CHAPTER V
FINDINGS AND DISCUSSION

5.1 Findings: Section wise findings have been given below

Section A

5.1.1 Managing Committees

All the managing committees had a Chairperson/President, Vice Chairperson and a Secretary and the Trustees/ Members varied from 4 to 12. The Self Financing Colleges of Education had been opened by them keeping in view the social concern and vision of elders. These committees also wanted to increase the number of B.Ed seats and introduce courses like M.Ed, PGDCA & ETT. Objectives of these committees were inculcating educational values and leadership qualities among people, establishing and running educational institutions, rural advancement, assistance to needy and weaker sections of community and nurturing human values etc. The Chairperson performed the functions like holding full control over the property, budget and finances of the Trust and also framing norms regarding service conditions of its employees. He also had the power to take legal action on any employee found doing wrong when necessary. He could also nominate an auditor for auditing the accounts of the Trust.

The Vice Chairperson performed duties of Chairperson in his absence. The members of the managing committee were to attend meetings of the managing body, caste their vote and do their best to fulfill the objectives of the Society.

Section B

5.1.2 Sub-Objectives of the Study

a) Process of appointment of staff.

40% colleges under study violated the norms of GNDU, Amritsar because they appointed their staff through ad hoc committee or will of the management. The teacher-educators who were appointed through ad hoc committee or will of the management were exploited in many ways like having been paid low salary, getting less vacations, doing non-teaching work etc. Moreover non-NET qualified staff members were preferred to NET qualified because they agreed to serve on less salary. The teacher-educators who were not appointed by the properly constituted selection committee were not given written agreement. They also had to work under conditions imposed by the management. The State Govt. and managements of SFCE joined hands to influence negatively the process of the appointment of the staff.

b) Qualifications of the teaching staff.
In SFCE there was dearth of qualified teacher-educators. Only 27.5% teacher-educators were fully qualified in accordance with the norms of NCTE and GNDU. Qualification of the teacher-educators is the major factor which influence the quality of teacher education. While comparing findings of the present study with the norms of NCTE & GNDU, it was found that SFCE were not following the norms of appointment of teacher-educators.

c) Service conditions ascribed for the faculty.

Secondary teacher-educators appointed on contract or ad hoc basis were exploited in many ways i.e. over work load, less salary, non-teaching work etc. Most of them were relieved within 5 to 9 months period of the session, thus increasing the work load of regular teacher-educators. This showed the hidden objective (mentality of earning money) of managements to open SFCE. Principals claimed that teacher-educators were given chance to attend seminars and conferences and all teacher-educators also accepted that they were encouraged to do research work. Though Principals claimed that they provided chance to all teacher-educators for their professional growth but what is seen lacking was that teacher-educators did not get leave with pay for the research work. The service conditions of teacher-educators were poor regarding their appointment, salary, provident fund, various types of leaves and work load.

d) Orientation provided to the teaching staff.

Though the Principals said that teacher-educators were given chances to attend seminars & conferences, it was found that 35% teacher-educators had no participation at all. It indicated that there was a loophole somewhere. Although all Principals claimed that they had been providing chance to all teacher-educators for their professional growth yet they were not ready to give leave with pay to teacher-educators. Lack of motivation towards the teacher-educators had come to the limelight.

e) Process of curriculum transaction.

It was concluded from the responses of the Principals and teacher-educators that various types of activities were organized in SFCE under curriculum transaction programme. Data on curriculum transaction showed that SFCE were not providing enriched environment for same. No doubt almost all colleges were providing curricular and co-curricular experiences but these experiences were not comprehensive and ideal as demanded by NAAC.

f) Practicum provided to the students.

Regarding the number of discussion lessons, micro lessons and composite lessons the GNDU, Amritsar had provided uniform criteria (see-appendix-O) but responses on this
question of teacher-educators revealed that colleges of education were practicing differently. Only 60% Principals responded that they were arranging practice micro lessons as per given criteria of GNDU, Amritsar. On the whole it may be concluded that some SFCE were not following the criteria of practicing micro, composite & discussion lessons. The majority of students in SFCE prepared charts and models as major audio visual aids on computer were prepared by a few students.

OHP was the most common Audio visual aid available for the use of students. The most comprehensive projective aid i.e. LCD (Liquid Crystal Display) was available only in few colleges.

There were four practical subjects viz (i) Art, (ii) Craft (Computer/Gardening/Home Craft), (iii) Health and Physical Education and (iv) Community Service & Co-curricular Activities. These subjects were given 20% weightages in the curriculum as compare to 80% for the theory paper in the curriculum. Accordingly it was felt that at least 2 periods per week should be given to each of these subjects. The survey results showed that 55% SFCE were not allotting the periods as required by prescribed curriculum.

g) Evaluation procedure adopted to evaluate students.
SFCE lacked in adopting the comprehensive assessment system given by GNDU. Further the evaluation of theory, practical and internal aspects were not uniform in the colleges.

h) Number of hours distributed in the time-table.
NCTE has made the span of 6-7 hours mandatory for the working of a teacher education college. It was found that 35% SFCE were violating this condition i.e. their daily working hours were less than 6.

i) Process of feedback provided.
In teacher education programme feedback mechanism is required for improving the performance of teacher-educators, student teachers, Principals and the whole college. NAAC has given much emphasis on mechanism of feedback used in secondary teacher education programme. In the present study information obtained from Principals of colleges revealed that there was no effective mechanism of getting feedback from students. Meetings and discussions were the base of getting feedback from students as revealed by 20% Principals of SFCE. Another way to get feedback from students was tutorial group.

Only few colleges had adopted the scientific way of getting feedback from students regarding performance of teacher-educators. Similarly process of feedback to teacher-educators by Principals and the interaction of teacher-educators with school community was
not up to the mark.

j) Infrastructure facilities provided.

Most of the colleges were opened with few rooms and with no proper infrastructure. SFCE are providing only very essential infrastructural facilities to staff & students and many facilities suggested by NCTE were not available in these colleges.

Teacher-educators are compelled to appear in interview in their sister institutions to fulfill the basic condition of survival of the institution.

Section C

5.1.3 Perception

5.1.3.1 Perception of Student Teachers

1. The students had negative perception regarding self-financing colleges of education. Both male and female students had negative perception regarding self-financing colleges of education.

2. The students had negative perception regarding Teacher-educators. Both male and female students had negative perception regarding Teacher-educators.

3. The students had negative perception regarding Teaching of teacher-educators of self-financing colleges of education. Both male and female students had negative perception regarding Teaching of teacher-educators of self-financing colleges of education.

4. The students had negative perception regarding Evaluation in self-financing colleges of education. Both male and female students had negative perception regarding Evaluation in self-financing colleges of education.

5. The students had negative perception regarding STEP of self-financing colleges of education. Both male and female students had negative perception regarding STEP of self-financing colleges of education.

6. The students had negative perception regarding Teaching Aids used in self-financing colleges of education. Both male and female students had negative perception regarding Teaching Aids used in self-financing colleges of education.

7. The students had positive perception regarding CCA in self-financing colleges of education. Both male and female students had positive perception regarding CCA in self-financing colleges of education.

8. The students had negative perception regarding Infrastructure of self-financing colleges of education. Both male and female students had negative perception regarding Infrastructure of self-financing colleges of education.
Findings and Discussion

9. The students had negative perception regarding College Climate of in self-financing colleges of education. Male students had positive and female students had negative perception regarding College Climate of in self-financing colleges of education.

10. Students residing in urban areas having negative perception in rural areas had positive perception regarding self-financing colleges of education. Overall the students had negative perception regarding Teacher-educators.

