CHAPTER – III
THE PROBLEM AND STRATEGY OF ENQUIRY

In the post-Independence period the advent of democracy in India resulted in new hopes, aspirations and demands on education and in highlighting the shortfalls and inadequacies in the existing educational system in relation to the seemingly unsurmountable targets to be achieved. Being a semi-literate nation, the ravages of prolonged colonial rule, nearly a century of struggle for freedom and World War II, left India with a weak political structure and a shaky economy. In such a situation, education was seen as a potent force that could lend effective support to the process of social reconstruction. The role of education in the Freedom Movement was still fresh in the memory of the new nation. The constitutional commitments showed the path to educational system to set the feasible targets. It had to provide wide access, improve quality, evolve effective organizational and administrative structures and process, and acquire certain specializations and autonomy. Efficient use of meagre resources for achievement of the challenging targets was necessary. This required better quality ‘grassroot level’ functionaries, teachers and administrators who would be able to recognise, understand and work towards the realisation of such targets. They had to realise the changed role of education in democracy; to represent to school children through school experience the new value orientations,
emerging concerns and changes needed for a better future for the individual and the nation.

The expectation that all children of school going age would be brought into schools and benefit from such orientation and training was impossible to achieve without the ‘teacher’ taking on the responsibility. Soon after Independence, inadequacy in this regard was glaring, not only in terms of the size of the available work force of teachers, but also of its quality. The gravity of the problem was accentuated due to the fact that schooling facilities had expanded by leaps and bounds, for which a large work force had to be drafted-with or without ‘technical preparation’ or training. Moreover there was already a large backlog of untrained teachers working in schools. Measures had to be taken for ensuring that over a period of time this problem would disappear. In the context of such stupendous problems, the available network for teacher education was far too inadequate both in numbers or size, and in the quality of its substance.

During the 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 teacher education in general and secondary teacher education in particular is quite impressive, if we look at the growth in the number of teacher education institutions. From a mere 10 secondary teacher training institutions in 1948,
the number has increased to 1084 in 2010. But the rate of growth of secondary teacher education was irregular after Independence, in the country in general and in Punjab in specific. In the year 1951 there were only 24 government and 104 non-government teacher training colleges in India which increased to 69 and 203 in 1961, 101 and 368 in 1971, 126 and 501 in 1981, 134 and 738 in 1991 and 148 and 936 in 2001 respectively. Where as in the state of Punjab the number of government colleges was only 2 and non-government colleges was 6 in 1951. This increased to 4 and 20 in 1961, 4 and 23 in 1971, 4 and 27 in 1981, 4 and 27 in 1991 and 4 and 32 in 2001, (NCTE, 2009). Although Punjab has also experienced a tremendous overall growth in the field of secondary teacher education after Independence yet there was a period of two decades after 1971 when there was almost zero growth rate of secondary teacher education. But after 1999 there has been an unprecedented growth in number of secondary teacher education institutions in Punjab as well as the whole country. It can also be observed that after 1995, when the NCTE got statutory status the growth of secondary teacher education was accelerated very much through out the country. The causes and consequences of such an irregular growth may be manifold and many dimensional.

After the adoption of neo-liberal economic changes, government of India adopted a new economic policy and the budgetary allocations for overall higher and professional education
were reduced. Thus the central government stopped to finance the setting up of new colleges. The state governments also stopped to open up new government and government aided colleges. This policy of the government encouraged the growth of self-financed institutions. Thus a large number of self-financed colleges of education were set up by the entrepreneurs and are still coming up in large numbers. The popularity of the B.Ed. course among graduates, because of the focus on universalization of education, education for all and right to education, which seem to promote job opportunities for teachers, also contributed in growth of self-financed colleges of teacher education. But there is a danger that the self-financing colleges may attract students having less ability but more payability. This will affect the quality of secondary teacher education which in turn will ultimately affect the quality of school education in future. Many educational thinkers oppose the self-financing aspect of teacher education because of the chances of ills of commercialization and corruption creeping into this system.

Moreover, it is the process of privatization of teacher education that has lead to its commercialization. But privatization has not been voluntarily adopted by the Indian people. Therefore they wonder as to what are the factors which have forced the government of India to privatize the higher education including teacher education.
However, the Indian state, operating with in its constitutional framework was faced with certain inherent contradictions in the sphere of education. This was in consequence of the commitments enshrined in the constitution to egalitarian objectives on the one hand and the right guaranteed to private interests through Article 19(i) g on the other. It is not possible to understand education as a state function without recognizing the conflicting demands placed upon it.

