CHAPTER – II

REVIEW OF RELATED LITERATURE

The study of related literature in research is of immense importance because it stimulates and encourages the investigators to go deep into various aspects of the problem-in-hand with the ideas and thoughts of eminent researchers and scholars in mind. It also provides for the comparative data in the form of figures, facts, research questions, hypotheses, methodology, results, educational implications and suggestions for further research on the basis of which one can build and design one’s own study and can also interpret the significance of one’s findings. Thus, it is obvious that review of previous studies, literature, reports of relevant researches, study of published articles, studies of pertinent pages out of comprehensive books on the subject and going through manuscripts related to the problem under investigation is of great help which provides us with a rationale for the conduct of a new research study.

For the present study the investigator reviewed the books, journals, dissertation abstracts, reference books, surveys of educational research, research studies of different researchers and institutions, newspapers, magazines, publications of National Council of Teacher Education, Govt. of Punjab, MHRD, Govt. of India and related websites etc.
In the present chapter an attempt was made to take cognizance of the studies and other literature which show some relevance to the present problem. The review was simply intended to provide a background to the study, though the investigator did not find any study, which was directly related to all aspects of the present work, yet some studies were found which had some bearing on the present research work.

After reviewing the research literature related to the proposed study, ‘GROWTH AND DEVELOPMENT OF TEACHER EDUCATION PROGRAMME IN PUNJAB WITH REFERENCE TO EXPANSION, QUALITY AND SOCIETAL NEEDS’, it was found that about 637 research studies had been carried out in India on teacher education reported during 1974 to 2006 as reported by 6 educational research surveys (1974, 1979, 1987, 1991, 1997, 2006). Most of these studies were conducted at Ph.D., M. Phil and project level and had remained purely theoretical researchers. Researchers in the field had used different sets of variables to study teacher education. One set was concerned with a study of characteristics of teachers, student-teachers, institutions etc. a second set was linked with characteristics of teacher educators, a third was related to training procedures, and a fourth to attitudinal and other changes in student-teachers or teachers. Various research issues concerned with growth and development of teacher
education that were identified as related to the present study were classified as per below:

(i) General Growth and Development of secondary teacher education at national level and in the state of Punjab.
(ii) Quantitative Expansion of secondary teacher education.
(iii) Quality of secondary teacher education.
(iv) Societal needs and secondary teacher education.

2.1 GROWTH AND DEVELOPMENT OF SECONDARY TEACHER EDUCATION:

Russia (1962) found that teacher training institutions faced many problems in organizing rural reconstruction programme e.g. shortage of time, lack of money and equipment, difficulty of organization, communication, lodging, messing, non-cooperation of the villagers, disinterest of students as well as teachers, record keeping and guidance etc.

According to Taneja (1968) the training education institutions charged rupees 8 as monthly fee from the boys and rupees 4 from the girls. The trainees whose parent’s income was less than Rs. 3,000 per annum were not required to pay any tuition fees, both in the Government as well as in the Private training schools. In case of Scheduled Castes, Scheduled Tribes and other Backward Classes, not only there was complete exemption from the payment of fees, but there was a liberal provision for scholarships and stipends from the Government also.
According to Encyclopedia of Educational Research (1973) of U.S.A., teacher education programmes were studied more than researched. Innovations tended to be implanted and imitated with a minimum of evaluation. Practices and procedures were evolved rather than developed through controlled experimentation. Diversity was the most noticeable characteristic of programmes of teacher education at mid-twentieth century, with each institution seemingly aspiring to be unique (Stiles and others, 1960). Discontent was typical reaction of leaders in the field as well as outside observers (Cottrell and others, 1956; Bestor 1953). Efforts to achieve standardization through national accreditation of teacher education programmes produced further controversy (Mayor, 1965). Central concerns that motivated inquiry were such factors as control of programmes (Conant, 1963), quality of professional courses (Stiles, 1959) programme emphasis (Koerner, 1963), organizational patterns (National Education Association, 1960b) and quality of product (American Association of colleges for Teacher Education, 1963). The controversies of the 1950’s and early 1960’s sparked a variety of changes (National Education Association, 1963, 1964) and planned innovations (O’Brien, 1965; Hazed, 1966) that may well provide the models for research on teacher education programmes in the future.

Chaurasia (1977) presented most remarkable developments in teacher education in India as:
i. Inter-disciplinary approach in teacher education implemented by the four Regional Colleges of Education.

ii. Summer-Cum Correspondence Courses for Bachelor of Education Degree for clearing the backlog for untrained teachers.

iii. Establishment of NCTE.

iv. Establishment of the Centre for Advanced Studies in Education at M.S. University Baroda under the guidance of UGC.

v. Establishment of State Institutes of Education in all States.


vii. Increasing role of universities in school improvement.

Srivastava and Bose (1978) felt that the Regional Colleges were set up to feed the multipurpose schools as suggested by the Secondary Education Commission and they started their programme and professional and general education well in time. It was also observed that the training institutions were still inadequate to meet the increasing requirements as the usual programme of training colleges had little relation to the actual needs and difficulties of the schools, and that many teachers were unable and unwilling to follow those methods on their return to schools.

background data on 578 graduates were collected and 593 teacher’s careers traced. 55 teacher trainers and inspectorial questionnaires were supplemented with interviews, observation, and extensive documentary analysis on teacher training and inspection system. A latest in-service B.Ed. programme successfully supplied middle level manpower.

Hemambujam (1983) conducted a survey of teacher education at secondary level and made a critical appraisal of the B.Ed. programme in Tamil Nadu at its operational set up. He found that the state government controlled the recruitment of all the teacher educators. Selection was done on the reservation basis, the service of teacher educators was secure and their salaries were directly paid. It was found that financial resources of the colleges of education included tuition fees and special fees, remitted to them by the trainees.

Keck (1985) conducted a case study for the historical review of the organization and development of teacher education in the state of Florida. The study was focused on the strategies used in training teachers and the procedures employed by the state of Florida to monitor the effectiveness of teacher education programmes. The research method of historiography was applied to this problem in educational history. Central to the development of this investigation was the use of the case study approach in the research of Florida teacher education. It was recommended that the
study concerning the historical development of teacher education in Florida be updated every 10 to 15 years. Through the study of historical trends, educators can improve teacher education, a fundamental part of our educational system.

Singh (1995) emphasized that the educationists in the country were greatly concerned and anguished with the continued deterioration in the quality of teacher education. The non-statutory NCTE in 1987 had opposed the correspondence courses being run for the first degree in education. In-spite of efforts from various quarters, more and more universities had started B.Ed. (Correspondence) courses.

NCTE (1998) had studied the growth and development in India and it had found that after independence number of secondary teacher education institutions had increased at a very faster rate where as the quality had deteriorated in the previous years.

Garg (2000) studied growth and development of teacher education in the post independence period and he found that the teacher education after independence had expanded at a very faster rate. He had discussed about policy shifts regarding teacher education in the post-economic reform period.

Sharma (2003) had referred to a centrally sponsored scheme of restructuring and reorganization of teacher education that has been implemented after 1987-88. This scheme aimed at
strengthening of about 250 Secondary Teacher Education Institutions (STEIs) and development of about 50 of them as Institutions of Advanced Study in Education (IASEs).

Shardindu (2005) studied development of teacher education in India and found that Govt. of India had played very significant role in setting up National Council for Teacher Education through a resolution of 1973, with the secretarial support provided by the Department of Teacher Education of the National Council of Education Research and Training. He further applauded the act of making NCTE a statutory body later on.

Singh (2005) found that teacher education miserably lacked in proper differentiations in this regard thereby giving rise to the mushrooming of the Teacher’s Colleges all over the country. Since a Post Graduate with a B.Ed. degree was considered eligible to be a PRT, TGT, and a PGT as such there was an urgent need to consider this issue as to who in fact is eligible to teach the elementary classes especially when there is a distinct teacher education program for preparing Elementary school/classes teachers.

Bhakoo (2006) reported that Deputy Director, Punjab, Colleges Dr. Gupta talking to Ludhiana Tribune said that the government had to give no objection certificates to about hundred of new colleges in recent years as in the absence of sufficient Colleges of Education, students of Punjab went to Jammu or other Universities for doing B.Ed. Course. He added that in the year
2005-2006 40,000 students had sought admission in the secondary teacher education institutions of Punjab but only 12,000 of them could be accommodated.