11. Both male and female students residing in urban and rural areas had negative perception regarding Teacher-educators.

12. Students residing in urban and rural areas had negative perception regarding Teaching of teacher-educators of self-financing colleges of education.

13. Students residing in urban and rural areas had negative perception regarding Evaluation in self-financing colleges of education.

14. Students residing in urban and rural areas had negative perception regarding STEP of self-financing colleges of education.

15. Students residing in urban and rural areas had negative perception regarding Teaching Aids used in self-financing colleges of education.

16. Students residing in urban and rural areas had positive perception regarding CCA in self-financing colleges of education.

17. Students residing in urban and rural areas had negative perception regarding Infrastructure of self-financing colleges of education.

18. Students residing in urban areas had positive and students residing in rural areas had negative perception regarding College Climate of in self-financing colleges of education.

19. There was no significant influence of Gender of students on perception regarding Teacher-educators of SFCE. There was significant influence of Location of Residence on perception of students regarding Teacher-educators of SFCE. There was no significant influence interaction between Gender and Location of Residence of students on perception regarding Teacher-educators of SFCE.

20. There was no significant influence of Gender of students on perception regarding Teaching of teacher-educators of SFCE. There was no significant influence of Location of Residence of students on perception regarding Teaching of teacher-educators of SFCE. There was no significant influence interaction between Gender and Location of Residence of students on perception regarding Teaching of teacher-educators of SFCE.

21. There was no significant influence of Gender of students on perception regarding Evaluation in SFCE. There was significant influence of Location of Residence of students
on perception regarding Evaluation. Students residing in urban area had more negative perception regarding Evaluation than students residing in rural area in SFCE. There was no significant influence interaction between Gender and Location of Residence of students on perception regarding Evaluation in SFCE.

22. There was no significant influence of Gender of students on perception regarding STEP in SFCE. There was no significant influence of Location of Residence of students on perception regarding STEP in SFCE. There was no significant influence interaction between Gender and Location of Residence of students on perception regarding STEP in SFCE.

23. There was no significant influence of Gender of students on perception regarding Teaching Aids in SFCE. There was significant influence of Location of Residence of students on perception regarding Teaching Aids. Students residing in urban area have more negative perception regarding Teaching Aids than students residing in rural area in SFCE. There was no significant influence interaction between Gender and Location of Residence of students on perception regarding teaching aids in SFCE.

24. There was significant influence of Gender of students on perception regarding CCA in SFCE. There was no significant influence of Location of Residence of students on perception regarding CCA in SFCE. There was no significant influence interaction between Gender and Location of Residence of students on perception regarding CCA in SFCE.

25. There was significant influence of Gender of students on perception regarding Infrastructure in SFCE. There was no significant influence of Location of Residence of students on perception regarding Infrastructure of SFCE. There was significant influence interaction between Gender and Location of Residence of students on perception regarding Infrastructure of SFCE.

26. There was significant influence of Gender of students on perception regarding College Climate of SFCE. There was no significant influence of Location of Residence of students on perception regarding College Climate of SFCE. There was no significant influence interaction between Gender and Location of Residence of students on perception regarding College Climate of SFCE.

5.1.3.2 Perception of Parents

1. Parents had negative perception regarding Self-Financing Colleges of Education.
Findings and Discussion

2. Both male and female Parents had negative perception regarding Self-Financing Colleges of Education. There is no significant influence of Gender of parents on perception regarding Self-Financing Colleges of Education.

3. Parents had negative perception regarding Students’ Behavior, Teacher-educators, and College Climate of Self-Financing Colleges of Education.

4. Both male and female Parents had negative perception regarding Students’ Behavior, Teacher-educators, and College Climate of Self-Financing Colleges of Education. There was no significant influence of Gender of parents on perception regarding Students’ Behavior. Males had less negative perception regarding Teacher-educators than females. There is no significant influence of Gender of parents on perception regarding College Climate.

5. Both parents residing in urban and rural area had negative perception regarding Self-Financing Colleges of Education. There was no significant influence of Location of Residence of parents on perception regarding Self-Financing Colleges of Education.

6. Both parents residing in urban and rural area had negative perception regarding Students’ Behavior, Teacher-educators, and College Climate of Self-Financing Colleges of Education. Parents residing in urban area had less negative perception regarding Students’ Behavior than parents residing in rural area. Parents residing in urban area had less negative perception regarding Teacher-educators than parents residing in rural area. There was no significant influence of Location of Residence of parents on perception regarding College Climate.

7. There was no significant influence interaction between Gender and Location of Residence of parents on perception regarding Self-Financing Colleges of Education.

8. There was no significant influence interaction between Gender and Location of Residence of parents on perception regarding Students’ Behavior.

9. Male parents residing in urban area had less negative perception regarding Teacher-educators than female residing in rural area as well as than female residing in urban area.

10. Male parents residing in urban area had less negative perception regarding College Climate than female residing in rural area as well as than female residing in urban area.

5.2 Discussion

5.2.1 Managing Committees

Section A dealt with objective (A) i.e. to find the constitution of management committee of SFCE. All the managing committees have a Chairperson/President, Vice Chairperson and Secretary and Trustees/ Members vary from 4 to 12. The Self Financing Colleges of
Education had been opened by them keeping in view the social/concern and vision of elders. These committees also wanted to increase the number of B.Ed seats and introduce courses like M.Ed, PGDCA & ETT. Objectives of these committees were inculcating educational values among people, establishing and running educational institutions, rural advancement, inculcating leadership qualities, assistance to needy and weaker sections of community and nurturing human values etc. The Chairperson performed the functions like holding full control over the property, budget and finances of the Trust, framing norms regarding service conditions of its employees. He also had the power to take legal action on any employee found doing wrong. He could also nominate an auditor for auditing the accounts of the Trust. The Vice Chairperson performed duties of Chairperson in his absence. The members of the managing committee were to attend meetings of the managing body, caste their vote and do their best to fulfill the objectives of the society. No study was found directly related to this objective. One study conducted by NCTE (2001) was found with the major objectives: To study the growth and development of teacher education in the state of Assam along with its present status and to study the management system, infrastructural facilities, admission criterion, courses offered and their mode of transaction and other allied matters related to the quality of teacher education in teacher education institutions of Assam. But no finding was reported regarding the management system in private colleges of education.

5.2.2 Sub-Objectives of the Study

Section B dealt with objective (B) which includes 10 sub-objectives covering:

a) Process of appointment of staff.

40% colleges under study violated the norms of GNDU, Amritsar because they appointed their staff through ad hoc committee or will of the management. The teacher-educators who were appointed through ad hoc committee or will of the management were exploited in many ways like having been paid low salary, getting less vacation, doing non-teaching work etc. Moreover non-NET qualified staff members were preferred to NET qualified because they agree to serve on less salary. The teacher-educators who were not appointed by the properly constituted selection committee were not given written agreement. They also had to work under conditions imposed by the management. The State Govt. and the managements of SFCE joined hands to influence negatively the process of appointment of Principal and staff. Kaur (2010) reported that most of the teachers are not satisfied with their salaries as they are not getting the full scale as prescribed by UGC. The teachers are not getting cooperation from the administrative staff in their colleges and as a result most of their time is spent doing work other than teaching.
On the whole it is right to conclude that State Govt. and managements of SFCE joined hands to influence negatively the process of appointment of Principals and staff. Previous literature showed dearth of studies with respect to process of appointment of staff especially in SFCE. A few studies were found that indicated Govt. control on process of appointment of staff such as Hemabujan (1983) conducted a critical study of Teacher Education at secondary level in Tamil Nadu and found that the state government controlled the recruitment of all teacher-educators. Selection was done on the reservation basis.