It is due to the above said conflicting demands that in the sphere of teacher education also, as in other sectors, the Indian state has permitted the growth of private sector together with that of the state sector. Private initiative was allowed in terms of freedom of choice, while state efforts were directed to meet constitutional demands for equality and justice. This dichotomy needs to be examined.

Moreover, the economic individualism accepted in India’s liberal democratic set-up, has also encouraged, ‘competition a legitimate strategy for the betterment of one’s fortunes’. The norm of profit in business or trade has not been ruled out. However, in the context of free competition, private ownership and profit motive, the definitions of ‘freedom’ and ‘equality’ no longer remain ‘democratic’ but turn ‘commercial’. (Apple 1989: 9)

Also, due to a mushroom growth in the number of self-financed secondary teacher education institutions in India in
general and in Punjab in specific, a need of co-ordination in the area of reallocation of manpower planning for the requirements of teachers, teacher educators and administrators etc. according to the demand and supply was felt badly. Further, after the recent constitutional amendment to make education a fundamental right and in the context of Universalisation of Elementary Education (UEE) demand for teachers has increased in the country.

Whereas on the other hand many newspaper reports and articles on teacher education indicate that in the flush of enthusiasm for quantity, quality of teacher education has largely been sacrificed. There are a variety of institutions imparting secondary teacher education in Punjab, out of which some are run by the state government, others by the universities, some others are aided by the government but are managed by private managements, where as rest of the institutions are self-financed. But most of the self-financing institutions charge hefty fees as compared to the public institutions.

Further, it is intriguing to note that what type of people are coming forward to start self-financed teacher education courses on institutions. A short survey ; done in July 2002 by L.C. Singh of forty self-financed institutions, who have set up their colleges of Teacher Education and got NCTE’s recognition during 2001-2002 and are located in NCT of Delhi (13) or its neighbouring districts (27) of Uttar Pradesh, reveals that the owners of these self-financed
institutions come from the occupational groups such as advocates, teachers, politicians, businessman (timber merchants, scrap and hardware dealers), industrialists (steel, brick-kiln) builders/colonizers, etc.

It is further noted that some of the self-financed institutions in the country are not providing library, laboratory and other facilities such as play grounds and sports equipment etc. According to the norms and standards set by NCTE. Some of these institutions don’t even have the eligible Principals and lecturers. This situation leads to the deterioration of quality of secondary teacher education in the state. Also the information based on some newspaper reports and personal communication in confidence with the stake holders and teachers reveals that the malpractices of commercialization cover a wide spectrum. These include the following:

(a) Auctioning of Management Quota seats.
(b) Getting money from non-attending students in lieu of marking them present.
(c) Charging higher annual and monthly fees.
(d) Charging hostel and mess fee higher than the market rates.
(e) Charging penalty for absenteeism.
(f) Pricing high publications – prospectus, magazines.
(g) Getting donations on, ‘as you please’ basis.
(h) Charging high stationary items.
Moreover secondary teacher education is also suffering due to no proper agreement among the different agencies governing it; on the issue of minimum prescribed qualifications of teachers and Principals. Even NCTE has not remained firm on its stand. It has time and again altered the minimum qualifications for teacher educators.

The above discussed problems and handicaps, which secondary teacher education has been facing can be studied in its correct perspective by a retrospect into our secondary teacher education programme, which after Independence remained sporadic, unsystematic and without the realisation of its full concept and implications.

Though a considerable amount of research done in the recent past in this field has greatly enriched our knowledge both in regard to theoretical as well as practical aspect of teacher education, yet keeping in view the status of teacher education in India in general and in Punjab in particular, we have to analyze the disturbing trends available in the form of privatization, unequal opportunities, dilution of quality, mushroom growth of institutions, ills of commercialization, imbalance between demand and supply of teachers and consequently the expansion of teacher education without responding to the needs of society.

This scenario encouraged the investigator to take up the following stated problem for research:

**Growth and Development of Teacher Education Programme in Punjab with reference to Expansion, Quality and Societal Needs.**
3.1 OPERATIONAL DEFINITIONS:

3.1.1 Growth and Development:

Growth and Development of teacher education in the context of present study refers to the increase in teacher education opportunities quantitatively as well as qualitatively. It includes various developments in the field of Secondary Teacher Education vis-à-vis changes in the policies of the Government on the basis of recommendations of reports of various commissions and committees and the plan documents.

3.1.2 Teacher Education Programme:

Teacher Education Programme’ denotes the Secondary Teacher Education Programme (B.Ed.) (one year regular, or two year through distance education or three year integrated) for training of teachers to make them competent for teaching secondary classes in schools.

