



## STATUS OF PRE-SERVICE SECONDARY TEACHER EDUCATION PROGRAMME IN GOVERNMENT INSTITUTION UNDER SELF FINANCE SCHEME IN ODISHA

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### ABSTRACT:

A teacher, who shapes the destiny of student. Thus a good teacher is very much needed for bringing the all round development within the student. This is the prime responsibility of the teacher education system to produce a good teacher. Pre-service education of teacher means, education of teachers before they enter into the service as teacher. This study explored the status of pre-service teacher education programme in government institution under self-financing scheme in Odisha. The purpose of the present study is to check the status of the pre-service teacher education programme in government institution under which self financing two-year B.Ed. programme is running, to study the perception of pupil-teacher and teacher educator towards availability of the different facilities in the self-financing two-year B.Ed. programme. Thus keeping in view the requirement of the study, descriptive survey method has been employed by the investigator. 10-12 pupil-teacher and 24 teacher-educators of four different govt. Institution under which self-financing two-year B.Ed. programme is running were selected as sample. Quantitative data were collected through self developed data capturing format, perception scale for pupil-teacher and questionnaire for teacher-educators. The finding of the study reveals that these four institutions were very poor in following the norms and standards of NCTE. It is also found that there is very low perception of pupil-teacher and teacher-educator towards the two-year self-financing B.Ed. programme in Odisha.

### KEYWORDS:

**PRE-SERVICE SECONDARY TEACHER EDUCATION; SELF FINANCE SCHEME.**

### INTRODUCTION

According to NCTE (1998) in any educational programme teacher is the most important element as he plays the pivotal role in the implementation of the whole educational process. The teacher is the one who determines learner's achievements and weaknesses by his professional competency. So it is evident that the quality of education basically depends on the quality of teachers. The RTE Act 2009 attaches great significance to the role of teachers in the reformation of the elementary education. In Section 23 emphasis is given on the need for making available professionally trained teacher for both the elementary and High/Higher secondary schools, though it was recognized that some states may not have the capacity for professional training of teachers as required.

India has one of the largest systems of education. There are nearly 5.98 lakh primary schools, 76 lakhs elementary schools and 98 thousand high or higher schools in the country. In 2009 10 there were around 5.23 lakh teacher posts vacant under state quota with large interstate variations. Uttar Pradesh had the highest vacancy of 1.65 lakh teachers followed by West Bengal (52,764), Bihar(51,074), Orissa(37,901), Chhattisgarh(34,985) and Rajasthan (29,356). Estimates prepared by NUEPA and MHRD in 2009 showed that to implement the RTE Act recruitment of 5.1 lakh additional teacher posts have been

sanctioned under the combine RTE SSA programme. Again, out of about 4.52 million teachers in the country nearly 3 million are teaching at the elementary level. A sizeable number of them are untrained or under training. One of the major problems confronting the states with large teacher vacancy and inadequacy of trained teachers is the inadequate number of the teacher training institutions and their annual intake capacity.

### RATIONALE OF THE STUDY

Teacher education is an integral part of education. It is the spotlight of the 21<sup>st</sup> century. Thus the quality of education depends on quality of education of teachers. The success of education depends on the quality of teacher which creates excellence in all walks of life particularly, secondary level teacher training (In service and Pre-service) play a vital role in India. The bachelor of education (B.Ed.) programme prepares quality teacher who in turn improve the quality of school education and also enhance the learning level of children. India has one of the largest systems of teacher education in the world. Now majority of teacher education institutions are under the control of private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who are the victim of privatisation of teacher education is teacher educators of these institutions. It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institution.

In 2016, Odisha higher education department has affiliate 25 self-financing teacher education institution on the basis of the norms of NCTE 2014. In this present study investigator want to find to what extend these self-financing teacher education institutions are fulfilling the norms of NCTE on the basis of adequate infrastructure, availability of qualified teacher and staff.

### STATEMENT OF THE PROBLEM

The success of education depends on the quality of teacher which creates excellence in all walks of life particularly, secondary level teacher training (In service and Pre-service) play a vital role in India. In this present study investigator want to find to what extend these self-financing teacher education institutions are fulfilling the norms of NCTE on the basis of adequate infrastructure, availability of qualified teacher and staff. Keeping the above views, the present study is titled as **“Status of Pre-Service Secondary Teacher Education Programme in Government Institution under Self Finance Scheme in Odisha”**

### KEY TERM USED

**Status:** If someone wants to know the status of something, they want to know what condition it's in, where it is, or how much progress it's made. It is the relative social or professional position; standing, the situation at particular time duration a process.

**Pre-Service Teacher Education:** Pre-service education of teacher means education of teacher before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

**Secondary teacher education programme:** Teacher preparation course for secondary education, generally known as B.Ed., is a professional course that prepares teachers for upper primary/middle level (classes VI-VIII), secondary (classes IX-X) and senior secondary (classes XI-XII) levels.