No study was found which indicate the specified rules of the management for appointing the staff. But lack of qualified staff was reported by a few studies. NCTE (2001) reported teacher education institutions were lacking the required number of qualified staff in most of the institutions in Assam.

Similarly another study (NCTE, 2001) in Himachal Pradesh was conducted which covered all teacher education institutions in the state at primary and secondary level. Findings suggested that in colleges of education, there was a dearth of lecturers in subjects like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms.

b) Qualifications of teaching staff.

In SFCE there was dearth of qualified teacher-educators. Only 27.5% teacher-educators were fully qualified in accordance with the norms of NCTE and GNDU. Qualification of teacher-educators was the major factor which influence the quality of teacher education. While comparing findings of the present study with the norms of NCTE & GNDU, it was found that SFCE were not following the norms of appointment of teacher-educators.

Hence, it was clear that in SFCE there was dearth of qualified teacher-educators. It should be noted that qualification of teacher-educators was the major factor which may influence the quality of teacher education. Das (2009) dwascussed in detail regarding improvement in quality of teacher education and its various factors. He reported that the teacher education cannot be improved unless we improve the professional competence of teacher-educators. What should be the qualification required to be a teacher educator? Masters degree in Education? Masters degree in a School (related) subject? or both? Should M.Phil/PhD in Education be considered essential? Should a minimum percentage of marks in Master’s degree examination be prescribed? Should any teaching experience in secondary school be considered essential before appointment as teacher educator? How should teacher-educators be selected? Should UGC selection test for lecturers be made mandatory for being eligible to be a teacher educator? NCTE should consider these questions and lay down norms.
for selection of teacher-educators and implement them. IATE may help in the development of such norms.

Patted (1992) studied whether the selection procedure, the changed syllabi, the innovations, and the evaluation procedure have any impact on qualitative improvement of secondary teacher education programme in Karnataka. It was found that majority of the teaching staff had B.A/B.Sc., M.A/M.Sc. and M.Ed degrees in the second class; a few had PhD degrees.

The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that these colleges were opened mostly with commercial motives and parochial feelings with inadequate physical facilities, insufficient teachers, poor quality of trainees, unsuitable practice teaching, faulty admission procedure, no provision of in-service education of teacher-educators, high tuition fee paid by students. Sample consisted of all B.Ed colleges of Orissa state except Regional College of Education, Bhubaneshwar.

c). Service conditions ascribed for the faculty.

Secondary teacher-educators appointed on contract or ad hoc basis were exploited in many ways i.e. over work load, less salary, non-teaching work etc. Most of them were relieved within 5 to 9 months period of the session, thus increasing the work load of regular teacher-educators. This showed the hidden objective (mentality of earning money) of managements to open SFCE. Principals claimed that the teacher-educators were given chance to attend seminars and conferences and all teacher-educators also accepted that they were encouraged to do research work. Though Principals claimed that they provided chance to all teacher-educators for their professional growth but what is seen lacking was that teacher-educators did not get leave with pay for the research work. The service conditions of teacher-educators were poor regarding their appointment, salary, provident fund, various types of leaves and work load. There is hardly any study which examined the salary paid to the teacher-educators in SFCE. However in Tamil Nadu Hemabujan (1983) reported that service of teacher-educators was secure and their salaries were paid. Remember that this study was related with aided colleges of education. It was also difficult to investigate the salary related aspect in SFCE because of the pressure by management and Principal of these colleges focusing the security of service.

d). Orientation provided to teaching staff.

Though the Principals said that teacher-educators were given chances to attend seminars & conferences, it was found that 35% teacher-educators had no participation at all.
It indicated that there was a loophole somewhere. Although all Principals claimed that they had been providing chance to all teacher-educators for their professional growth yet they were not ready to give leave with pay to teacher-educators. Lack of motivation towards the teacher-educators had come to the limelight.

Previous literature on present dimension of teacher education programme i.e. “Orientation provided to the teaching staff” did not explore the similar aspects to the present study. In present study aspects like chances to attend seminars/conferences, TA/DA or other financial gains for professional growth, participation in seminars/conferences, steps taken for professional growth, incentives from management & encouraging teachers to write papers were examined but the literature of earlier studies focused mainly on provision of in-service education of teacher-educators. No study was found which had examined the same aspects of orientation of teacher-educators. The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that no provision of in-service education of teacher-educators was provided. Pandey (2010) reported that it is worth mentioning that a teacher cannot be trained all at once for the whole career. In the present context of phenomenal growth of knowledge, all teachers need regular in-service training at regular intervals. Anand (2010) reported that while accepting the accountability of Teacher Education, NCTE has proposed a compulsory in-service teacher training programme for every teacher once in five years. It is definitely a right step in the right direction. A step ahead, we should make in-service Teacher Education programme obligatory on the part of Teacher Education institutions as a condition for their recognition. In this context, a serious thought needs to be given to the scheme of things to be carried out in-service programmes to fall in line with the requirements of accountability of Teacher Education. Some researchers suggested need of orientation of teacher-educators with action research. Das (2010) reported that in addition to instructions, teachers need to innovate and conduct research for their self renewal, keep abreast with changes in education, develop expertise for effective implementation of every new innovation. In this regard action research on the part of teacher educator can be considered most essential.

Some studies were conducted on attitude of teacher-educators towards some aspects of orientation in relation to in service training programme. Sali (2003) studied that attitude of teachers towards content enrichment of school subject, teaching methods, new trends in education and innovation in education were favorable. Depaul et al. (2003) studied the difference in the attitude of elementary school teachers towards in-service education in between non graduates, graduates and post-graduate, married, unmarried, urban and rural.
The result showed that there is no significant differences between the mean attitude score towards the in-service education with regard to different variables. Keeping in mind lower quality of private teacher education institutions, Sharma (2010) suggested private people should not be allowed to do teacher education, duration of teacher education programme should be made of two years, more emphasis on practice teaching should be given, refresher courses must be organized and research work in teacher education should be strengthened.

e) Process of curriculum transaction.

It was concluded from the responses of Principals and teacher-educators that various types of activities were organized in SFCE under curriculum transaction programme. Data on curriculum transaction showed that SFCE were not providing enriched environment for the same. No doubt almost all colleges were providing curricular and co-curricular experiences but these experiences were not comprehensive and ideal as demanded by NAAC. Kaur (2010) reported that Lecture method, group discussion and question answer method is commonly used and twenty colleges make use of project and activity method. Audio visual aids like Overhead projector, Models/Charts and cameras are used by 26 colleges to supplement their teaching learning process while computer, television and LCD are made use of in nine colleges. Kaur and Vij (2004) found that at secondary level, although there is no complete uniformity regarding curricular activities among the TEIs affiliated to three universities but almost the same core papers were taught in all TEIs with some different nomenclature and variety of content. Although two teaching subjects were offered in all TEIs but contents of these teaching subjects were not uniform. Findings show that the rank order of various co-curricular activities and provision of non-scholastic subjects were (i) Govt. TEIs (ii) Aided TEIs (iii) Unaided TEIs. Govt. Institutions used more modes of transaction than unaided TEIs and unaided TEIs used more mode of transaction than aided institutions at secondary level. Bahera (1989) conducted a study regarding problems of teacher education programmes undertaken by private agencies in Orissa. It was a qualitative study and it was to give suggestions for qualitative improvement regarding curricular, co-curricular activities and other facilities. Researches on curriculum transaction in secondary teacher education institution were conducted in various manners i.e. qualitative, quantitative and survey form. Almost all studies indicate the need of improvement in curriculum transaction whether it is curricular, co-curricular or practical aspects. Most of the researches discussed the teaching methods in these institutes such as Nagpure (1991) studied regarding teacher education at secondary level with reference to physical facilities, academic work, finance, administration, evaluation and staff extension work. The findings showed that innovative methods like team
teaching and models of teaching were rarely tried out in the colleges of education and about 30% colleges of education had opted population education, continuing education and distance education.