Nair (2006) commented that teacher education all over the world was under a radical change. Many of these changes had been inducted into teacher education because of the overarching changes which are happening in the area of general education and instrumentalities. He further commented that it was doubtful whether teacher education in India had responded fully to the demands of change. He recommended that in India teacher education needed several levels of updating if it has to fall in line with the demands of the new knowledge society.

Sethuraman (2007) reported that although National Council for Teacher Education (NCTE) claimed that it had been given a broad mandate to achieve “planned and coordinated development of teacher education in the country”. Yet NCTE had failed to plan and efficiently coordinate the development of teacher education in the country. It had actually paved the way for undermining the existing “teacher education programme”. He recommended that the NCTE’s negative approach should be factually studied. He gave two examples:

(i) One of the conditions the NCTE imposed on the institutions starting B.Ed. (Face to Face) programme was that the institution must have 7+1 teachers with M.Ed. qualifications.
During the year 2004-05, NCTE was reported to have granted approval to nearly 690 institutions in the country increasing the intake from 1,52,496 to 2,23,476, a net increase of 70,980 seats in the B.Ed. programme. During the same period NCTE accorded approval to 22 institutions with an increased intake of 470 students for M.Ed. Programme. NCTE could not explain how the increase of 70,980 student in the enrolment B.Ed. programme all over the country could be managed with an increased intake of 470 teachers keeping the ration of 1:15. Can this be called by any stretch of imagination planning or planned development of teacher education?

(ii) Out of the total approved strength of 2,23,476 the major chunk, 54,030 constituting nearly 25% of the total intake in this country, was in Uttar Pradesh. During the year 2004-2005 alone, 200 institution were granted approval with an intake of 20,000 additional seats in UP. Similarly in Karnataka, an additional 185 institutions granted approval during 2004-2005 taking the intake of students from 7,340 to 25,640. In Andhra Pradesh, however, there was only a marginal increase in intake from 34,121 to 36,221. in Kerala, 102 educational institutions were granted approval during the year and the intake of 6,279 was nearly trebled to 18,174. As on 31.03.05, the Southern Region with an intake of
87,019 constituted nearly 39% followed by Northern region with an intake of 80,887 constituted nearly 36% and the Western Region, with 45,345 constituted nearly 20%, the remaining being Eastern Sector. He had arrested that can this imbalance be called a planned development by NCTE?

Abdullah (2009) studied different issues and problems related to growth of teacher education institutions. He analysed the secondary data of NCTE and found that among all Teacher Education Courses, a majority comprised of Elementary Teacher’s Training (ETT) and B.Ed. programmes. Except for pre-primary courses, where a marginal decrease was observed from 1995-96 to 2000-01, there had been a steady increase in number of all courses. It was also found that the most rapid expansion in number of courses recognized by the NCTE took place from 2000-01 to 2005-06. Further, it was found that the southern region has had the maximum number of Teacher Education Courses at all points of time whereas the eastern region has had minimum of such courses. The author found that conducive climate for privatization of education, increased demand for teacher education institutions, restricted growth of correspondence courses in teacher education, near stagnation in the growth of government institutions etc. were the major factors responsible for mushrooming of self-financing teacher education institutions.
Kothari and Shelat (2009) in their paper on ‘Teacher Education Programme at Secondary Level: Some Issues’ critically evaluated the Secondary Teacher Education Programme in the country. According to them ‘the present state of secondary teacher education in the country presents a mixed picture of far-sighted intentions and innovations coupled with learning distortions and structural shortcomings. Looking back, from past to present it appeared that although, nomenclature has undergone a change from ‘training’ to ‘education’, the system by and large remained unchanged”. They found that the admission policies and procedures differed from state to state and university to university within the state. Even minimum percentage of marks also varied from university to university as criteria for admission. Knowledge of content and teaching aptitude had hardly any place in most of the universities as criteria for admission. It was also found that teacher-student ratio also varied from State to State. Moreover it was also found that practice teaching programme was far from satisfactory. There was no integration among pre-primary, primary and secondary teacher education institutions. It was suggested that an association of teacher education institutions and teacher educators at State / National level should be established.

Sharma (2009) in his article on teacher education and the education commissions in Independence India studied almost all aspects of teacher education. He commented that all the education
commissions gave some thought to the question of initial teacher preparation, with its social or economic implications. He had covered the discourse on duration, residential training institutions, breaking the isolation of teacher education choice of students / quality of intake, teacher education curriculum, process / pedagogy or teacher education, organization of school practice / internship in teaching, training in activities, training in special subjects, education as a ‘discipline’, research in education, profile of teacher educators, professional development of teachers, status of teachers, gender perspective in teacher education, professional preparation of teachers in higher education, norms and standards in teacher education, manpower planning and teacher education, teachers for vocationalization of education and teacher education institutions as educational leaders etc. The author, after carefully analyzing all the above aspects of teacher education recommended that in order to perform the leadership role, it would be an advantage if each training college could be given the responsibility of supervising the work of a certain number of schools in the neighbourhood, which would, on the one hand, improve their standards and, on the other, enable the members of the staff to give practical shape to their ideas.

Gupta (2011) in her study of teacher education in India and United States of America has compared the teacher education systems of the two countries. She has found many striking
differences between the two systems. As per her findings, along with the passing scores of basic skill test and subject matter test, in USA a candidate's personal goal statement informing that the candidate is committed to his professional career and intellectual curiosity and two letters of references one from professor in department of education and other from the department in which the candidate wants to do his content specialization are also needed. In her study she has found many other differences between the teacher education systems of two countries and has recommended that like USA decentralized administration should be adopted by India, because a central agency cannot do much in a large country like India with diverse needs and demands. She also recommended that duration of the course should be extended from one year and duration of student teaching should be atleast one semester like USA, because professional training for any course cannot be completed in one month.

Singh (2011) in his paper on comparison between the research in teacher education during the British rule and in free India has raised many pertinent questions. He states that there are many choices one has to select for one's institution from among (a) B.Ed. from Regional Institute (b) B.Ed. from Kurukshetra, which has a past of experimentation (c) B.Ed. from Delhi University (d) State Government or Government Aided Colleges (e) Self-Financed Colleges (f) B.Ed. through correspondence from IGNOU,
Annamalai or any similar university. How does one define or assess the quality of the product? He further asks that is this not the function of NCTE to bring some sanity into the system? One more question asked by him is that why we are not told, that different types of systems have their own history? It has been further argued that when there are many models of teacher training existing in our country like Buddhist system, Sanskrit school system and the system of training of teachers of Maktabs and Madrasahs why only one model has been followed?

2.2 EXPANSION OF SECONDARY TEACHER EDUCATION:

Mukerji (1964) found that in 1948 the enrolment in teacher training institutions was 42,157 and in 1962–63. This enrolment increased to 2,17,027 out of which 23,398 was for B.Ed course. It was also found that of the 243 secondary training colleges as many as 219 were affiliated to universities and only 24 were controlled entirely by eight different State Departments of Education. It was also noted that the curriculum control of over half of the university affiliated training colleges was in the hands of six universities (Agra, Calcutta, Gorakhpur, Kerala, Madras and Punjab) each of which had responsibility for ten or more training colleges.

Taneja (1968) found that teacher education programme in Punjab had almost to be started de novo as in 1947 we had one co-educational training college and one training college for women with 51 trainees on roll and 9 training schools, 3 for boys and 6 for
girls with 399 and 264 trainees in them respectively. In November 1947 a co-educational training college in Jalandhar and Woman Training College in Shimla were started. The number of training schools rose from 9 to 14, in 1950 there being 6 for men and 8 for women.

According to NCERT’S (1971) third national Survey of Secondary Teacher Education in India, number of Teacher Education Institutions in India was 219 in 1962 and increased to 273 in 1965 which further reached 381 in 1971. Increase in number of Institutions was maximum in 1968 when 19 institutions were opened and was minimum in 1971 when only 2 institutions were opened. At one stage, out of 259 institutions only 35 institutions were fully residential where as 147 were partly residential, 215 institutions were co-educational and 30 were for women only.

