 1996. *Teacher and education in a developing society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- AGARWAL, J. C. 2006. *Modern Indian Education (4th ed.)*. Delhi: Shipra Publications.
- AHMED, S. 2010. An assessment of growth and grants of higher education in India. *University News*, 48(12), 1-5.
- CHANDTA, S. S., BERI, A., & BERI, N. 2008. Re-equipping teacher education. *University News*, 46(16), 6-9.
- HARISH, B. 2007. *Encyclopedia of teacher education: Teacher training concepts*. Vol. II, New Delhi: A.P.H. Publishing Corporation.
- KOTHARI, R. G., & SHELAT. 2009. Teacher education programme at secondary level: some issues. *University News*, 47(25), 1-7.
- MADHAVI, R. L. 2009. Preparation of Teacher Educator: A scenario. *Edutracks*, 9(1), 11-15.
- PANDEY, S., YADAV, D. D., AND RANI, R. 2007. *Appraisal of the functioning and performance of colleges of teacher education*. New Delhi: NCERT.
- PRADHAN, G. C. 2009. A study on growth and present status of elementary education in Goa. *Journal of Indian Education*, 34(4), 90-119.
- ROY, R. 2005. Rethinking teacher education: need of the day. *University News*, 43(51), 12-15.
- SRIVASTAVA, G. N.P., AND AGARWAL, I.P. 1999. Restructuring secondary teacher training: A prospective model. *Journal of Indian Education*, XXV (1), 22-36.
- VIDYAPATI, T. J., AND PAREEK, R. B. 2009. Status of science education in rural secondary schools. *Journal of Indian Education*, 34(4), 121-136.
- YADAV, S. K. 2003. Quality improvement of teacher education programme. *University News*, 41(40), 1-5