Patted (1992) studied whether the selection procedure, the changed syllabi, the innovations, and the evaluation procedure have any impact of qualitative improvement of secondary teacher education programme in Karnataka. The report concluded that lecture, assignment, discussion and seminar methods were used while case study and project methods were used as innovative methods. Umashree and Kothari (2010) viewed that the requisites of teacher education programme were to provide for theoretical insights about the educational basis of teaching and developing the required professional skills and competencies, values and attitudes. For a teacher education programme to be successful, it is required that the theoretical aspects get internalized through appropriate practical experiences. Das (2010) observed that most of the Teacher Training Colleges are following lecture method. So, for enhancing qualitative improvement it is necessary to develop a newer and better teaching/training methodology. He reported that holidays for puja and summer vacation should be reduced to minimum. Substandard private training colleges should be given time to improve; otherwise these should be stopped. Kakkad (1983) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program and reported that the duration of the STEP should be two academic sessions. The aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Sessional Work, (f) Co-curricular Activities.

In present study under the dimension of curriculum transaction, development of academic calendar, activities of academic calendar, working days in the session, periods allotted to major papers and teaching subjects per week, audio-visual aids used, co-curricular activities arranged, ways to encourage students to participate in co-curricular activities, freedom of Principals to take different decisions, assigning work load to teachers, Principals’ interaction with teaching staff and students of the college were examined. Regarding working days of secondary teacher education Programme Hemabujan, (1983), Srivastava (1982) while studying effectiveness of Teacher Education Programme in Avadh University (U.P.), reported that the average working days during an academic year is only 118 and this has resulted in limiting curriculum transaction. Yadav (1980) reported that the revealed ill planned and ill organization of student teaching programme in Haryana due to indifferent activities of the practicing schools towards the programme. Critical study of teacher education at Secondary level in Tamil Nadu revealed non inclusion of content knowledge in
the B.Ed curriculum and time constraints as the major factors in implementing the curriculum.

Almost no research was found which directly studied above said aspects of curriculum transaction in SFCE. Kaur and Vij (2004) found that Govt. institutions were using more technological aids than aided institutions. Aided institutions were using more technological aids than private unaided institutions. Secondary level TEIs were using more technological aids than elementary level TEIs. Kaur (2010) reported that Audio visual aids like Models/Charts, overhead projector and television are available in 28 colleges whereas 13 colleges have LCDs and computers.

Das (2010) reported that there are about more than 360 teacher education colleges in the country, many of which are run by private management. The state Govt. and university are running a few teacher colleges. Private Colleges have their own problems, no doubt. But the colleges are run on commercial basis with no commitment to impart qualitative education. Teaching staff, equipments, management of infrastructure are not at all adequate for imparting qualitative education. The colleges are not in a position to equip the future teacher in the latest method, techniques and strategies for imparting instruction including media devices and educational hardware. Behari (1998) found that the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills. Dramatics as the activity and discussions as a mode of transaction of programme were found to be more helpful. It was observed that a theory practice link was missing in teacher education programme and therefore the student teachers were not able to link what they had learnt. Rout (2010) revealed that there were wider gaps between objectives of the programmes and organizational constraints besides other aspects.

f) Practicum provided to the students.

Regarding the number of discussion lessons, micro lessons and composite lessons the GNDU, Amritsar has provided uniform criteria (see appendix-O) but responses on this question of teacher-educators revealed that colleges of education were practicing differently. Only 60% Principals responded that they were arranging practice micro lessons as per given criteria of GNDU, Amritsar. On the whole it may be concluded that some SFCE are not following the criteria of practicing micro, composite & discussion lessons. The majority of students in SFCE prepared charts, models as major audio visual aids. Audio visual aids on computer were prepared by a few students.
OHP was the most common Audio visual aids available for the use of students. Most comprehensive projective aid i.e. LCD (Liquid Crystal Display) was available only in few colleges.

There were four practical subjects viz (i) Art, (ii) Craft (Computer/Gardening/Home Craft), (iii) Health and Physical Education and (iv) Community Service & Co-curricular Activities. These subjects were given 20% weightages in the curriculum as compare to 80% for the theory paper in the curriculum. Accordingly it was felt that at least 2 periods per week should be given to each of these subjects. The survey results showed that 55% SFCE were not allotting the periods as required by prescribed curriculum.

In the present study, under the dimension of Practicum provided, aspects like number of teaching practice days, period of arranging teaching practice, number of discussion, micro, composite lessons, practice teaching lessons in micro teaching, audio visual aids prepared by students, a.v aids available in the college, periods allotted to practical subjects per week were examined.

In the present study it was found that 30% SFCE spent less days for teaching practice during the session as directed by NCTE and GNDU. Similarly low quality of teaching practice was reported by most of the previous researches. Kaur (2010) reported that 83 % teachers reported that teaching practice is conducted twice in their colleges.Teaching practice schools are within a short distance of 41 % colleges while 59 % have teaching practice schools at long distance. The teaching schools provide full cooperation as reported by 77% teachers. 89 % teachers helped students to prepare 40 or more than 40 lesson plans. 98 % teachers regularly supervised lesson plans. Bus facility is provided to them by the college during teaching practice is reported by 44 teachers. Only 14% teachers get travelling allowance for teaching practice. The principals are finding it difficult to get teaching practice schools and their cooperation. Increase in the number of lesson plans from 30 to 40 poses a big problem for principals as duration of B.Ed, course is already too short. Pandey (2010) reported that the practice teaching is the backbone of any teacher preparation programme but unfortunately it is the most neglected area of teacher education programme with the result that present training colleges failed miserably to kindle among their students a sense of pride and commitment in their profession, and we, the educators are the chief culprits. We all are well aware that practice teaching is done in haste and often the teaching of student teachers remain unsupervised. The entire practice teaching programme is geared to the traditional function of transmission of information only. No training is given to teachers to motivate, guide students, inculcate values among them, produce learning material, comment, and
evaluate lessons given through radio, T.V. or any other media of communication. The time is ripe now that we stop self-deceiving tactics and be more serious and committed to our profession if we really want to survive. To do away with the present artificiality it may be better for all the training colleges to uniformly introduce internship in teaching of at least six months duration. During this period the teacher trainees should be in full control of practicing school and get on the job training on various aspects of class-room management and control. Teacher trainees should also be given training on the use of various electronics gadgets/media in their teaching through simulated classes. It may look quite ambitious plan but keeping in view the technological developments of coming century it is quite essential. At least five lessons should be delivered with the help of overhead projector or other sophisticated technological device available in the institution to familiarise trainees about its proper use. Rout (2010) reported that about 20 working days are actually spent for practice teaching although nearly two months are marked for the purpose. Hence, time spent in curriculum transaction is not in accordance with the weightages assigned to different components of the curriculum. Kakkad (1983) suggested that there should be two subjects for methodology of teaching and number of lessons should be 15 in each subject. Internship in teaching should be introduced for a period of three months. Bhosale (1992) made a critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra and concluded that the number of lessons to be taught by the student-teachers was not the same in all the universities. Behari (1998) conducted a study on "Analysis of Teacher Education Curriculum in the context of requisite abilities for effective teaching". It was found that the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills. Bhatanagar (1988) reviewed 39 studies on student teaching programme and other practical works relating to B.Ed. Examination from 1952 to 1978 and concluded that the organisation of student teaching programme as the weakest component in teacher education programme. Studies undertaken on student teaching programme in Orissa revealed defective organisation of the programme, poor supervision system, lack of co-operation between school and college teachers and use of few selected methods of teaching as the major constraint in organisation of this programme. Mohanty (1984) and Rao (1985) have reported non-attainment of objectives of practicals due to lack of time. Shah (1991) surveyed management of student teaching programme in India, taking samples from 46 training colleges representing 13 different states and revealed that overall
picture on organisation of criticism lesson is not impressive. Yadav (1980) reported weak link between teachers of practicing school and teacher-educators, want of minimum facilities in the practicing schools and use of only lecture method by method teachers as the major constraints in effective organisation of student teaching performance. Bhatia (1982) has reported improvement in lesson planning and standards of teaching can be brought rigorous practices. Bhatia (1987) has concluded to cut down the theory load to 50 percent of the time spent and supervision of practice lessons by method teachers only. He further observed ill organisation of practicals. Rout (2010) has observed non-availability of component method teachers in different discipline is reflected on poor performance of pupil teachers. Mukherjee (2010) has presented a modified strategy for skill practice of student teachers which was tried out in 1992-93 session and designated it as Simulated Macro Practice (SMP). Findings revealed that SMP has been proved to be an effective strategy which must lay its impact on field practice as a booster capsule for effective student teaching. Pandey (2010) suggested that the duration of practice teaching should be increased to six months of rigorous internship in some allotted schools. During this period the trainees should be in full supervision of practicing school’s principal and do all the work right from taking attendance to conduct of examination, and organization of co-curricular activities. Overall comparison shows that secondary level TEIs use more co-curricular activities and mode of transaction than elementary level TEIs (Kaur and Vij (2004).