Dubey (1981) found that in Madhya Pradesh the number of colleges of education rose from two in 1947 to fifty one in 1978 and 80% of these colleges were Government colleges whereas in Maharashtra only 27% were Government colleges and 61.5% Private colleges.

According to Aggarwal (1988) the number of colleges of Education in India increased form 34 in 1946 – 47 to 494 in 1979 – 80 and the number further reached 641 in 1987 – 88. The number

Singh (1995) criticized the sporadic expansion of teacher education from 1965 to 1995 as it was unplanned. In fact it was not at all planned in terms of the teacher requirements in various states. As a result, the quality of teacher training programmes deteriorated further.

Singh (1995) in a survey conducted by NCTE during 1988-89, found that 14 universities were running B.Ed. programme through correspondence and as many as 68,000 students were enrolled by them during 1988-89. The duration of B.Ed. programme varied for 10 months to 14 months (NCTE, 1990). At that time there were more than 20 universities which offered B.Ed. through Correspondence/distance education in the country.

Sivadasan Pillai (1997) revealed that there were only 19 Teacher’s Colleges with an intake of around 4000 towards the end of the Eighties in Kerala. The universities centered the arena with the starting of centers of Teacher Education, admitting 300 students each. The three affiliating universities competed for opening more number of such B.Ed. centres and the number of such centers became 25 which catered to not less than 7500. In addition, during 94-95, 32 Teacher’s colleges were sanctioned additional intake of 100 seats on an average. Most of these institutions were self financing colleges. The Shree Sanhara
University of Sanskrit also started B.Ed. programme in its regional centres. Thus the number of B.Ed. seats available in Kerala became 25000.

According to Jayapalan (2001) in the year 1802, there were 105 normal schools in the whole India and about 3, 886 men and women were being trained in those schools. The annual expenditures of these schools were nearly 4 lacs. In 1862, normal school system of teacher training was started in Bengal. Under this system the teachers of the native schools or their relations were sent to normal schools. In 1874 Campbell, the Governor of the province prepared a new scheme for the training of the teachers and consequently, 46 normal schools were established at the cost of Rs. 1,64,000. Ultimately, the regular system of teacher education was started in accordance with the recommendations of the Indian Education Commission, 1882. Consequently by the end of 19th century there were 6 training colleges (at Madras, Lahore, Allahabad, Kursan, Rajmundri and Jabalpur) and 50 training schools in the whole country.

According to Punjab Statistical Abstracts (2003) number of student teachers in colleges of education in Punjab in 1971 was 3139 which became 3839 in 2002. In 2002 there was no college of education in Rupnagar, Mansa, Sangrur and Fatehgarh Sahib Districts where as there were six colleges of education in Ludhiana district alone. Number of teacher educators increased from 267 in
1971 in the colleges of education in Punjab to 379 in 2002. There were 846 colleges of education in India in 2002 out of which 23 were in Punjab.

Jain (2004) in his Punjab Hand Book, showed that teacher education institutions in Punjab had expanded at a very slow rate up to 2001. The number of institutions of secondary teacher education increased only by six over thirty years i.e. from 17 in 1971 to 23 in 2001.

According to Sidhu (2004) the admissions to the B.Ed. courses in Punjab in 2005-06 were done through central counselling in Punjab University Chandigarh for more than 110 colleges of this region. Where as in the year 2004-05 the admissions to B.Ed. course were done only to 37 Colleges of this region at the Guru Nanak Dev University Campus Amritsar. Thus there was an over 200% increase in the number of Colleges within one year i.e. from 2004 to 2005.

According to Singh (2005) India had been facing the challenge of paramount expansion of education system including teacher education. During 2002-03, there were around 5.5 million teachers in India. The enrolment in teacher education institutions was more than 2,00,000 every year and the number had gone too high. There were around 2000 teacher education institutions during 2000-03. The number of institutions increased at a very fast rate because of privatization of teacher education. There were twelve types of
teacher education courses being run in these institutions. Upto 2005, around 180 teacher education institutions have been accredited by NAAC with the assigned grade ranging from C+ to A+. However, with rapid expansion both in number and size of the teacher education institutions quality had suffered much.

Vij (2005) studied the quantitative expansion of colleges of secondary teacher education and found that from 1993 to 1997 no new institution was established. Where as in the years 1998, 1999, 2000, 2001 and 2002 each year one college of education was established in Punjab. But in the year 2003 nine colleges of education were established in Punjab. Thus raising the total number from 18 in 1993 to 33 in 2003. Where as at the national level this number rose from 710 in 1995-1996 to 1075 in 2003

Rastogi (2007) stated that from 1886 to 1894, only six training colleges were set up to meet the need of required number of trained teachers. After independence in 1947, a phenomenal expansion of education took place including that of teacher education. At present, for providing teachers for a rapidly expanding school system, more than 2000 teachers training institutions were involved and over 2,00,000 persons underwent pre - service teachers training every year.

2.3 QUALITY OF SECONDARY TEACHER EDUCATION:

The expansion of pre-service teacher education to meet the needs of unprecedented expansion of education in the post-
independence period and the increased focus on the in-service education of teachers on a continuous basis brought in its wake concomitant problems relating to the quality of teacher education in the country. Different education commissions (Ministry of Education, 1958 & 1966), various committees (Ministry of Education, 1963; NCERT, 1966) and the National Council of Teacher Education (NCTE, 1978) had voiced this growing concern.

Misra (1961) reported that some of the Organizational Problems in the organization of community activities in Normal Schools and Junior Training Colleges as enumerated by the teachers, were heavy curriculum, short training period, inadequate funds and equipment, lack of skilled teachers and supervision etc. which affected the quality of teacher education programme.

Thakkar (1961) revealed that the programme of some of the training colleges of Gujarat State was consistent with the secondary school syllabus whereas George (1962) recommended that the main principles in the formulation of the quality teachers training programme should be:

1. It should emphasize the formation of a teacher.
2. It should help to evaluate teacher fitness.
3. It should include qualities needed for a teacher.
4. It should instill in him a sense of duty.
5. It should give him mastery of the subject and methodology.
Jha (1962) critically studied the Secondary Teacher Training Programme in Uttar Pradesh, as a Research Project sponsored by Ministry of Education, Government of India and concluded that the whole professional training programme including practice teaching, use of illustrative material, the theory course and lecture work, specialization, all needed to be planned according to the rules made by the university. A complete revision and re-orientation of the curriculum was considered very necessary in the light of norms and standards set by NCTE.

Chohan (1962) while evaluating the quality of teacher training programme of the women training college, Dayalbagh, Agra, reported that the theory syllabus was considered neither heavy nor superfluous. It was considered most useful and necessary for the knowledge required for teaching. Regarding practice teaching, the pupil teachers felt that the demonstration lessons by the lecturers should be both at the start of the teaching practice period and during the teaching practice period. Co-curricular activities were considered most necessary and the students felt that these should be organised in the mornings instead of at noon.

Prashar (1963) evaluated the quality of teacher’s training during the last decade and recommended that theory should be coordinated with practice much more than is done so far. Pupil teachers should receive all round training including organisation of
library, museum, exhibition, dramatical, musical shows, hobbies etc. Refresher courses should be organised after every five to seven years.

Chopra (1964) had a critical appraisal of Graduate Teacher Training Programme in Punjab, viz-a-viz the present day needs of the schools. After taking the opinions of the headmasters, inspectors, lecturers of training colleges, school teachers and pupil teachers he recommended that:

i. All colleges should follow the streamlined rules and regulations made by the universities.

ii. The B.Ed. Curriculum should lay more emphasis on Educational Psychology, Educational and Vocational Guidance and subject matter orientation of school level.

iii. Practical training should be imparted to B.Ed. Pupil teachers in School Registration and Accounts, Audio-visual Aids, Punjab Education Code, Cumulative Records, Co-Curricular Activities, Action Research and School Librarianship etc.

iv. Teaching practice for one month should be made more realistic as per recommendations of NCTE and it should be supervised with the help of headmasters and senior teachers of the practicing schools.

Kothari Education Commission (1964-66) after reviewing the status and service conditions of teachers had pointed out, of all the
different factors which influenced the quality of education and its contribution to national development, the quality, competence and character of teachers were undoubtedly the most significant. Nothing was more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they could be fully effective.

