GROWTH AND DEVELOPMENT OF TEACHER EDUCATION PROGRAMME IN PUNJAB WITH REFERENCE TO EXPANSION, QUALITY AND SOCIETAL NEEDS

ABSTRACT OF THE THESIS
Presented to the faculty of Education and Information Science
PUNJABI UNIVERSITY, PATIALA
In Fulfillment of the Requirements
for the Degree of
DOCTOR OF PHILOSOPHY
IN
EDUCATION

Supervisor
Dr. Raminder Singh

Investigator
Harvinder Kaur

DEPARTMENT OF EDUCATION & COMMUNITY SERVICE,
PUNJABI UNIVERSITY,
PATIALA
2012
The research study entitled ‘GROWTH AND DEVELOPMENT OF TEACHER EDUCATION PROGRAMME IN PUNJAB WITH REFERENCE TO EXPANSION, QUALITY AND SOCIETAL NEEDS’ has been conducted to study the policy perspectives in secondary teacher education in India after independence, expansion pattern of secondary teacher education in India in general and in Punjab in particular after independence and the quality of secondary teacher education programme in Punjab. The study also includes the analysis of views and perceptions of teacher trainees, parents, teacher educators and principals about various issues related to secondary teacher education like expansion, quality, social relevance of privatization, equality of opportunities in teacher education and demand and supply of secondary teachers. The impact of various policies and programmes of the central as well as the state government has been critically analyzed with regard to implementation and outcome of these policies and programmes. A document analysis of the various policy documents, five year plans and the norms and standards for secondary teacher education set by NCTE has been carried out. Besides, secondary data from various sources has been pooled up and analyzed to study the various trends and patterns of expansion in secondary teacher education in Punjab vis-à-vis at the national level. The quality of secondary teacher education programme in
Punjab has been studied on the basis of primary data collected by conducting the institutional surveys of 42 secondary teachers education institutions of Punjab selected randomly on the basis of proportionate sampling. The investigator has personally visited the respondents to collect their views and perceptions on the various issues related to the secondary teacher education through interviews. These views and perceptions have been analyzed by following the technique of content analysis.

The study of policy perspective indicated that many of the recommendations made by various commissions and committees regarding secondary teacher education from time to time have been implemented by the Government of India. After independence, in order to provide secondary teacher education a number of public institutions were established by the central as well as the state government. Various five years plans also laid stress on teacher education in the country. Outlays were ear marked for teacher education related programmes over different five year and annual plan periods. The establishment of NCTE in 1973 in the country has been a milestone in the journey of development of secondary teacher education in India. As envisaged in the National Policy of Education (NPE), 1986 and its programme of Action (PoA), a centrally sponsored scheme of restructuring and reorganization of teacher education was launched in 1987 to create a
sound institutional infrastructure for pre-service and in-service training of secondary school teachers and for provision of academic resource support to secondary schools. In the year 1976 NCTE was conferred a statutory status with autonomy and accreditation powers. As per the provisions of NCTE Act 1993, Four Regional Committees for Northern, Southern, Eastern and Western Regions have also been set up at Jaipur, Bangalore, Bhubneshwar and Bhopal respectively. Thus, it has been found that, though NCTE has played a very significant role as a regulatory authority for the development of teacher education in the country, yet it has been criticized for not being able to check the malpractices and commercialization of teacher education by the self-financed secondary teacher education institutions. The analysis of secondary data has shown that during the last six decades after independence, teacher education has come a long way from its initial bleak structure to gain identity as a complex network of institutions and programmes. The expansion of pre-service secondary teacher education in India in general and in Punjab in particular has been quite impressive. It has also been concluded that in the flush of enthusiasm for quantity, quality of secondary teacher education has largely been sacrificed. It has been further noted on the basis of the primary data collected that some of the self-financed institutions of
secondary teacher education in Punjab have been overcharging the fees, but they have not been providing the required infrastructure and other facilities to the teacher trainees. The analysis of the views and perceptions of the respondents has showed that majority of them have criticized the privatization and commercialization of secondary teacher education as they have opined that the introduction of private initiative in secondary teacher education has diluted the quality of education.