No study was found which presented the finding related to the period during which teaching practice is arranged and audio visual aids prepared by the students and available in the college.

In the present study it was revealed that colleges of education were practicing differently. 85% colleges of education were conducting discussion lessons as per the GNDU criteria. 90% SFCE were conducting micro lessons according to the required criteria. In the same way, in 95% SFCE completion of 25 or more composite lessons was prevailing. 5% SFCE were violating the norms regarding micro lessons, discussion lessons and composite lessons.

When the information regarding arrangement of micro teaching lessons was asked from Principals, non comparable responses were received. Only 60% Principals responded that they were arranging practice micro lessons as per given criteria of GNDU. Even 25% Principals gave meaningless responses & rest of 15% Principals gave no response. This information may be interpreted in many ways, i.e. some Principals had no knowledge
regarding practice lessons in micro teaching or they did not want to reveal the same, may be due to wrong practices prevailing in the college.

On the whole it may be concluded that some SFCE were not following the criteria of practicing micro, composite & discussion lessons.

A large number of studies have been conducted on micro teaching (Emmer & Millet, 1968; Harris, 1970; Dosanjh, 1975; Malhotra and Syag, 1981; George and Anand, 1980; Adeshra, 1981; Thakkar, 1985; Francis, 1989; Pandya, 1991; Huang, 2001; Pringle et al., 2003; Deniz; 2006; Bell, 2007; Peker, 2009). A few studies reported in the review tried to identify and develop teaching skills (Joseph and Dias, 1982; Partap, 1982; Khan, 1985; Kalyanpurkar, 1986; Sharma, 2006; Pandian, C. C, 1987; David et.al., 1988; Drivedi, 1988; Shah, 1991) and their components along with the evaluation proforma in Indian conditions but almost all these studies are experimental in nature. A few survey studies were found which examined micro teaching as a component of Practicum of secondary teacher education institutions and indicated the favourable attitude of student teachers towards micro teaching programme. (Fortune et al., 1965; Sharma, 2006; Reddy, 2007). No study was found which examined the real status of micro teaching programme practised in SFCE. According to Umashree and Kannadi (2010) Practicum component of teacher education programme is wherein student teachers learn to translate theory into practice. There is a need for teacher education to be recognized with a deliberate shift in focus towards practical aspect i.e. practice teaching, without in any manner diluting the importance of theory. The importance of practice teaching lies in the fact that it exposes student teachers to the actual situation. Skills should blend into the teaching process in such a way that a driver negotiating a turn makes it an enjoyable experience for the passengers rather than throwing them off-balance. This can be done under the constant guidance of a teacher educator who is in coordination with fellow teacher-educators, subject specialists, aware about the realities of school situation and can prompt the student to “internalize” the skills rather than “using” them. In the absence of a well-formulated code for evaluation, and the system itself centering around examination makes it inevitable that student teachers concentrate on achieving higher grades rather than qualifying as a teacher.

g) Evaluation procedure adopted to evaluate students.

SFCE were lacking in adopting the comprehensive assessment system given by GNDU. Further the evaluation of theory, practical and internal aspects were not uniform in the colleges. It may be concluded that there was lack of uniformity regarding evaluation procedure adopted for students by teacher-educators. In present study, under the dimension of
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evaluation, aspects like procedure adopted to evaluate students’ detailed assessment system in college, assessing students in theory and practical, assessing the students for practice teaching and aspects taken into consideration for internal assessment were examined. Researches in the aspect of evaluation of teacher education indicate faulty evaluation system and lay stress on continuous and comprehensive evaluation system. Hemabujan (1983) found that the comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc.

Kakkad (1983) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program and reported that there should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluations of practical, session work and other aspects may be in grades. Patted (1992) found that for assessment of annual lessons, the mean of the two examiners was taken into consideration. Das (2010) examined the evaluative procedure adopted in secondary teacher education in Gujrat. He reported that diversity existed in the evaluation process in teacher-training colleges. He reported that the quality of education no doubt depends upon the evaluation system. The present evaluation system followed in the training colleges could not be considered valid and reliable which also are the factors of fall of educational standard of teacher education. He reported that teacher-educators should make detailed discussion on evaluation system before commencement of training activities. He also reported that our examination system in teacher education should be revised. There should be a continuous evaluation of learning with regular feedback to the students so that they are continuously informed of their shortcomings and helped by the teacher to overcome them. The final grading of students should reflect the ability of the student to be a good teacher. A national level committee may consider how the examination system in teacher education can be reformed.

Pandey (2010) reported that the present educational system suffers greatly because of unscientific summative evaluation system. We have been talking much about the continuous comprehensive evaluation and it needs to be implemented right at the teacher preparation stage itself. Semester system can be uniformly implemented throughout the country and teacher trainees should be evaluated continuously not only scholastic areas but also on non-scholastic, co-curricular areas where the whole behaviour and mannerism of trainee is under constant observation. This may help inculcating among them values a teacher is expected to reflect in society. He suggested that all the teacher training colleges should essentially be residential and the scheme of CCE should be implemented right at B.Ed. level. The teacher
should be evaluated on both scholastic, and non-scholastic achievement and conduct in the college during their stay besides regular summative evaluation.

h) Number of hours distributed in the time-table.

NCTE has made the span of 6-7 hours mandatory for the working of a teacher education college. It was found that 35% SFCE were violating this condition i.e. their daily working hours were less than 6.

i) Process of feedback provided.

In teacher education programme feedback mechanism is required for improving the performance of teacher-educators, student teachers, Principals and the whole college, NAAC has given much emphasis on mechanism of feedback used in secondary teacher education programme. In the present study information obtained from Principals of colleges revealed that there was no effective mechanism of getting feedback from students. Meetings and discussions were the base of getting feedback from students as revealed by 20% Principals of SFCE. Another way to get feedback from students was tutorial group.