3.1.3 Expansion:

It connotes the expansion of Secondary Teacher Education in terms of increase in total number of secondary teacher education institutions, women’s institutions of secondary teacher education, Government and non Government secondary teacher education institutions, student intake, percentage of women trainees and percentage of trained teachers in schools etc.

3.1.4 Quality:

Quality for the present study was operationally defined as the extrinsic quality of the Secondary Teacher Education Programme (B.Ed.), that was measured by a self made Institutional Inventory
based on Quality Norms and Standards set by NAAC, (2007) which include curriculum design and development, teaching learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, governance and leadership and innovative practices.

3.1.5 **Societal Needs:**

Societal Needs for the present study were defined as the sum total of the following factors:

(i) Quality of secondary teacher education in order to provide quality school education.

(ii) Equality of opportunities in secondary teacher education.

(iii) Social relevance of privatization of teacher education.

(iv) Establishment of a balance between demand and supply of teachers.

3.2 **OBJECTIVES OF THE STUDY:**

(i) To study the policy perspectives in secondary teacher education in India after independence.

(ii) To study the expansion pattern of secondary teacher education in India after independence.

(iii) To study the expansion pattern of secondary teacher education in Punjab after Independence.

(iv) To study the quality of secondary teacher education programme in Punjab.
(v) To study the views and perceptions of teacher trainees, parents, teacher educators and Principals about various issues related to the secondary teacher education vis-à-vis societal needs.

3.3 DELIMITATIONS OF THE STUDY:

(i) The study was delimited to the general growth and development of secondary teacher education after Independence. But the analysis of secondary data was delimited to the data and material available in the secondary sources. Therefore in those cases where the detailed data was not available the analysis was based on the general over all trend shown by the available data.

(ii) The analysis of secondary sources of data about the growth and development of secondary teacher education at the national level was delimited to the diary of main events, increase in number of total institutions, Govt. and non-Govt. institutions, women’s institution, student intake, average enrolment per institution, pupil teacher ratio, number of women’s institutions, percentage of women teacher trainees and teachers, expenditure on teacher education and percentage of total trained teachers in the schools etc.

(iii) The analysis of secondary sources of data regarding growth and development of secondary teacher education in Punjab was delimited to the data regarding increase in number of institutions, turn out of the students in education faculty in recent years, student intake, percentage of trained teachers, teacher educators, SC students, projected demand and supply of teachers and NCTE’s locational planning of teacher education courses at secondary stage.

(iv) The study of quality of Secondary Teacher Education Programme in Punjab was done about the extrinsic quality referring to the following aspects only:
   a. Curriculum Design and Development
   b. Teaching Learning and Evaluation
   c. Research, consultancy and Extension
   d. Infrastructure and Learning Resources
   e. Student Support and Progression
   f. Governance and Leadership
   g. Innovative Practices
The views and perceptions towards various issues related to growth and development of secondary teacher education of only following groups were studied:

a. Principals of secondary teacher education institutions
b. Teacher educators working in secondary teacher education institutions.
c. Secondary teacher trainees
d. Parents of secondary teacher trainees

The views and perceptions of trainees, parents, teacher educators and Principals about different issues related to secondary teacher education were studied by following the qualitative approach.

3.4 NEED AND SIGNIFICANCE OF THE STUDY:

Although there are a variety of institutions imparting secondary teacher education in India yet most of them are maladjusted and are out of step with the real needs of society. Even then more and more new self-financed secondary teacher education institutions continue to mushroom throughout the country. This problem is becoming more and more serious in India in general and in Punjab in particular. So it requires a deep investigation into the causes and consequences of this problem. Moreover, the quality of teacher education is deteriorating day by day. Student teachers are not at all professionally motivated to complete the course. Private entrepreneurs are establishing new private teacher education institutions for earning big profits and not for the sake of serving the cause of society. There is no unanimity and uniformity among the different institutions in country regarding the minimum qualifications for teacher educators. Imbalance in demand and
supply of teachers is also prevalent in most of the states. The secondary teacher education programme is not fulfilling the societal needs expected to be fulfilled by it. The state governments, NCTE, UGC and universities have to rethink and redefine their roles. A detailed research needs to be done in this direction.

Although a great deal of research was done in the field of teacher education, yet a thorough survey of research also reveals that the issues of growth and development of secondary teacher education with reference to expansion, quality and societal needs happen to be the topics which though of great importance have hitherto remained unexplored.

As many as 637 studies were conducted by various researches and institutions on teacher education reported by six surveys of educational research (1974, 1979, 1987, 1991, 1997, 2006). Most of these studies have remained purely academic in nature and no study was carried out to investigate whether the institutions of teacher education in Punjab are following the norms and standard set by NCTE. None of these has attempted to study the views and perceptions of trainees, parents, teacher educators and Principals about secondary teacher education in a systematic way.