**Government Institutions:** Government institutions in the present study refers Government Colleges, College of Teacher Educations (CTE), Teacher Education Institutions (TEIs) and District Institute of Education and Training (DIETs) running pre-service secondary teacher education programme under Self finance Scheme under the administrative control of Department of Higher Education, Govt. of Odisha.

**Self-finance scheme:** Self finance scheme in the present study means course fees as well as tuition fees charged from students as prescribed by the Department of Higher Education, Govt. of Odisha. There is no government subsidy for such self-financing programmes.

### OBJECTIVES

1. To study admission process of students to the programme and fee structure.
2. To study the availability of physical, instructional and human resources as per the guidelines of

NCTE. (Classrooms, labs, library and teachers etc).

3. To the perception of pupil teachers about adequacy of physical, instructional facilities and pedagogical practices (transactional approaches of theory course, practicum, school internship, seminar, debate, assessment practices).
4. To study the perception teacher educators about physical, instructional facilities (class rooms, labs, library, enrichment programmes, tuning with practice teaching schools) and administrative support.

### RESEARCH QUESTIONS

1. What are processes adopted for admission of students into pre-service teacher education programme under self finance scheme?
2. What extent government institutions running pre-service teacher education programme under self finance scheme follows the norms and standards of NCTE?
3. How do the pupil teachers perceive about adequacy of physical, instructional facilities and pedagogical practices?
4. How do the teacher educator perceive about adequacy of physical, instructional facilities and administrative support?

### DELIMITATION OF THE STUDY

- The study will be delimited to the pupil-teacher and teacher educator of self finance secondary teacher education institution.
- The study will be delimited to the 24 teacher educator and 50 pupil teachers of four self-financed secondary teacher institutions.

### METHODOLOGY OF THE STUDY

#### DESIGN

Descriptive survey method used in this study.

#### POPULATION AND SAMPLE

The target population of the present study consist all pre-service secondary teacher education programme of Government Institution under Self finance Scheme in Odisha. The investigator purposively selected one administrative division i.e. central division out of three administrative divisions Odisha. Further investigator randomly selected four government institutions running self finance pre-service secondary teacher education programme coming under the administrative control of Department of Higher Education, Govt of Odisha. All the teacher educators and 10-12 pupil teachers of an institution are considered for sample. The total size of the sample is approximately 24 teacher educators and 50 pupil teachers of four government institutions.

#### TOOL USED:

Following tools were developed and used by the

investigator.

- A. Data capturing format
- B. Perception scale for pupil-teacher
- C. Questionnaire for teacher-educator

### MAJOR FINDINGS

1. Grossly more than half of the institutions violating the norms of attendance of student-teacher for all course work as well as attendance for school internship.
2. All four institutions have been following the norms and standards with regard to intake, eligibility and admission procedure.
3. All the four institutions have been following the curriculum as prescribed by the NCTE by organizing the syllabus under three nomenclature namely Perspective in Education, Curriculum and Pedagogic Studies and Engagement with the Field/Practicum.
4. None of the institution has been following the guidelines of NCTE with regard to school internship practices in two academic years. This clearly indicates that either the institutions have not clear-cut programme schedule for 20 weeks school internship programme or shortage of teaching staff to supervise the work of student teacher during school internship as well as inability to arrange 10 practice teaching schools.
5. All institution violating the norms and standards meant for programme implementation. The reason may be due to shortage of both administrative staff and experienced teaching faculty, lack of physical as well as instructional facilities and callous attitude of the head of the institution.
6. All these four institutions are following the norms and standards of the NCTE on the basis of assessment.
7. All these four institutions were following the rules and regulations of NCTE on the basis of pay scale but these institutions were severally violating the norms of the NCTE on the basis of the appointment of the teaching faculties, many were being neglected.
8. All four institutions have required number of administrative and professional staff. They have been following the state govt. norms with regard to selection procedure, scale pay and mode of payment. Furthermore, none of the institutions have appointed technical staff and lab attendants to look after the day to day work of the labs. It clearly indicates that the concerned institutions have been running either without labs or teaching faculty are in charge of labs.
9. All the four institutions have minimum infrastructure facilities i.e. two classroom exclusively for B.Ed. programme. The other important infrastructure facilities such as multipurpose hall, Seminar room, laboratories except computer lab. Are not available as per norms and standards of the NCTE. The findings confirmed that all the intuitions have been running the B.Ed. course without having minimum requirement with regard to infrastructure facilities as per the norms and standards of the NCTE.
10. All these institutions having very poor condition in instructional facilities. All these institutions have been operating the B.Ed. course without having minimum requirements with regards to instructional facilities as per the regulations of the NCTE.
11. Just more than one third of pupil-teacher perceived about the availability of infrastructural facilities like adequacy of classroom, multipurpose hall, seminar room, principal room, faculty common room, office room, store room, visitor room, canteen facilities, hostel facilities of the two-year B.Ed. programme in government institution under self-financing scheme in Odisha.
12. Very very less number of pupil-teacher perceived about the availability of instructional facilities like laboratory, other facilities of lab(table, water arrangement), computer lab, availability of lab equipment's, internet access, availability of LCD projector, availability of DSLR camera, other facilities of computer lab(printer, scanner) etc of the two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha.
13. Negligible percent of pupil teacher perceived about the availability of the art and resource centre that is adequacy of space, availability of art equipment's, availability and maintenance of furniture of the two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha.
14. very less number of pupil-teacher perceived about the availability of the library cum resource centre that is adequacy number of books, adequacy of journals, international research, availability of photocopying facilities, availability of online resources of two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha
15. Just more than one fourth of pupil-teacher perceived about the availability of the health and physical resources like medical facilities, yoga, sports facilities, drinking water facilities, NCC, NSS, fire safety, cleanness, toilet facilities of the two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha.
16. About 60% of pupil-teacher perceived about the teacher performances in the terms of the