Only few colleges had adopted the scientific way of getting feedback from students regarding performance of teacher-educators. Similarly process of feedback to teacher-educators by Principals and the interaction of teacher-educators with school community is not up to the mark.

In majority of discussions between Principals and management during interaction 60% Principals initiate the talk and their opinion is given first preference. In the present study, under the dimension of Process of feedback provided, aspects like student evaluation for teacher performance, principals’ mechanism to get feedback from students, providing feedback to teachers, monitoring theory teaching in college, mechanism to interact with the parents of students, feedback given by teachers and peers during teaching practice, maintaining liaison with practising schools, interaction with school community, interaction with management of the college, types of matters of discussion with management, initiating the discussion and preference to principal’s opinion were examined.

Almost no research directly studied above mentioned aspects of evaluation of teacher education but Joshi (1991) studied the concept of professional accountability of teacher-educators at secondary level with a view to evaluate their performance. It was concluded that no one technique should be used for appraisal; rather, students' ratings, self-ratings, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain, and performance tests should be used.

j) Infrastructure facilities provided.
In the present study under the dimension of the infrastructure facilities provided, aspects like number of computers, website of the college, departments/rooms in the college were examined. Most of the colleges were opened with few rooms and with no proper infrastructure. SFCE are providing only very essential infrastructural facilities to staff & students and many facilities suggested by NCTE are not available in these colleges. Teacher-educators are compelled to appear in interview in their sister institutions to fulfill the basic condition of survival.

NAAC (2005) has an ample focus on how the institute support and facilitate the use of ICT and other new and emerging technologies because these facilities help the teacher-educators in curriculum transaction (interactive instructional technique) that engage students in higher order thinking and investigate the use of interviews, focused group discussions, debates, projects, presentations, experiments, practical sessions, internship and e-resources. When we compare the obtained information about infrastructure of SFCE, it is found that it is far off the above said criteria given by NAAC.

Studies related to infrastructural facilities show inadequate infrastructural facilities. Kaur (2010) reported that 22 colleges have well equipped classrooms, 8 do not have minimum essentials of a class room like a marker, white board, teacher's chair and table. Libraries in all the 30 colleges have requisite stock of books, journals and periodicals, newspapers and magazines but CD-ROMs, computer and internet are present in only 11 college libraries. Infrastructural Facilities like separate washrooms for males and females, girls hostel, internet, stage and canteen are present in 80 % colleges ;pay phone and tuck shops in 60 % and gymnasium and theater in less than 16% colleges. Kaur (2010) further reported that out of thirty colleges surveyed six colleges do not fulfill the condition of minimum requirement of teaching and non-teaching staff as laid down by NCTE. Minimum NCTE prescribed requirement of 16 rooms is fulfilled by 20 colleges. The missing rooms are sports room, arts room, visitor's room, boys and girls common room in rest of the colleges. Such rooms are usually used for storing charts and teaching aids of students. The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that these colleges were opened mostly with commercial motives and parochial feelings with inadequate physical facilities. Patted (1992) concluded that most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room, ladies' lounge, books and journals, and SUPW facilities. NCTE (2001) reported that teacher education institutions in Assam were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Das (2010) reported that teaching staff, equipments,
management of infrastructure are not at all adequate for imparting qualitative education. The
colleges are not in a position to equip the future teacher in the latest method, techniques and
strategies for imparting instruction including media devices and educational hardware. Kaur
and Vij (2004) found that at secondary level findings reveal that classroom, principal office,
staff room, bathrooms for girls were available in 100% TEIs. Many facilities were not
available in all TEIs. Findings reveal that Govt. institutions had much more Infrastructural
facilities than aided institutions, Aided institutions had more facilities as compared to
unaided institutions. It is concluded the DIETs and secondary level private unaided TEIs did
not have facilities as per NCTE norms. The NCTE may consider taking commitment from
these institutions to take corrective steps in a time bound manner.

5.2.3 Perception

Section C of the study was related with perception of various stakeholders. In the
present study, student teachers and their parents were assessed in respect to their perception
regarding SFCE.

5.2.3.1 Perception of student teachers

In the present study, the students had negative perception regarding self-financing
colleges of education. Both male and female students had negative perception regarding self-
financing colleges of education. Students residing in urban areas had negative perception and
students residing in rural areas had positive perception regarding self-financing colleges of
education. The students had negative perception regarding teacher-educators.

One of the objectives of this study was to compare the perception of student teachers
regarding SFCE and various dimensions on the basis of gender and location of residence.
There was significant influence of Location of Residence on perception of students
regarding Teacher-educators of SFCE.

Teacher-educators in rural area are less available as most of the colleges are in remote
area. In some of the rural areas there is no public transport facility available. Therefore
qualified and competent teacher-educators are reluctant to join the college. Further, 80-90%
teacher-educators are female in these colleges and they face more difficulties in working in
these colleges. Ultimately, due to these causes qualified and competent teacher-educators are
serving in urban areas. In rural areas only those teachers join the college who reside in the
nearby areas. This may be the cause of difference in perception regarding Teacher Educators
on the basis of Location of Residence.

In the present study the students had negative perception regarding Teacher-
Educators. Both male and female students had negative perception regarding Teacher-
Both male and female students residing in urban and rural areas had negative perception regarding Teacher-Educators.

The present study revealed that only 27.5% teacher-educators were qualified as per NCTE/GNDU norms. NCTE (2001) also reported that required number of qualified staff was not available in most of secondary teacher education institutions in Assam.

Das (2010) reported that the teacher education cannot be improved unless we improve the professional competence of teacher-educators. What should be the qualification required to be a teacher educator? Masters degree in Education? Masters degree in a School (related) subject? or both? Should M.Phil/PhD in Education be considered essential? Should a minimum percentage of marks in Master’s degree examination be prescribed? Should any teaching experience in secondary school be considered essential before appointment as teacher educator? How should teacher-educators be selected? Should UGC selection test for lecturers be made mandatory for being eligible to be a teacher educator? NCTE should consider these questions and lay down norms for selection of teacher-educators and implement them. IATE may help in the development of such norms. Hemabujan (1983) reported that service of teacher-educators was secure and their salaries were paid. The comprehensive B.Ed curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B.Ed syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects.

The investigator’s experience also suggests that the threat of internal assessment to student teachers, un-psychological treatment and unguided practical work to students may be cause of negative perception of student teachers towards Teacher-Educators.

In the present study the students had negative perception regarding Teaching of teacher-educators of self-financing colleges of education. Both male and female students had negative perception regarding Teaching of teacher-educators of self-financing colleges of education. Students residing in urban and rural areas had negative perception regarding Teaching of teacher-educators of self-financing colleges of education.

The psychological cause of this type of finding indicates that classroom Teaching of teacher-educators was not enjoyable and learning orientated. During the time of interaction, the student teachers reported that most of the teacher-educators use lecture method.

When the investigator interacted with teacher-educators, it was found that teacher-educators justified their methods of teaching by giving argument showing dearth of teaching and learning resources like LCD, OHP and internet facility. The present study indicated that
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15% teacher-educators reported that only black board was used for transacting the curriculum; 15% reported that along with Black-Board, Over Head Projector was also used; 20% used OHP, Charts and Models; 10% used OHP & Models; 5% used OHP, Black-board and Computer; 5% used OHP, Models, Charts, Slide projectors & Film Strips; 10% used OHP, Models & LCD projector and 5% teacher-educators use OHP, Models, Charts, Vivarium, actual specimens and Aquarium for transacting curriculum. 15% teacher-educators have left the question blank.