More over the findings of the present study will be helpful in planning and organizing secondary teacher education programme in Punjab to meet the needs of the state and to stop the wastage of
resources. Since it has revealed the problems in real sense and it was based on the opinions of trainees, parents, teacher educators and Principals who are experiencing the problems. Therefore the study will be helpful to the administrators, teacher educators, parents and student teachers in performing their roles to enhance the quality of teacher education.

Further MHRD, NCTE, UGC, Universities, State Governments, colleges of teacher education and the society at large would all be benefited by actively implementing recommendations of the present study into practice as it will help in overhauling the system of secondary teacher education in the state in specific and in India in general.

3.5 **METHOD:**

Descriptive method of research was found to be most promising for the present research work as “It helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are held by the students, teachers, parents and experts, processes that are going on, effects that are evident, or trends that are developing. Because of the apparent ease and directness of this method, a researcher can gather information in terms of individual’s opinion about some issue, by a simple questionnaire. At times, descriptive survey is the only means through which opinions, attitudes, suggestions for improvement of
educational practices and instruction, and other data can be obtained”. (Kaul, 2009: 105)

3.6 DESIGN OF THE STUDY:

To study the growth and development of secondary teacher education at the national level and in Punjab the investigator adopted four different methodological approaches in descriptive research which resulted in dividing the present research work into following four parts:

(i) Policy Perspectives in secondary teacher education were studied on the basis of document analysis.

(ii) Analysis of secondary sources was done to study the expansion pattern of secondary teacher education at the national level as well as in Punjab.

(iii) Institutional Survey was conducted to study the quality of teacher education in Punjab.

(iv) In order to study the views and perceptions of the teacher trainees, parents, teacher educators and principals about various issues related to secondary teacher education vis-à-vis societal needs, interviews were conducted with the respondents.

3.7 POLICY PERSPECTIVE:

The Policy perspectives in secondary teacher education were studied on the basis of reports of various commissions and committees, five year plans, and other related documents. The
implementation of the government policies vis-à-vis evolution of secondary teacher education was studied in detail. Needless to mention that the development of secondary teacher education in Punjab was studied in the broader context of development of secondary teacher education in the country.

3.8 ANALYSIS OF SECONDARY SOURCES:

The analysis of secondary sources was done to study the pattern of expansion of secondary teacher education at national level and in Punjab, based on secondary sources of data. For this purpose various documents of Punjab and Central Government and the study reports of various institutions and researchers were analyzed. The secondary data from all these sources was pooled up to study expansion pattern of secondary teacher education at the national level in terms of the following:

a. Diary of significant events in the field of secondary teacher education.

b. Expansion in number of institutions

c. Increase in average enrolment per institution.

d. Increase in intake

e. Increase in intake capacity of Government and Non Government institutions

f. Increase in women’s institutions of secondary teacher education.

g. Increase in percentage of trained teachers in the schools
h. Increase in percentage of women teachers in the schools
i. Pupil-teacher ratio.

Whereas the expansion pattern of secondary teacher education in Punjab was studied in terms of the following:
i. Increase in number of secondary teacher education institutions.
ii. Turn out of the students in education faculty in recent years in the state.
iii. Increase in total intake.
iv. Number of teachers at school stage in recent years.
v. Number of teacher educators
vi. Number of SC students
vii. Status of trained and untrained teachers
viii. Demand and supply of teachers
ix. Projected additional demand for secondary teachers
x. NCTE’s locational planning of teacher education courses at the secondary stage.

3.9 INSTITUTIONAL SURVEY:

To study the extrinsic quality of secondary teacher education programme (B.Ed.) in Punjab, institutional behaviour of 42 randomly selected secondary teacher education institutions of
different types was evaluated with the help of a self developed institutional inventory.

### 3.9.1 Sample:

In order to select a sample of these 42 secondary teacher education institutions out of all the University Managed, Government Managed, Aided-Private and Self-Financed Secondary Teacher Education Institutions of Punjab, the technique of stratified random sampling was employed. Out of each of the above four strata of institutions 25% sample with proportional allocation from the population was selected in the following manner.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Institutions</th>
<th>Total No. of Institutions</th>
<th>No. of Institutions Taken for study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government Institutions</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>University Institutions</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Aided Private Institutions</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Self-Financed Institutions</td>
<td>145</td>
<td>36</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>166</td>
<td>42</td>
</tr>
</tbody>
</table>

(* Sample was selected according to the number of institutions existing in the state of Punjab on 31st March, 2009)