Marr (1970) conducted an intensive study of three colleges of education in Punjab and found that, colleges were not following the set rules for improvement of quality of teacher education Programme. The practice teaching was not up to the mark and thus quality improvement in it was also recommended.

Tikamni (1970) evaluated the quality of Primary Teachers Training Programme in Gujarat state by taking the opinions of teacher educators, headmasters, inspectors and primary school teachers and recommended that training programme should contribute to the future teacher efficiency. It should enable him to understand child development and its importance. Knowledge of new tools and techniques of teaching, evaluation tools, measurements should be imparted to the trainees. He also suggested that the subject matter orientation be given to pupil-teachers.
Mohan (1980) studied the effectiveness of the teacher training programmes in some selected colleges of education. He found that the teacher training departments neither had adequate buildings nor equipment and the hostel facilities for girls and boys.

Gupta (1980) surveyed pre-service education of teachers in colleges of education. These national surveys were accompanied by the surveys of teacher education at the state level also. All these surveys painted a dismal picture of teacher education so far as its qualitative aspects were concerned. Dearth of adequately trained staff and absence of adequate facilities were the predominant findings. The reasons for downward quality could be attributed to compromising with norms and dilution of academic standards.

Yadav (1980) found that more than sixty percent of colleges of education in Haryana were functioning without fulfilling the conditions laid down by the universities. Which had a direct impact on the quality of teacher Education Programme.

Dubey (1981) had found that teacher educators’ low salary prevented them from subscribing to journals and inadequate library stock in most of the colleges prevented them from keeping themselves up-to-date which affected the quality of teacher education and the inferior quality was further aggravated by late admissions, stagnation of teacher educators and under emphasis on field work during the training course.
Sharma (1982) surveyed the progress and problems of teacher education in India outlining the inadequacies of pre-service teacher education and built a case for continuous in-service teacher education programme.

Dash (1985) studied the teacher education programme in Orissa and found that inadequate physical facilities, inefficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training colleges was reflected in the poor status of teacher training programmes in the state.

Olivares (1985) constructed an educational programme evaluation manual using Information Mapping System (IMS) and flowchart techniques. The manual was designed to evaluate Teacher Education Programmes (TEP) in Chile. The study outcomes were presented as (a) report of the evaluation material development and (b) the final version of the evaluation manual. The program evaluation manual divided TEP into six variable fields: learners, curriculum, teachers, administration, facilities and costs. The main evaluation model was broken into five sub-models: (A) the inputs; (B) the process; (C) the products; (D) ideological congruence of the programme; and (E) supplemental information of the evaluation process.

Koul (1988) while discussing National Policy of Education and Teacher Education had pointed certain relevant issues for the immediate consideration to improve quality of teacher education.
These issues included fair and objective selections of teacher trainees and updating the curricula of teacher education.

Nagpur (1991) critically studied the system of teacher education at secondary level and found that the average expenditure per private unaided college of education was rupees 2.38 lakh, which was one third of the expenditure per private aided college. A majority of the students admitted that they had no teaching experience. Innovative methods like team teaching and models of teaching were rarely tried out in colleges of education. Moreover 30% colleges of education ran centres for vocational guidance, adult education, population education and distance education.

Reddy (1991) studied the quality improvement of pre-service teacher education of primary school teachers in Andhra Pradesh. Objectives of the study were: to explore the present status of pre-service teacher education of primary school teachers in Andhra Pradesh and to suggest improvement in the quality of teacher education in terms of physical facilities, staff pattern, the teaching learning process, the curriculum and the evaluation process. The study suggested that the 1+5 staff pattern should be changed to 1+9.

The Programme of Action (POA) (1992) document stated that the quality of pre-service teacher education, instead of improving with recent developments in pedagogical science, had shown signs
of deterioration as professional commitment and overall competencies of teachers left much to be desired. The teacher education programme had to maintain the quantity and quality simultaneously in order to provide its relevancy and social acceptance.

Singh (1995) discussed that there was a growing feeling that the teacher training courses were not effective in turning out efficient teachers. He had given following reasons for it:

i. Proliferation of institutions had increased tremendously.

ii. Further proliferation of B.Ed. through correspondences and part-time/vocation courses.

iii. The physical facilities and teaching staff of training institutions were not adequate.

iv. Admissions were not made by taking into the consideration the employment opportunities available to the teachers of various categories.

v. The courses of study were theory oriented and outdated and did not meet the present day needs.

Singh (1995) emphasized that the educationists in the country were greatly concerned and anguished with the continued deterioration in the quality of teacher education. The non-statutory NCTE in 1987 had opposed the correspondence courses being run for the first degree in education. In-spite of efforts from various
quarters, more and more universities had started B.Ed. (Correspondence) courses.

Singh and Sudarshan (1996) were of the opinion that as the number of candidates and staff increased, the ability of the staff to create and maintain a given ethos might decrease and regimentation or bureaucratization might increase. General impressions suggested that the larger a teacher education setting was, the more the ethos resembled a ‘cafeteria’ rather than a ‘dining room’. In the ‘cafeteria’ the ethos was apt to be flat or lacking in either social or intellectual vitality. ‘Cafeteria’ was seen, to be low on both affective and aesthetic considerations, whereas ‘dining rooms’ maximized both these qualities.

Mohanty (1997) studied the functions of NCTE and how far it had been successful in carrying out those functions. He found that a large number of teacher education institutions had been functioning only for 2 to 3 months in an academic year. NCTE had stipulated 180 working days for secondary teacher education programme but many secondary teacher education institutions had not taken this stipulate seriously. He recommended that norms and standards of NCTE should be strictly followed by all the teacher education institutions.

Chakrabarti (1998) while emphasizing Qualitative Teacher Education stated that Teacher Education in India had opened out new dimensions in qualitative change that believes in international
co-operation to preserve and promote the aesthetic and cultural heritage of mankind. The curriculum-orientation programmes were, therefore, vigorously implemented to give the world new perspectives on a new world order based on re-generation of aesthetic consciousness.

NCTE (1998) had studied the quality of teacher education in the teacher education institutions in Delhi and had found that all the teacher education institutions did not follow strictly the norms and standards set by the universities and other statutory bodies like UGC, NCTE etc.

Pandey (1998) viewed that National Council for Teacher Education (N.C.T.E.) was the high power body like Indian Medical Council (I.M.C.) and All India Council for Technical Education (A.I.C.T.E.) designed to upgrade the quality of teacher education at all levels in country. Any new teacher education institute should be planned in accordance with the fixed norms of NCTE for fulfilling the objectives of Teacher Education.

Govinda and Sood (2000) conducted a national evaluation of DIETs. The overall aim of the study was to find out the available technical and infrastructural capacity of DIETS in all states in the country for carrying out the assigned functions. The tool used to collect information was a questionnaire to know the status of (i) physical infrastructure (ii) technical and academic programmes and activities and (v) financial status. Out of seven branches envisioned
in the DIET designed to carry out the expected functions, Planning and Management (P&M), Educational Technology and Work Experience branches were non-functional in most of the DIETs in the country.

Vyas (2001) opined that there was a belief in the society and among teachers that teaching was an art or craft and not a science. There was a mentality that successful teaching was a practical skill and such skill did not come through the study of principles of education. Therefore present teacher education system came under severe criticism from various sections of society for not giving due importance to practical experience to produce quality teachers.

According to NAAC (2002), in the words of NCTE Act (1993), 12(k) “to evolve suitable performance appraisal system, norms and mechanisms for enforcing accountability on recognized institutions” was very essential. For quality assurance of teacher education institutions, the NAAC and NCTE had entered into an MoU for executing the process of assessment and accreditation of all teacher education institutions coming under the provisions of the NCTE Act.

Sharma and Sharma (2002) found that untrained teachers, lack of professional status, drop outs, limited student strength, outmoded curriculum and lack of funds are responsible for deterioration of quality of teacher education.
According to Punjab Education Policy (2002) the candidates seeking admission for Bachelor of Education or Degree in Physical Education must had fifty five percent marks in respective bachelors/masters degree. It was also recommended that a minimum of fifty percent seats should have been reserved for female candidates, in each discipline and selection of candidates should have been done through open competition based on attitude and aptitude instead of information and subject knowledge. It also stated that though teaching practice in schools was a part of the training courses for certain duration but it was a mere ritual. Therefore, internship/ apprenticeship of education trainees should be extended to sufficient duration during which they acquire necessary competencies to fulfill their obligations as teachers. It was recommended that there should be a minimum period of two years for internship during which all the trainees should be paid suitable stipend. The Policy also stated that for any candidate to be recruited as a Master or Mistress, he / she should have a Bachelor’s degree from a recognized university with a minimum of 55 percent marks in aggregate and a Bachelor of education from a recognized university with a minimum of 55 percent marks and must have completed two years of internship in a Government or Government recognized school.