Other studies were conducted on attitude of teachers towards teaching profession which are not directly related to present study. Bhanwari (1986) reported that the women teachers coming from urban areas had a better role perspective than those from rural areas. Singh (1990) revealed that in rural setting, teachers join teaching profession who have positive attitude towards teaching profession. But in case of urban set up, even those people join the teaching profession who may not be having positive attitude towards the profession but do not differ significantly in their attitude towards teaching profession. Kapoor (2000) conducted a research work on the “Attitude of Urban and Rural Teacher” and found the overall attitude of rural and urban teachers of senior secondary schools of Chandigarh. Attitude of teachers teaching in senior secondary schools of Chandigarh showed comparatively favourable attitude than the teachers teaching in schools of rural area.

All types of evaluation in B.Ed course is stressful. Some teacher-educators use internal assessment as a threat. This stress leads the perception of student teachers towards negative side. As the present study reveals that there is significant influence of Location of Residence of students on perception regarding Evaluation. Students residing in urban area had more negative perception regarding Evaluation than students residing in rural area in SFCE. The cause of difference indicated that the Evaluation procedure in urban SFCE was relatively more stressful than rural SFCE. No study was found in this regard.

In the present study, the students had negative perception regarding Evaluation in self-financing colleges of education. Both male and female students had negative perception regarding Evaluation in self-financing colleges of education. Students residing in urban and rural areas had negative perception regarding Evaluation in self-financing colleges of education.

Indian evaluation system has remained threatening for all levels of students. Recently CBSE has reduced this threat by introducing continuous and comprehensive evaluation system in schools. But in secondary teacher education institutions evaluation system is threatening and stressful. Das (2010) reported that diversity existed in the evaluation process
in teacher-training colleges. He reported that the quality of education no doubt depends upon the evaluation system. The present evaluation system followed in the training colleges could not be considered valid and reliable which also are the factors of fall of educational standard of teacher education. He reported that teacher-educators should make detailed discussion on evaluation system before commencement of training activities. He also reported that our examination system in teacher education should be revised. There should be a continuous evaluation of learning with regular feedback to the students so that they are continuously informed of their shortcomings and helped by the teacher to overcome them. The final grading of students should reflect the ability of the student to be a good teacher. A national level committee may consider how the examination system in teacher education can be reformed. Pandey (2010) reported that the present educational system suffers greatly because of unscientific summative evaluation system. We have been talking much about the continuous and comprehensive evaluation and it needs to be implemented right at the teacher preparation stage itself. Semester system can be uniformly implemented throughout the country and teacher trainees should be evaluated continuously not only on scholastic areas but also on non-scholastic, co-curricular areas where the whole behaviour and mannerism of trainee is under constant observation. This may help inculcating among them values a teacher is expected to reflect in society. She suggested that all the teacher training colleges should essentially be residential and the scheme of CCE should be implemented right at B.Ed. level. The student teachers should be evaluated on both scholastic, and non-scholastic achievement and conduct in the college during their stay besides regular summative evaluation.

The investigator personally felt that the threat of internal assessment, biasness in internal or external assessment, cramming based theory examinations may be the major cause that leads the student teacher to perceive evaluation process negatively.

In the present study the students had negative perception regarding STEP of self-financing colleges of education. Both male and female students had negative perception regarding STEP of self-financing colleges of education. Students residing in urban and rural areas had negative perception regarding STEP of self-financing colleges of education.

The investigator herself observed that the nature of school including nature of principal, teachers, students and discipline influence the perception of student teachers regarding STEP. Almost all private schools impose their own way of teaching and discipline where the school teacher directs student teachers to follow them. In this way student teachers could not practice the methods taught by their teacher-educators. This may be the cause of negative perception of student teachers regarding teaching. In the previous studies found
regarding perception of student teachers about micro teaching, Reddy (2007) found that the majority of the student teachers have favourable attitude towards Micro Teaching. 64.5% of the student teachers were favourable and remaining 34.5% of the student teachers are disposing towards Micro Teaching.

In previous literature only two studies (Dhadwal 1981; Zayapragassarazan 2007) were found who studied the attitude and perception of teacher trainees towards teaching profession and towards teaching practice programme. Dhadwal (1981) in his study of attitude of B.Ed trainees towards teaching profession found that trainees belonging to urban areas have more favourable attitude as compared to those belonging to rural areas. Men have less favourable attitude as compared to women towards teaching profession. Zayapragassarazan (2007) found that majority of teacher trainees had favourable perception towards teaching practice programme. The male and female student teachers had shown a favourable perception towards teaching practice programme. The undergraduate and post-graduate student teachers had favourable perception of 64% and 65% respectively. The perception of the rural and urban student teachers towards teaching practice programme was found to be 64% and 68% respectively.

In the present study the students had negative perception regarding Teaching Aids used in self-financing colleges of education. Both male and female students had negative perception regarding Teaching Aids used in self-financing colleges of education. Students residing in urban and rural areas had negative perception regarding Teaching Aids used in self-financing colleges of education. Lack of availability of Teaching Aids may be the major reason of negative perception.

As discussed previously that teacher-educators did not use the teaching aids during classrooms teaching as required by NAAC. Teacher-educators blamed that sufficient and expensive educational technology were not available in their college.

The present study indicates that 15% teacher-educators have reported that only black board was used for transacting the curriculum. 15% reported that along with Black-Board, Over Head Projector was also used. 20% claimed that they used OHP, Charts and Models for curriculum transaction. 10% used OHP & Models. 5% used OHP, Black-board and Computer. 5% use OHP, Models, Charts, Slide projectors &Film Strips. 10% teachers used OHP, Models & LCD projector. 5% used OHP, Models, Charts, Vivarium, actual specimens and Aquarium for transacting curriculum and 15% teacher-educators left the question blank.

Further teaching aids like charts, models, flash cards are not retained and issued to student teachers during teaching practice. Most of the colleges did not have audio visual aid
rooms. In many teacher education institutions teacher-educators encouraged students to prepare AV aids from thermocoal which results into negative experience for student teachers.

Preparation and use of a.v. aids in B.Ed programme was also stressful like evaluation. That is why the perception of students regarding Teaching Aids was negative. Further, in the present study there was significant influence of Location of Residence of students on perception regarding Teaching Aids. Students residing in urban area have more negative perception regarding Teaching Aids than students residing in rural area in SFCE. This difference existed due to more pressure given by teacher-educators to student teachers with regard to preparation and use of a.v. aids. No previous research was found on the same issue.

In the present study the students had negative perception regarding Infrastructure of self-financing colleges of education. Both male and female students had negative perception regarding Infrastructure of self-financing colleges of education. Students residing in urban and rural areas had negative perception regarding Infrastructure of self-financing colleges of education. The cause of this negative perception was obvious i.e. lack of infrastructural facilities in SFCE. The present study indicates that the data given by teachers show that 5% colleges under study did not have any computer. 45% colleges had computers varying from 1-10. 10% colleges had 11-20 computers. 5% colleges had 21-30 computers. 5% colleges had 40 computers. 30% teachers have not responded to this question. 80% teacher-educators reported that they have computer room and common staff bathroom in the institution. 77.5% reported that they have laboratories. 55% have reported about play ground. 40% reported that they have common room. 30% reported that they have assembly hall in their college. 27.5% reported that there are teaching labs, 25% reported about craft room in their college. 17.5% claim that there was music room and 20% teacher-educators have reported that there is separate bathroom for male & female staff.