### 3.9.2 Development of the institutional inventory:

In order to evaluate the institutional behavior of the secondary teacher education institutions an institutional inventory was constructed and standardized by the investigator herself. For this purpose the investigator has reviewed the available literature related to the subject including the standards and norms set for the secondary teacher education institutions by the NCTE and the criteria for extrinsic quality assessment set by NAAC. A rough draft
of the institutional inventory was prepared to seek information about the following:

i. Curricular aspects

ii. Teaching-learning and evaluation

iii. Research, consultancy and extension

iv. Infrastructure and learning resources

v. Student support and progression

vi. Governance and leadership

vii. Innovative practices

Then opinions of the experts about the inventory were sought after discussing the objectives of the research study with them. The suggestions given by the experts about various items of the inventory were incorporated. After this a preliminary tryout of the inventory was carried out.

3.9.3 Preliminary try-out of the institutional inventory:

Preliminary try-out of the institutional inventory was carried out in three institutions of secondary teacher education to get feedback regarding the suitability of items in terms of various components, language and content. The preliminary try-out of the inventory helped the investigator to revise, modify and alter the items as per requirements. All the irrelevant, impractical and ambiguous items were modified or deleted and new adequate items were added. Thus the final draft of the inventory was prepared which was used to conduct the institutional survey to evaluate the
extrinsic quality of the secondary teacher education programme in Punjab.

3.10 STUDY OF VIEWS AND PERCEPTIONS OF RESPONDENTS:

The views and perceptions of the respondents about the different issues related to secondary teacher education vis-à-vis societal needs were studied by the method of research applied as follows:

3.10.1 Sampling:

To study the community response, the investigator used non-probability (purposive) method of sampling. The representative samples from the different segments of the public were selected. The Principals and teacher educators of various colleges of education and beneficiaries constituted the universe of the study. The detailed composition of the sample was as per the following table:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Sampling Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principals</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher Educators</td>
<td>200</td>
</tr>
<tr>
<td>3.</td>
<td>Beneficiaries</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Teacher Trainees</td>
<td>400</td>
</tr>
<tr>
<td>b.</td>
<td>Parents</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>750</strong></td>
</tr>
</tbody>
</table>

3.10.2 Development of interview schedules:

In order to study the community response towards the growth and development of secondary teacher education in Punjab including the issues related to expansion, quality and societal
needs, the following interview schedules were constructed and standardized by the investigator:

1. Interview schedule for Principals
2. Interview schedule for teacher educators.
3. Interview schedule for teacher trainees
4. Interview schedule for parents

These interview schedules focused on the issues related to expansion, quality and the following societal needs:

(i) To prepare quality teachers to provide quality school education to the children.
(ii) To provide equality of opportunity in teacher education to all sections of the society.
(iii) Whether to privatize or not to privatize teacher education with respect to national and societal goals.
(iv) To establish a balance between demand and supply of teachers.

The interview schedules, used for the present study were developed while keeping the format of questions open ended, in order to obtain variety of responses in a free flow manner in the following way.

3.10.2.1 Development of interview schedule for Principals:

To get the community response from the Principals, a special interview schedule was prepared. Before the development of this interview schedule, related literature on growth and development of
teacher education in Punjab and the related problems was consulted.

The content of the schedule was developed in such a way so as to motivate the respondents to provide the required information. Items were framed in such a way as would bring out the necessary information about the following issues and problems:

1. Role of a teacher in the present day Indian society.
2. Teacher education and Government’s responsibility.
3. Motivational factors for the trainees.
4. Status of growth and development of secondary teacher education in India in general and in Punjab in specific.
6. Planning and regulating the secondary teacher education and the role of NCTE.
8. Role of affiliating universities in regulation of teacher education.
9. Issue of privately managed self-financed institutions
10. Access to secondary teacher education and proliferation of secondary teacher education institutions.

12. Factors responsible for proliferation of secondary teacher education institutions.

13. Privatization and quality of teacher education.


15. Admission criteria for B.Ed. course.

16. Private participation in secondary teacher education

17. Private initiative and commercialization.

18. Standards and norms laid down by NCTE and functioning of self-financed institutions.

19. Regular faculty in self-financed institutions

20. Salaries of teacher educators in self-financed institutions.


22. Secondary teacher education curriculum and social needs.


24. Reservation of seats for the under-privileged classes in B.Ed. Courses.


27. Incentives for the needy and deserving students.
29. Mismatch between demand and supply of teachers
31. Suggestions for the improvement of secondary teacher education system.

Moreover the items for the Interview Schedule for Principals were framed in such a manner so that maximum information might be elicited from the respondents. Further, attempt was also made to keep the items in the interview schedule as precise as possible and at the same time unambiguous and clear. Each item sought information about only one aspect. Double negatives, annoying and embarrassing questions were avoided in the items.