Patil (2003) revealed that Rural Colleges of Education usually had ill stocked libraries. Dictionaries, encyclopedias, hand books...
and much of the standard reference volumes, adequate number of international and national periodicals were conspicuous by their absence. It affected the quality of academic work in teacher education institutions.

Yadav (2003) stressed that quality improvement of teacher education programme was essential for the professional development of teachers and teacher educators. The gap between pre-service and in-service training needed to be minimised by providing additional inputs; activities and also bridging the gaps at various stages. Whereas according to Kaur (2004) teacher education institutions were increasing but the quality of teacher education was deteriorating. Teacher Education had to be visualised as per future needs by giving proper training to teachers.

Pandey (2004) stated that NAAC, set up in 1994, had been given the responsibility to assess and accredit institutions of higher education. This involved preparation of self-study report by an institution, its validation by peers and final decision by the Council. Though assessment and accreditation was voluntary, the UGC had indicated that its development support to the institutions would be related to the outcome of assessment and accreditation. This might prove to be a positive re-inforcer to better performing quality institutions. But most of the institutions in India did not even fulfil the basic requirements for the teacher education programme.
Deb (2004) while discussing improvement in quality suggested that for quality improvement in teacher education it was imperative that teacher educators act in partnership with families, industry, voluntary agencies, people active in cultural life and teacher organizations. She also stressed that academic and social issues were interrelated and interdependent so in this context any change visualized in the sphere of teacher education needed collaborative efforts from all.

Singh (2004 a) viewed that teacher education was being throttled in the hands of NCTE, NAAC and ASCs. Instead of bringing about quality impact, these institutions and State Government orders added to deterioration of standards in teacher education.

Singh (2004 b) while discussing the role of NAAC and NCTE in quality improvement, stated that for accreditation maximum marks were 100 and minimum marks were 55. If an institution got more than 55% of the over all score the accredited status on a nine point scale might be A++, A+, A, B++, B+, B, C++, C+, C. The grade was also supplemented by a report by the team that highlighted the strengths and weaknesses of the institution under consideration. She remarked that “To produce quality you must have a ‘system’ to improve it” and “Quality that is not measured is a slogan not a system”.

- 86 -
According to Singh (2004 c) as regard teaching is concerned, some self-financed institutions provided theoretical knowledge and partially practice of teaching. A few of them totally ignored teaching and practice, they had been interested only in admissions and examinations. There were no qualified teachers, no proper infrastructure and essential requirements in these institutions. Thus quality of teachers provided was very low.

Singh and Singh (2004) had found that quality of Teacher Education Programmes in India needed improvement. They saw reframing teacher education curriculum, delayed sessions, admission procedures, thin attendance in the classroom, neglected supervision duty by the teacher educators during practice teaching and micro-session periods as serious issues.

According to Kamran (2004) NCTE had tried to evaluate and reset the standards of teacher education at secondary level but even then the quality of teacher education had not been improved.

Joshi (2005) pointed out mushroom growth of private B.Ed. institutions had created a formidable problem. It appeared that the main purpose of these institutions was not to impart quality training to the prospective teachers. They rather appeared to be interested in earning money only.

Singh (2005) recommended that to improve the quality of teacher education and to prepare teachers for local, national and global demands there was a need of establishing / standardizing
quality norms for teacher education programmes. She has recommended that selection process, upgradation of course, duration of course, practice teaching, curriculum and evaluation in the quality norms should also be included in the norms.

Punia and Dhull (2005) stressed that quality assurance in teacher education played the central role in the total quality management mission of the system and it could be ensured by its application in all domains of stakeholders/ customers with the main focus on primary customers i.e. learners. They recommended that equal attention should be paid to the all domains of the system.

Vij (2005) concluded that the teacher education programmes were not only of poor quality but also turned out teachers who carried negative and undesirable attitudes and values. According to her, pressure of number, unscrupulous private managements, no financial support from the government isolation of teacher education from main stream of academic life and the existing pattern of evaluation system were some of the main factors responsible for poor quality

Sidhu (2005) stated that there had been a 200% increase in the number of colleges of education in Punjab and every private college earned Rs. 50 Lacs per year. It was also reported that most of the new institutions were without Principals and a good number
of these colleges did not even have a single qualified teacher. Most of these colleges had floated all the norms.

Sungoh (2005) was of the view that defective selection procedure, lesser duration of training, lack of adequate opportunities to develop teaching competencies, absence of professional attitude and imbalance between demand and supply of teachers had lead to deterioration of quality of teacher education programme.

Upadhyaya and Upadhyaya (2005) opined that the concept of TQM (Total Quality Management) like business sector should be introduced in institution certificate of ISO 9001 for quality management. The institutions should be monitored regularly by National Council for Teacher Education and UGC and their grant and affiliation should be decided by over viewing their standard, align with this the ISO 14001 for institution. Which created practical awareness regarding environmental education with including it as an optional subject.

Singh (2005) found that detailed and in depth studies undertaken in recent years had shown that the quality of Pre-service and In-service Teacher Education Programs in our country deteriorated and that the professional commitment and overall competence of teachers left much to be desired. He stressed that unless and until the quality of teacher education programme was enhanced, the quality of school education could not be improved.
According to B.Ed. Joint Entrance Test Prospectus (2005) of Punjab there were 48 Colleges of Education affiliated to different Universities and 16 out of which were running without Principals which would have a direct impact on the quality of teacher education provided in these colleges.

Joshi (2005) commented that privatization had already started showing its tremendous impact on ‘Teacher Education’. Mind boggling increase in the number of private B.Ed. colleges had created a grave situation with regard to the quality of teacher training programmes.

Ahmad and Siddiqui (2005) suggested that for achieving the quality of teacher education it seemed logical to reorganise the B.Ed. curriculum and to enhance the period of B.Ed. course to two academic sessions. They also suggested to set up inspection committees to inspect whether all the required training facilities were provided to the teacher trainees or not. This measure would pave the way for the preparation of well equipped and qualified teachers which is a must for brighter future of India.

Walia (2006) critically evaluated the working of Colleges of Education in Punjab and found that about two dozen B.Ed. colleges were running without regular Principals. It was also found that most of the newly opened self financed colleges failed to find the qualified lecturers in the subject of education.
Sandhu (2007) reported that 40% of the teachers trained in Punjab could be termed as uneducated. He explained that due to lack of Principals and competent teacher educators the teacher trainees could not get proper training.

According to Singh and Singh (2007) quality control was a major problem in teacher education and neither the State Governments nor the Universities tried to enforce the minimum standards required for teacher preparation. As a result it was found that there were a large number of institutions which did not have the minimum necessary buildings, furniture, library, teaching staff with appropriate qualifications etc. State Government, Universities and NCTE are accountable for quality control in teacher education. Most of the institutions were found to be under private management and some did not feel any accountability towards standard, they were busy in collecting huge capitation fees only.

Vashishta, Pathak and Lal (2007) commented that the quality of pre-service and in service teacher education needs to be upgraded. They stressed upon the need to develop new models of teacher education to fashion it on more professional lines. They have provided the following suggestions to ensure the quality of teacher education:

i. Phasing out sub-standard institutions of teacher education.
ii. Certain norms of accountability with incentives for good performance and disincentives for non-performance should be laid down.

iii. Specialized programmes like M.Sc.Ed. introduced by NCERT (1974) should be given a practical shape for preparing teachers for +2 stage in subject areas like chemistry, physics, mathematics and life sciences in teacher training colleges.

iv. Commercialisation of teacher education should be checked by discouraging non-viable enrolments in teacher education programmes with apparently false certificates of teachers shown to be working in schools along with other fake certificates.