During the time of interaction with teacher-educators the investigator found that most of the facilities like computers, LCD, OHP and furniture etc are brought from sister-institutions at the time of inspection. A few teacher-educators reported that even department/rooms of sister institutions are presented as a part of college infrastructure during inspection. Even some SFCE do not fulfill the condition of NCTE in this regard. The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that these colleges were opened mostly with commercial motives and parochial feelings with inadequate, insufficient teachers, poor quality of trainees. NCTE (2001) reported Teacher education institutions were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Besides required number of qualified staff was also not
available in most of the institutions in Assam. Similarly another study (NCTE, 2001) in Himachal Pradesh was conducted which covered all teacher education institutions in the state at primary and secondary level. Findings suggested that in colleges of education, there was a dearth of lecturers in subject like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms.

Patted (1992) concluded that most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room, ladies' lounge, books and journals, and SUPW facilities. Das (2010) reported that the colleges are not in a position to equip the future teacher in the latest method, techniques and strategies for imparting instruction including media devices and educational hardware. In this connection the existing status of secondary teacher education in Assam may be mentioned. There has been a mushroom growth of B.Ed. colleges under private management. At present number of such colleges have come up upto about 35 in the state. Barring a few almost all are found to be below standard so far as equipment, staff and training facilities are concerned.

In the present study interaction influences of gender and location of residence were assessed. One significant interaction influence with regard to Infrastructure of SFCE was found i.e. there is significant influence interaction between Gender and Location of Residence of students on perception regarding Infrastructure of SFCE.

In the present study there was significant influence of Gender of students on perception regarding Infrastructure in SFCE. Indirectly this finding indicated that students were not provided with satisfactory infrastructure facilities. No study was found which examined the same aspect of SFCE.

In the present study there was significant influence of Gender of students on perception regarding CCA in SFCE. There are many co-curricular activities, the nature of which match to the basic nature of female students such as Rangoli, Flower Arrangement (Dry & Fresh), Gidha, Glass Painting, Phulkari, Modelling etc. On analyzing activities of Youth Festival in GNDU it was found that there are relatively less items for male students as compared to female students. That is why the difference regarding present finding exists.

In the present study the students had positive perception regarding CCA in self-financing colleges of education. Both male and female students had positive perception regarding CCA in self-financing colleges of education. Students residing in urban and rural areas had positive perception regarding CCA in self-financing colleges of education. This was the only aspect regarding which the perception of student teachers was positive. Actually
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Co-curricular activities provide entertainment and relief from lengthy lectures. In GNDU, Amritsar Youth Festival, the student teachers get opportunity to participate in various activities. Besides this, during the session most of the colleges organized intra-college competitions and some colleges organized inter-college competitions in which many student teachers participate. The student teachers who did not participate in these activities also get relief from other boring activities of the college.

The present study indicated that in 50% colleges, co-curricular activities like quiz, folk songs, poetical recitation, dance, poster making, declamation, art activities; in 20% cases sports, camps, tours, excursions and in 20% cases, only sports meet were arranged. 10% Principals have not answered this question.

The present study indicates that in 45% cases the students who participated in co-curricular activities were encouraged by giving them prizes. In 15% cases the students were encouraged to participate in youth festival, in 25% cases students were encouraged to participate in co-curricular activities and in rest of 15% cases proper reinforcement was provided for the purpose.

There was significant influence of Gender of students on perception regarding College Climate of SFCE. Under this dimension, social climate such as relationship between student teachers and teacher-educators; student teachers and Principal; shared responsibilities, communication, emotional environment and guidance facilities were assessed. The negative perception here means above said aspects in SFCE were not positive. Gender differences in the context may be due to gender difference in emotional and social perception. Females perceive more tension or anxiety on same social aspect than males. That is why, in the present study male student teachers expressed positive perception whereas female expressed negative perception regarding College Climate.

In the present study the students had negative perception regarding College Climate of self-financing colleges of education. Male students had positive and female students had negative perception regarding College Climate of self-financing colleges of education, students residing in urban areas had positive and students residing in rural areas had negative perception regarding College Climate of in self-financing colleges of education.

Under this dimension, social climate such as relationship between student teachers and teacher-educators; student teachers and Principal; shared responsibilities, communication, emotional environment and guidance facilities were assessed. The negative perception here means above said aspects in SFCE were not positive.
Kaur (2010) reported that overall perception of teachers about organisational climate is not favorable. Among dimensions of organisational climate communication, conflict, decision making, identity, motivation, performance standard, structure, support and warmth need improvement. Teachers were satisfied in 'responsibility' and 'reward' dimensions of organizational climate. No other study was found which studied the same dimensions with respect to perception of student teachers.

5.2.3.2 Perception of Parents

Parents of student teachers are closely related with SFCE as the monetary issues are totally concerned with them. Most of the student teachers discuss their daily practice and problems of college with their parents. That is why one of the objectives of the study was to examine the perception of parents of student teachers regarding College Climate, Teacher-Educators and the Behavior of their wards in context to college aspects. In the present study result shows that parents had negative perception regarding SFCE. On the basis of analysis of interview with a few parents of student teachers, it was found that the main cause of negative perception was financial burden and stress given to student teachers in the form of various types of work load. Kaur (2010) reported that due to high charges, the students although eager do not participate in trips and excursions organized by the colleges. High fees of B.Ed, course and high cost of Photostat and STD facilities is another problem for students. The students were not able to use internet facilities due to power failure.

On the basis of interview with student teachers, it was found that parents did not visit their college frequently. Hence, the recorded perception in the present study is indirect. It means parents perceived various aspects of colleges through their ward. In the present study it was also found that both male and female parents had equal and negative perception. Each dimension (Student’s Behavior, Teachers, College Climate) of parents expressed negative perception. Negative perception regarding student behavior was due to negative change in Students’ Behavior after joining SFCE. Here negative behavior means expressing more anxiety & tension of work given by SFCE. No study was found which examined the same issue.

Regarding the dimension of Teacher, parents expressed negatively. Simple reason of this may be stress of various type of work given by the teacher. No previous study has been done in this regard.

Lastly regarding College Climate, parents expressed unfavorably. In this dimension, problem of location of college, various expenditures, timings of college, discipline, work load within college, comparison with degree colleges, communication, social relationship within
college were assessed. It means most of these aspects reported by students to their parents were negative. In previous research no study of this nature was found.

Next objective of the study was to examine the gender as well as location of residence difference with regard to parents’ perception regarding above said dimensions of SFCE. The results suggested no significant difference in this regard.

Two interaction influences (gender x location of residence) were found for perception of parents regarding dimensions i.e. Teacher and College Climate.

Male parents residing in urban area had less negative perception regarding Teacher-educators than female residing in rural area as well as than female residing in urban area.

Male parents residing in urban area had less negative perception regarding College Climate than female residing in rural area as well as than female residing in urban area.

5.3 Limitations

1) Item analysis of perception scale of parents regarding SFCE was not done because of nature of approachability to population. Further the items of this scale were less in number.

2) Sometimes there were gaps or differences between response of Management and teachers educators, when asked about same type of questions. This indicates concealing right information on the part of teacher-educators or management.

3) Some questions were not responded by almost all teacher-educators such as website of colleges.

4) Ratio of gender in sample was not equal.

5) Most of the managing committees did not supply the copy of their constitution.

5.4 Suggestions for further study

- Comparative study of government, aided and self-financing colleges of education with respect to curriculum transaction and perception of various stake holders about their operations may be conducted.

- Comparative study of NAAC accredited and non-NAAC accredited colleges of education with respect to curriculum transaction and perception of various stake holders about their operations may be conducted.