The items were arranged in such a manner that information from general to specific could be collected from the Principals working in the secondary teacher education institutions. The items so prepared were shown to experts in the field of teacher education and suggestions about those items were incorporated and the redundant items were deleted. Thus, in this way the interview schedule for administrators was prepared.
3.10.2.1.1 Preliminary tryout of the interview schedule for Principals:

First draft of the interview schedule was given to the Principals of five colleges of education. The purpose of this try out was to get feedback regarding the suitability of items in terms of language, content, clarity and understanding etc.

It helped the investigator in modification, alteration, addition or deletion of certain items. After this, the final draft of interview schedule for Principals was prepared.

3.10.2.1.2 Validity of the interview schedule for Principals:

Validity is essential for the effective use of any data gathering tool. A data collection tool is said to be valid when it collects the same information what it claims to collect.

The content validity of the interview schedule for Principals was established by showing it to the experts in the field. The draft of interview schedule was properly checked and was modified as suggested by the experts of aforesaid concerned field.

3.10.2.1.3 Reliability of the interview schedule for Principals:

A data collection tool must be reliable i.e. it must have ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions.

The test-retest method was used to carry out reliability of the interview schedule for Principals. The final draft of the interview schedule meant for Principals was given to five Principals of
different secondary teacher education institutions and the responses were recorded. After a gap of one month the same interview schedule was again given to the same Principals.

The responses given by the respondents in the second administration were compared with that of the first and it was inspected that whether the responses were nearly similar to the first. This was how the reliability of the interview schedule for Principals was established.

3.10.2.2 Development of interview schedule for teacher educators:

To get the community response from the teacher educators, a special interview schedule was prepared. Before the development of this interview schedule related literature on growth and development of secondary teacher education in Punjab and the related problems was consulted.

The content of the schedule was developed in such a way so as to motivate the respondents to provide the required information. Items were framed in such a way as would bring out the necessary information about the following issues and problems:

1. Role of a teacher in the present day Indian society.
2. Teacher education and Government’s responsibility.
3. Motivational factors for the trainees.
4. Status of growth and development of secondary teacher education in India in general and in Punjab in specific.

6. Planning and regulating the secondary teacher education and the role of NCTE.


8. Role of affiliating universities in regulation of teacher education.

9. Issue of privately managed self-financed institutions

10. Access to secondary teacher education and proliferation of secondary teacher education institutions.


12. Factors responsible for proliferation of secondary teacher education institutions.

13. Privatization and quality of teacher education.


15. Admission criteria for B.Ed. course.

16. Private participation in secondary teacher education

17. Private initiative and commercialization.

18. Standards and norms laid down by NCTE and functioning of self-financed institutions.
19. Regular faculty in self-financed institutions
20. Salaries of teacher educators in self-financed institutions.
22. Secondary teacher education curriculum and social needs.
24. Reservation of seats for the under-privileged classes in B.Ed. Courses.
27. Incentives for the needy and deserving students.
29. Mismatch between demand and supply of teachers
31. Suggestions for the improvement of secondary teacher education system.

Moreover, the items for the interview schedule for teacher educators were framed in such a manner so that maximum information might be elicited from the respondents. Further, attempt was also made to keep the items in the interview schedules as precise as possible and at the same time unambiguous and
clear. Each item sought information about only one aspect. Double negatives, annoying and embarrassing questions were avoided in the items.

The items were arranged in such a manner that information from general to specific could be collected from the teacher educators working in the secondary teacher education institutions. The items so prepared were shown to the experts in the field of teacher education and suggestions about those items were incorporated and the redundant items were deleted. Thus, in this way the interview schedule for teacher educators was prepared.

3.10.2.2.1 Preliminary tryout of the interview schedule for teacher educators:

First draft of the interview schedule was given to five teacher educators. The purpose of this try out was to get feedback regarding suitability of items in terms of language, content, clarity and understanding etc.

It helped the investigator in modification, alteration, addition or deletion of certain items. After this, the final draft of interview schedule for teacher educators was prepared.

3.10.2.2.2 Validity of the interview schedule for teacher educators:

Validity is essential for the effective use of any data gathering tool. A data collection tool is said to be valid when it collects the same information what it claims to collect.
The content validity of the interview schedule for teacher educators was established by showing it to the experts in the field. The draft of interview schedule was properly checked and was modified as suggested by the experts of aforesaid concerned field.

3.10.2.2.3 Reliability of the interview schedule for teacher educators:

A data collection tool must be reliable i.e. it must have ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions.