Substantial funds should be made available for providing academic support to meritorious but poor teacher trainees

2.4 SOCIETAL NEEDS AND SECONDARY TEACHER EDUCATION:

Agarwal (1980) attempted to identify the motivational factors in B.Ed. trainees’ choice of teaching as a profession. He found that factors such as desire to continue education, possibility of doing good to the country; interest in teaching, security of job and fulfillment of parent’s wish were important in choice of teaching as a profession.
Yadav (1980) found that sixty percent of the colleges of education in Haryana were not conscious about the social objectives of teacher education. According to his study the enrolment at B.Ed. level in Haryana was very high but at the time of admission no weightage was given to teaching experience and professional qualifications. Moreover no significant relationship was found between socio-economic status and the level of motivation that prompted the pupil teachers to pursue the B.Ed. course.

Sharma (1992) in his book, ‘the teacher and society’ had stressed that the teacher education system should be structured according to the emerging needs of the modern Indian society. The teacher should be equipped with all the necessary skills needed to train the future citizens of this country.

Rajput (1996) viewed that professional status of teachers in India was considered low vis-a-vis other professions. Teacher education could not distinctly establish the need for its essentiality as was the case for professions like law, medicine and engineering. Therefore no strong professional motivation was seen among the “would be teachers”.

According to Jayapalan (2001) the profession of teaching failed to attract the better kind of people and only those who were unable to find jobs elsewhere, come to teaching whereas Mohanty (2002) in a study concluded that many boys and girls joined teacher training because during the period they could continue to
enjoy student concession to attend interviews etc. for various other types of jobs. Where as many girls joined teacher training for matrimonial purposes.

NCTE (2003) conducted ‘A study of community participation’ used an Information Schedule and Questionnaire for DIETs to collect data. It was found that DIET Programmes were not suitably oriented to contextual or local needs of tribal, hilly and rural areas.

Singh (2003) in his paper ‘Towards a new look at Teacher Education in India’ had studied various crises faced by the Indian teacher education in several fronts. The author had reported that the phenomena of attracting only average or below average men and women by teacher education, because of poor salary scales of teachers, to some extent is almost universal. He further added that “while culture can be thought of as a source of stability in organizations in many ways, we in India find that in terms of learning cultures students and teachers reflect a good deal of divergence”. The author quoted a study by Professor Wayne J. Urban of Georgia State University to conclude that:

i. Teacher education has always depended on market forces which govern its supply and demand.

ii. Teacher education students come from more ordinary social class backgrounds than university students.

iii. There is a view that gender and class have seriously affected teacher education programmes.
iv. Reform in teacher education is dependent on the reforms in the occupation of teaching.

Kaur (2004) stated that many students joined the teacher training colleges to spend one more year leisurely or having the matrimonial aspect in mind especially in case of girls, some take of this course to settle in other countries. But on the other hand, even after completing the B.Ed. course some might choose to become clerks, cashiers and even conductors. There was a lot of wastage and stagnation at the teacher preparation level.

Murty (2005) had viewed that teacher education could play a significant role in the fulfillment of various socio-economic needs of our plural society if it was re-designed keeping in view the changing scenario at the international level.

Kirkire (2007) found that in previous two or three years the number of colleges of secondary teacher education had enormously expanded. It happened due to two reasons. There was a big social demand for B.Ed. degrees, which presumed at least some form of job placement security or high probability of it. Secondly, these newly opened colleges of education provided a platform for money making. According to them the self financed colleges which were coming up belonged to the second category. To what extent these newly opened colleges contributed to the production of quality teachers, was a matter of serious concern.
Anand and Chauhan (2008) reported that NCTE had revised the norms for admission and recruitment in B.Ed. colleges, lowering the eligibility marks for the course and the basic qualifications for secondary teacher educators and Principals. The minimum marks for B.Ed. admission were lowered from 50 percent to 45 percent in graduation. The number of teaching days had been reduced from 200 to 180 a year. But what surprised the academician most was the changes made in the minimum qualifications for appointment of Principals. Earlier, a Ph.D. in education was required, along with 55 percent marks in M.Ed. and a masters degree in a school subject with at least 50 percent marks as well as 10 years of experience to become Principal of a secondary teacher education institution. But the new rules stated no requirement of Ph.D. degree and the experience of only 5 years was needed to become a Principal. The council had also done away with the requirement of an M.Ed. for lecturers. They did not have to clear the National Eligibility Test of State Level Eligibility Test. A senior official of the council had said that it would help meet the rising demand for teachers.

But it should be noted here that all the above rules were again revised by NCTE to re-implement the earlier rules later on.

2.4.1 Quality of School Education and Secondary Teacher Education

Singh (2003) reported that the entire school curriculum is being examination-oriented and the society having increasingly become conscious of the value of excellence in the examination
results. We had to suitably modify our teacher education system. It was further stated that in order to achieve the aims and objectives of school education we would have to improve our teacher education accordingly.

Narang (2004) said that quality of School Education largely depended on the quality of teachers and the quality of teachers, which were products of teacher education institutions depended on the quality of teacher education.

Nagra (2004) recommended that a sound programme of professional education of teachers was essential for the qualitative improvement of school education. Thus the quality of education largely depended upon the improvement of teacher education.

Yadav & Rehan (2006) found that both teacher education and school curriculum worked in isolation and did not had relationship between two. The pre-service teacher education curriculum did not reflect the needs and demands of students and teachers. It needed to be revised and redesigned keeping in view the new thrust areas of the National Curriculum Framework for school (2005).

Yadav & Rehan (2006) found that in our existing system, the teachers with general degree of B.Ed. had been teaching from elementary to senior secondary stages. Even at some places, they were teaching subjects which they had not studied at graduation and post graduation levels. It resulted into many complicated problems like dropouts, absenteeism and low achievement among
the children. He recommended that there was a need to evolve a policy, under which B.Ed. degree with stage wise specialization i.e. secondary and senior secondary and area wise specialization like special education, physical education, etc. should be planned.

Singh (2007) reported that many teachers teaching in the government schools of Punjab had fake degrees and many others had poor academic record with no teaching skills. He recommended that the government should take the training of teachers in its hands and they should be trained by rotating them through various types of capsules.

NCERT (2009) brought out a report on Comprehensive Evaluation of Centrally sponsored scheme on Restructuring and Reorganization of Teacher Education. The study was undertaken for the comprehensive evaluation of the implementation of Teacher Education Scheme to assess the technical and infrastructural capacity of DIETs, CTEs and IASEs in all states / UTs of India for carrying out the assigned functions. The objectives of the study included the availability, adequacy and utilization of physical infrastructure, staff; pre-service, in-service programmes, research, innovation, development and extension activities; adequacy and utilization of financial assistance (central and state); monitoring and evaluation procedures followed for ensuring efficiency and effectiveness of the institution and networking with national, regional, state, district and sub-district level institutions /
organization involved in school education and teacher education. The method of the study was an evaluation survey using both the quantitative and qualitative techniques for collecting and analyzing the data. The study found that in all the IASEs there was a shortage of both the academic and technical staff most of these institutions had received only a one-time grant, and after that no funds were received for the recurring expenditure. The post of librarian was not filled in nearly 32% of the sampled IASEs. Physical Education instructor was not appointed in more than 50% of the IASEs. In 50% of the sampled IASEs, less than 50% of the academic posts were filled. Around 68% of the IASEs did not have technical staff in position. Moreover the function of instructional material development was also neglected by majority of IASEs.

2.4.2 Equality of Opportunities in Secondary Teacher Education:

Singh (1995) stated that tests were being increasingly used in selection of candidates for admission to B.Ed. course. He revealed that postal B.Ed. programme introduced in several universities was another factor which did not allow proper selection of candidates. Since these courses were started with commercial motive, the admission criteria was so fixed that large number of candidates were eligible. In some institutions various types of malpractices were used. It was increasingly becoming a practice to charge
capitation fee for admissions to some teacher training colleges. Therefore the poor students could not get admissions easily.

Mattoo (1996) studied teacher education in the light of societal needs and found that establishment of NCTE was a landmark in the history of teacher education in India. He stressed upon the changing attitude of student teachers towards teacher training. He also mentioned that privatization and commercialization should be checked and poor people with lower socio-economic background should be given subsidies in teacher education.

Singh and Sudarshan (1996) suggested that finance was probably of primary importance to most of the other variables related to teacher education programmes. They also pointed out that both interviewing and classroom observations of candidates were likely to be better predictors of professional competence than course or test grades. But the costs of such procedures militated against their use. It was also suggested that a researcher might ask how the anticipated incomes of teacher education candidates determined their level of motivation, socio-economic background and their intellectual qualifications and how much higher would anticipated earnings had to be to change the composition of the candidate pool?
NCTE (1998) had studied the development of teacher education in Delhi and had found that the present day teacher education did not cater to the following societal needs:

i. Making available good quality teacher education at reasonable costs.

ii. Providing placement services to the teacher trainees.

iii. Training teachers in languages like Punjabi and Urdu etc.

iv. Training teachers for adult and continuing education.

Sharma and Sharma (2002) criticized the admission procedure of the colleges and universities in India. They stated that due to faulty admission policy more language and humanities teachers were trained than the actual need, leading to sectoral unemployment. If preference be given to youths coming from rural areas the dearth of teachers in village schools could be overcome.

Kamran (2004) had stated in her article about NCTE that, the existing system appeared to be static and rigid to cope with the new national needs. It provided the student teachers very little awareness of the role education could play in transforming the present Indian society into a true democratic, socialistic and secular society that we wished to build up in the country.

Zayapragassarazan (2005) concluded that teacher training institutions should be open to all, irrespective of caste, creed,
religion, sex or status. But the politicians with questionable ethics, unscrupulous money launderers, self proclaimed religious leaders, uncommitted, self serving socialites and pseudo-intellectuals should not be allowed to open self-financed colleges of education.

Pathy (2006), while discussing the threat perceptions to equality of educational opportunities, stated that the Indian constitution ensured equality of all citizens before law irrespective of caste, creed, religion, sex, or place or birth (Article 14, 15 and 16) and protected them from any kind of discrimination on that ground. It also guaranteed equality of educational opportunity to all citizens including the Schedule Castes (SCs), Schedule Tribes (STs), Women, physically and mentally handicapped, minority groups, and other socio-economically marginalized sections of the community (Article 46). For that purpose special provisions were made not only to provide easy access to education but also to lessen the incidence of financial burden on these marginalized groups through scholarships, stipends and other kind of assistance like free text books and uniforms.

2.4.3 Privatisation of Secondary Teacher Education:

Dash (1985) investigated into the development of teacher education programme in Orissa with reference to motivation, cost structure and quality. He found that private training colleges were established mostly with commercial motives and parochial feelings and not to fulfill the social needs.
Aggarwal (1988) revealed that in Maharashtra and some other states several colleges were set up and started functioning on the basis of capitation fees. These institutions did not receive any grants from the government but made huge amounts of money through capitation fees. The mushroom growth of such colleges on the one hand, hinted at the popularity of the course, and on the other pointed to the system suffering from a disease which would eat away its vitals.

Kaul (1993) discussed that with growing unemployment of the general arts and science graduates in India, the demand for professional education had been continually on the increase. Consequently, as we have seen; a large number of private professional colleges have been established in the country especially in the engineering and teacher education. Students aspiring to become engineers and teachers but unable to get admission in the government and government aided colleges on their own merit have sought admission in these private colleges which charge high rates of fee.

Anand (1997) revealed that commercialization of teacher training was not confined to the correspondence B.Ed. alone. It was quite rampant even in the regular face–to–face programmes. While favouritism and corruption were known to exist in all types of teacher training institutions in matters of admission, internal assessment, practical examination etc. the privately managed
teacher training institutions were widely seen as money making machines for their managements. Earning hefty amounts through allocation of seats was not uncommon. It was reported that in the State of Kerala (no other state was an exception) the ongoing rate for a seat in B.Ed. course was Rs. 25,000.

A Short survey done by Singh (2003) in July 2002 of forty self-financing Institutions, which set up then colleges of Teacher Education and got NCTE’s recognition during 2001–2002 and were located in NCT of Delhi (13) or its neighbouring districts (27) of Uttar Pradesh, revealed that the owners of self financing institutions came from the occupational groups such as advocates, teachers., politicians, businessmen (timber merchant, scrap and hardware dealers), industrialists (steel, brick kiln), builders / colonizers etc. Some of the owners of the existing institutions who had started B.Ed courses included those who were already in the trade and were running degree courses in subjects like the computer science, management and technology. There was yet another group of owners who had been running public schools for the last 15 years who were also now running the B.Ed / ETE programmes in their schools for the last three years.

In Kamran’s (2004) view, many newly started private teacher education intuitions especially at secondary level were not having proper qualified staff. These institutions were charging higher amounts of money but were not able to provide qualitative teacher
education according to the standards. These institutions had commercialized teacher education and it appears as if these have been opened for minting money and not for the sake of preparing good teachers.

Singh (2004) stated that establishing teacher education institutions became a profit making industry. He accused the NCTE, State Governments, and the concerned universities not to take notice of the malpractices being done by the teacher education institutions.

A Report in ‘Amar Ujala’, (2005) a Hindi Daily stated that some of the privately managed institutions were taking 40,000 to 50,000 rupees as annual charges instead of 32,500 rupees which was the amount fixed by Punjab government. Some students had even paid one lac to 1.5 lacs to secure the management quota seats.

A letter to the editor published in Ajit, (2005) a Punjabi Daily published from Jalandhar stated that the private colleges of education were just like shops and the poor students were not able to get admissions in these institutions due to hefty fees. These students were either experiencing frustration or not taking admissions even after getting marks required to get admission. It was stated that the government was also playing an anti-people role.
In a report in The Tribune Chandigarh, (2005) it was alleged that the norms and standards set by the Panjab University Chandigarh had been violated in B.Ed. admissions. It was quoted that the prospectus of B.Ed. entrance test 2005 clearly stated, “Any candidate possessing even a fraction less than the above mentioned percentage (i.e. 40 per cent or 100 out of 250 marks) will not be considered for interview”, but the university had started admitting students with less than the qualifying marks fixed for admission. It was also stated that it had happened under pressure from privately managed unaided colleges of education.

Nanda (2005) stated that some of the privately managed institutions were taking 40,000 to 50,000 rupees as annual charges instead of 32,500 rupees which was the amount fixed by Punjab government. He reported that some students had even paid one lac to 1.5 lacs to secure the management quota seats.

Sandhu (2005) stated that the private colleges of education were just like shops and the poor students were not able to get admissions in these institutions due to hefty fees. These students were either experiencing frustration or not taking admissions even after getting marks required to get admission. It was stated that the government was also playing an anti-people role.

Brar (2005) in his article in Punjabi Tribune on teacher education revealed that Privately Managed Colleges of Education did not aim at fulfilling the needs of society and serving it, rather
their motive was to accumulate wealth through commercialization of teacher education. He further stated that the universities and state government were pressurised by politicians to relax the Norms and Standards fixed by NCTE and UGC. Moreover financial corruption also played an important role in relaxing these norms.

Education in India: Funding Education (2006), a report stressed that good regulation is the solution to doing away with profiteering and poor quality. According to this report state must set up an independent, autonomous regulator to regulate all private and public higher education institutions to ensure quality and transparency and prevent profiteering. The state did so in the telecom sector by setting up the Telecom Regulatory Authority of India (TRAI) to ensure basic quality of services as well as keep the prices of telecom services provided by both public and private operators at reasonable levels. It needs to do the same in the education sector and regulate quality, not growth of the supply

Singh and Singh (2007) studied the problems of privatization of teacher education. They found that private teacher training institutions got recognition and affiliation by doing various manipulations and they hardly followed the norms and standards of regulating bodies. On the other hand they found that some managements of private institutions thought and behaved like business houses and hired only highly qualified teachers who
would help enhance their economic returns by way of efficient and quality teaching and research contributions.

Singh (2007) reported that privatization was another source of decline in academic standards. It was so because the private sector sponsored institutions set their own standards. They did not follow the standards set by universities or other academic bodies. They worked more as profiteering organizations than as professional institutions. In short ‘they served as a mechanism of perpetuation of socio-economic in-equalities.’

2.4.4 Demand and Supply of Secondary Teachers:

Goyal (1982) attempted to develop a model for forecasting teacher manpower requirements through a study of the components causing teacher demand. The model was useful for planning teacher education facilities.