The test-retest method was used to carry out the reliability of the interview schedule for teacher educators. The final draft of interview schedule meant for teacher educators was given to five teacher educators of different colleges of education and the responses were recorded. After a gap of one month the same interview schedule was again given to the same teacher educators. The responses given by the respondents in the second administration were compared with that of first and it was inspected that whether the responses were nearly similar to the first. This was how the reliability of the interview schedule for teacher educators was established.

3.10.2.3 Development of interview schedule for teacher trainees:

To get the community response from the teacher trainees, a special interview schedule was prepared. Before the development of this interview schedule, related literature on growth and
development of secondary teacher education in Punjab and related problems was consulted.

The content of the schedule was developed in such a way so as to motivate the respondents to provide the required information. Items were framed in such a way as could bring out the necessary information about the following issues and problems:

1. Role of a teacher in the present day Indian society.
2. Teacher education and Government’s responsibility.
3. Motivational factors for the trainees.
4. Status of growth and development of secondary teacher education in India in general and in Punjab in specific.
6. Planning and regulating the secondary teacher education and the role of NCTE.
8. Role of affiliating universities in regulation of teacher education.
9. Issue of privately managed self-financed institutions
10. Access to secondary teacher education and proliferation of secondary teacher education institutions.

12. Factors responsible for proliferation of secondary teacher education institutions.

13. Privatization and quality of teacher education.


15. Private participation in secondary teacher education.

16. Private initiative and commercialization.

17. Standards and norms laid down by NCTE and functioning of self-financed institutions.

18. Regular faculty in self-financed institutions.


23. Reservation of seats for the under-privileged classes in B.Ed. Courses.


25. Participation of rural students in secondary teacher education.

26. Incentives for the needy and deserving students.
27. Quality of secondary teacher education and quality of school education.

28. Mismatch between demand and supply of teachers


30. Suggestions for the improvement of secondary teacher education system.

Moreover the items for the interview schedule for teacher trainees were constructed in such a manner so that maximum information might be elicited from the respondents. Further, attempt was also made to keep the items in the interview schedule as precise as possible and at the same time unambiguous and clear. Each item sought information about only one aspect. Double negatives, annoying and embarrassing questions were avoided in the items.

The items were arranged in such a manner that information from general to specific could be collected from the students studying in various colleges of education. The items so prepared were shown to the experts in the field of teacher education and suggestions about those items were incorporated and the redundant items were deleted. Thus, in this way the first draft of the interview schedule for the teacher trainees was prepared.
3.10.2.3.1 Preliminary tryout of the interview schedule for teacher trainees:

First draft of the interview schedule was given to five teacher trainees. The purpose of this try out was to get feedback regarding suitability of items in terms of language, content, clarity and understanding etc.

It helped the investigator in modification, alteration, addition or deletion of certain items. After this, the final draft of the interview schedule for teacher trainees was prepared.

3.10.2.3.2 Validity of the interview schedule for teacher trainees:

Validity is essential for the effective use of any data gathering tool. A data collection tool is said to be valid when it collects the same information what it claims to collect.

The content validity of the interview schedule for teacher trainees was established by showing it to the experts in the field. The draft of interview schedule was properly checked and was modified as suggested by the experts of the aforesaid concerned field.

3.10.2.3.3 Reliability of the interview schedule for teacher trainees:

A data collection tool must be reliable i.e. it must have the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions.
The test-retest method was used to carry out reliability of the interview schedule. The final draft of interview schedule meant for teacher trainees was given to five teacher trainees of different colleges of education and the responses were recorded. After a gap of one month the same interview schedule was again given to the same students. The responses given by the respondents in the second administration were compared with that of the first and it was inspected that whether the responses were nearly similar to the first. This was how the reliability of the interview schedule for teacher trainees was established.

3.10.2.4 Development of interview schedule for Parents:

To get the community response from the parents of teacher trainees, a special interview schedule was prepared. Before the development of this interview schedule, related literature on growth and development of secondary teacher education in Punjab and the other related problems was consulted.

The content of the schedule was developed in such a way so as to motivate the respondents to provide the required information. Items were framed in such a way as could bring out the necessary information about the following issues and problems:

1. Role of a teacher in the present day Indian society.
2. Teacher education and Government’s responsibility.
3. Motivational factors for the trainees.
4. Status of growth and development of secondary teacher education in India in general and in Punjab in specific.