Ram (1999) had stated that whatever generalizations could be made about students preparing to teach could also be made of the population of arts and science students. Aside from the large number of females in programmes in early childhood education and special education, the personality, intellectual achievement, age, social values, economic and motivational factors was all as broad and diverse among students preparing to teach as in the body of college youth in general. The shortage of jobs would support this student inclination to become indistinguishable from arts and science students in general.
Asija (2001) criticized that in the year 2001, on one hand there was an announcement of the opening of a new B.Ed. college at Bathinda and on the other hand the Minister for Higher Education announced that all B.Ed. colleges will be closed in Punjab. Nearly 6,000 government teachers retired in Punjab every year and the B.Ed. colleges in the state had only 4000 seats. In the previous three years, thousands of teachers had retired but those posts had not been filled. Instead, it was planned to close B.Ed. colleges and recruit untrained and unqualified persons as contract teachers. The plan to close down B.Ed. colleges was also attributed to the alleged unemployment among B.Ed. teachers. The unemployment had been caused by the correspondence courses which had given B.Ed. certificates to nearly 70,000 persons. But this attitude had been causing unrest among the educationists as they were of the opinion that government should fill the vacancies instead of closing down the Colleges of Education.

Mohanty (2002) concluded that all the persons who got training for teaching did not enter the teaching profession because the jobs were not easily available. Therefore uncertainty in getting a job also affected the quality of pre-service training. Moreover, poor quality of curriculum of pre-service training also played a vital role in preparing bad teachers.

Singh (2003) recommended that State Planning Department should conduct regular surveys to ascertain the manpower
requirements of teachers in various subjects at different levels in the State. Based on the data obtained from these surveys, the need for opening new teacher education institutions or offering new courses in the existing institutions should be the decisive criteria for issuing ‘No Objection Certificate’ to an individual or a society/trust.

Bansal (2003) found that the placement of trainee teachers was 98% in France while the rate was quite low in India. Moreover, there was a direct co-ordination between the number of vacancies of teachers and the number of candidates admitted to teacher education programme in France. The pupil teachers got stipend during the second year of teacher training course in France, whereas in India this facility was not available.

Kamran (2004) found that after independence the number of teacher education institutions had increased both at elementary and the secondary levels. Rather there was a mushroom growth of teacher education institutions. But this expansion was ill planned. It was not planned properly in terms of the teachers requirement in various states in the country. As a result, the quality of teacher education programmes deteriorated further.

Sidhu (2004) reported that the gap between demand and supply of teachers was widening every year. The number of unemployed teachers was rising but the education colleges in Punjab were mushrooming rapidly.
Nanda (2005) stated that the number of B.Ed. colleges in Punjab had gone up to 117 where as 50 more colleges were under construction. After completing their B.Ed. course 15,000 more unemployed B.Ed. teachers would be added to the already existing unemployed lot.

Puri (2005) in his article in Punjabi Tribune had stated that more than 15,000 students were studying in the B.Ed. course per year in Punjab. Whereas more than 80,000 B.Ed pass teachers were already unemployed in Punjab. Where as government was not ready to fill the vacancies in the government schools and it had caused a serious imbalance between demand and supply of teachers.

Yadav (2005) studied the availability of secondary teachers up to 2009. He found that if we assume 70 percent enrolment rate there would be a surplus of 920.8 thousand teachers and at 80 percent and 90 percent surplus would be 613.8 and 306.8 thousand.

National Conference of State Legislatures (2006) discussed that little data was available on teacher demand and supply in most states, making it difficult to predict future trends for teacher staffing. It was also realized that the type and amount of data necessary to make informed decisions about policy options should be discussed, and the capacity of the organizations, districts and schools to gather that information be examined.
Yadav and Rehan (2006) found that there was no mechanism of Management Information system (MIS) about Teacher Education. The data related percentage of untrained teachers, unemployed trained teachers, number of teacher educators and their specialization, curriculum and syllabus at different levels, frequency of curriculum revision, innovative programmes etc. in teacher education were not available at one place. This unavailability of data further complicated the problem of demand and supply of teachers.

Kumar (2009) reported that in Haryana alone, there were about 70 institutions, which claimed to ‘train’ teachers for elementary education. All the 19 District Institutes of Education and Training (DIETs), which unfortunately did not work as conceptualized in the NPE, 1986, had come to stay merely as pre-service education centres, while two government elementary teacher training institutes carried the privilege of preparing 200 elementary teachers each. About 50 self-financing teachers’ training institutes in the private sector produced 5000 trained teachers every year. It brought the annual production of teachers to 6700. It might be interesting to find that this number related well to the total vacant posts in the state at that time. There were 38241 sanctioned posts of JBT (elementary) teachers in Haryana in the year 2006-07. The attrition rate (due to retirement etc.) at 1 percent of the posts created the annual need of 382 teachers. Normally 200
schools were opened / upgraded each year. The requirement of new teachers for these schools came to 1000 keeping in view a standard norm of 5 teachers per school. The total demand of elementary teachers, there come to 1400 teachers per annum. Making allowance for non-government institutions, there was supposed to be another demand of 500 teachers. The total demand in the state therefore did not exceed 1900 (say, 2000) each year. Which clearly indicated a surplus production of 5000 JBT teachers per year. It adversely affected not only the respectable employees of such a large number of teacher but also the quality of education.

2.5 DEDUCTIONS:

After reviewing the research reports and research papers of various researchers and institutions and reports of committees, commissions and organisations about the growth and development of secondary teacher education it has been found that although various authors and researchers differ in their convictions and viewpoints, yet some of them point towards certain common but important facts stated below:

i. There has been a phenomenal growth and development in teacher education in India and Punjab after independence. The increase in number of Institutions of teacher education in India has been very fast as compared to Punjab up to the year 2000. But after that there has been a more than 200% increase in the number of institutions in Punjab. [Aggarwal
ii. After providing the NCTE a statutory status, there has been a mushroom growth of privately managed self-financed secondary teacher education institutions in India. [Sivadasan Pillai (1997), Singh (2005) and Sidhu (2004)]

iii. Most of the privately managed Colleges in India and Punjab were not following the norms the standards prescribed by NCTE. [Jha (1962) and NCTE (1998)]

iv. Quality had been deteriorating with the increase in quantity of institutions. [Yadav (1980), Dash (1985) and Singh (2004)]

v. Most of the teacher trainees were not motivated by the ideals of the teaching profession, rather they were compelled by various circumstances to join this course. [Agarwal (1980), Yadav (1980) and Mohanty (2002)]

vi. Most of the privately managed self-financed colleges were established with the motive of profit making. [Aggarwal (1988), Singh (2004) and Joshi (2005)]

vii. There was a serious imbalance between the demand and supply of teachers [Puri (2003), Amar Ujala (2005)]

viii. The Secondary Teacher Education Programme in India and Punjab was not properly planned to meet the societal needs. [Murty (2005), Sharma (1992) and Singh (1995)]
All these deductions related to secondary teacher education programme call for detailed and in-depth systematic study of the growth and development of secondary teacher education programme in the country in general and in Punjab in specific. Thus the investigator framed the following research questions to conduct the present study.

2.6 RESEARCH QUESTIONS TO BE ANSWERED:

(i) What have been the different policy perspectives in secondary teacher education in the country after independence?

(ii) What has been the expansion pattern of secondary teacher education after Independence at the national level in terms of increase in total number of secondary teacher education institutions, average enrolment per institution, women’s institutions of secondary teacher education, intake, intake capacity of Government and non-Government institutions, percentage of women trainees, pupil-teacher ratio, percentage of trained teachers in schools and expenditure on education in relation to GDP?

(iii) What has been the expansion pattern of secondary teacher education after Independence in Punjab in terms of increase in number of institutions, turn out of students in education faculty in recent years in the state, students’ intake, number of teacher educators, number of SC students, number of teachers in schools, trained teachers, projected demand and
supply of teachers and location of planning of teacher education courses for future years?

(iv) What has been the extrinsic quality of secondary teacher education programme in Punjab on the basis of the indicators used by NAAC for the assessment and accreditation of secondary teacher education institutions?

(v) What are the views and perceptions of the pupil teachers, parents, teacher educators and Principals about various issues related to secondary teacher education vis-à-vis different societal needs?