6. Planning and regulating the secondary teacher education and the role of NCTE.


8. Role of affiliating universities in regulation of teacher education.

9. Issue of privately managed self-financed institutions

10. Access to secondary teacher education and proliferation of secondary teacher education institutions.


12. Factors responsible for proliferation of secondary teacher education institutions.

13. Privatization and quality of teacher education.


15. Private participation in secondary teacher education

16. Private initiative and commercialization.

17. Standards and norms laid down by NCTE and functioning of self-financed institutions.
18. Regular faculty in self-financed institutions
22. Reservation of seats for the under-privileged classes in B.Ed. Courses.
24. Participation of rural students in secondary teacher education.
25. Incentives for the needy and deserving students.
27. Mismatch between demand and supply of teachers
29. Suggestions for the improvement of secondary teacher education system.

Moreover the items for the interview schedule for parents were constructed in such a manner so that maximum information might be elicited from the respondents. Further, attempt was also made to keep the items in the interview schedule as precise as possible and at the same time unambiguous and clear. Each item sought information about only one aspect. Double negatives, annoying and embarrassing questions were avoided in the items.
The items were arranged in such a manner that information from general to specific could be collected from the parents of teacher trainees. The items so prepared were shown to the experts in the field of secondary teacher education and suggestions about those items were incorporated and the redundant items were deleted. Thus, in this way the interview schedule for parents was prepared.

3.10.2.4.1 Preliminary tryout of the interview schedule for parents:

First draft of the interview schedule given to five parents. The purpose of this try out was to get feedback regarding the suitability of items in terms of language, content, clarity and understanding etc.

It helped the investigator in modification, alteration, addition or deletion of certain items. After this, the final draft of interview schedule for parents was prepared.

3.10.2.4.2 Validity of the interview schedule for parents:

Validity is essential for the effective use of any data gathering tool. A data collection tool is said to be valid when it collects the same information what it claims to collect.

The content validity of the interview schedule for parents was established by showing it to the experts in the field. The draft of interview schedule was properly checked and was modified as suggested by the experts of aforesaid concerned field.
3.10.2.4.3 **Reliability of the interview schedule for parents:**

A data collection tool must be reliable i.e. it must have ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions.

The test-retest method was used to carry out reliability of the interview schedule for parents. The final draft of the interview schedule meant for parents was given to five parents and the responses will be recorded. After a gap of one month the same interview schedule was again given to the same parents. The responses given by the respondents in the second administration were compared with that of first and it was inspected that whether the responses were nearly similar to the first. This was how the reliability of the interview schedule for parents was established.

**3.11 CONDUCT OF THE STUDY:**

1. To study the policy perspectives of secondary teacher education, the reports of various education commissions and committees, five year plans and other policy documents were collected from various libraries, internet and other sources in order to study the policy perspective and implementation mechanism.

2. To study the trend analysis various documents related to teacher education were accessed and documentary analysis was carried out to get the secondary data required for the
study. For this purpose following documents were accessed to collect the secondary data:

a. Economic surveys
b. Statistical Abstracts of Punjab
c. Reports of Planning Commission of Government of India.
d. All India Educational surveys
e. Annual reports of Government of India.
f. Research journals, Magazines and Newspapers.
g. Policy documents and reports of various Education Commissions
h. NCTE Annual Reports
i. CABE Reports
j. Five year plan documents of Government of India.
k. Research reports of various researchers
l. Other reports and data available on the internet.
m. Text books on teacher education.

3. To conduct the institutional survey of forty two colleges of education selected for the study, self constructed ‘Institutional Inventory’ was made use of. The investigator personally visited these institutions to seek the detailed information regarding various aspects of quality.
4. To collect the views and perceptions of the respondents the investigator personally interviewed the various groups of subjects as stated in the sampling.

3.12 ANALYSIS AND INTERPRETATION OF DATA:

1. Various documents and reports on secondary teacher education were scrutinized to cull out the theoretical and empirical observations with regard to policy perspectives.

2. The secondary data regarding expansion in number of institutions, average enrolment per institutions, sanctioned strength, government and non-government institutions, women’s institutions, percentage of women teachers, percentage of trained teachers, financing pattern, projected additional demand for secondary teachers, demand and supply of teachers, pupil-teacher ratio, locational planning of teacher education etc. were analysed with the help of statistical tables, line graphs, bar charts and pie charts, etc. in order to study the trends and patterns of growth and development of secondary teacher education.

3. The technique of content analysis was made use of to analyse the data about extrinsic quality of the secondary teacher education programme in Punjab as well as the views and perceptions of different groups of people namely Principals, teacher educators and beneficiaries regarding the various issues related to expansion, quality and societal needs. Further, ‘percentage analysis’ of parameters of extrinsic quality and the
views and perceptions given by the respondents was done and presented in the form of statistical tables. In order to show the results of this percentage analysis more vividly, pie charts and bar graphs were made use of, where ever necessary.