effectiveness in teaching ,communication skill, class engagement, academic help, methods adopted for evaluating students, encouragement for participation for discussion in the class, fairness in internal assessment of two-year B.Ed. programme in govt. Institution under self-financing in Odisha.

17. Less number of teacher-educator perceived about the availability of infrastructural facilities like adequacy of classroom, multipurpose hall, seminar room, principal room, faculty common room, office room, store room, visitor room, canteen facilities, hostel facilities of two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha.
18. More than one third of teacher-educator perceived about the availability of instructional facilities like laboratory, other facilities of lab(table, water arrangement), computer lab, availability of lab equipment, internet access, availability of LCD projector, availability of DSLR camera, other facilities of computer lab(printer, scanner) etc of two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha.
19. Negligible portion of teacher-educator perceived about the availability of the art and resource centre adequacy of space, availability of art equipment, availability and maintenance of furniture of two-year B.Ed. programme in govt. Institution under self- financing scheme in Odisha.
20. Low percent of teacher-educator perceived about the availability of library cum resource centre that is adequacy number of books, adequacy of journals, international research, availability of photocopying facilities, availability of online resources of the two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha.
21. Just one fourth of teacher educators perceived about the availability of health and physical resources like medical facilities, yoga, sports facilities, drinking water facilities, NCC, NSS, fire safety, cleanness, toilet facilities of the two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha
22. Just one third of teacher educator perceived about the staff appointment on the basis of the availability of the regular faculty, availability of the non-teaching staff, regular appointment of staff, access and working hour of the two-year B.Ed. programme in govt. Institution under self-financing scheme in Odisha.
23. Low percent of teacher-educator perceived about the pay scale offered to the staff as per the NCTE norms of the two-tear B.Ed. programme in govt. Institution under the self –financing scheme in

Odisha.

### IMPLICATIONS OF THE STUDY

The educational implications of the study are discussed below: -

#### FOR PUPIL-TEACHER

This study helps to pupil-teachers to know different problem of two-year B.Ed. programme. During internship programme pupil-teacher's classes may be evaluated continuously by teacher educators. Occasional observations of the class found to be less effective. Feedback from the teacher educators and cooperating teachers and peers are essential for helping pupil-teacher develop professional skills.

This study reveals that due to the unavailability of the different infrastructural facilities like canteen facilities, hostel facilities, inadequacy of classrooms and unavailability of the different instructional facilities like laboratory, various lab equipments, internet access developed a negative perception within the pupil-teacher towards the self-financing two-year B.Ed. programme. Lack of teaching faculties, inadequacy in the instructional facilities has reduced the interest level of the pupil-teacher towards B.Ed. programme. There is no proper development in the creativity of the pupil-teacher due to lack of instructional and infrastructural facilities.

#### FOR TEACHER-EDUCATORS

This research result revealed that the teacher-educators are faces different problem in two-year B.Ed. programme. They should be organized different orientation for pupil-teacher. Through this orientation pupil-teacher and teacher-educators were able to know detailed about two-year B.Ed. programme. From the data it was found that pupil-teachers and teacher educators are face problem in two-year B.Ed. programme. This result also helps the teacher-educators to know what the problems are faced by the pupil-teacher in two-year B.Ed. programme. Keeping into the view of the problem of pupil-teacher they will develop different strategy for maximizing the teaching-learning process.

#### FOR THE POLICY MAKERS

From this research result it was found that, inadequacy in the infrastructural facilities, instructional facilities, unorganized fee system etc. creates problem in two-year B.Ed. programme. The policy maker should take some initiatives to solve this problem. The study may help the policy maker in the following ways:

- ❖ Government should provide financial aid to the teacher educational institutions so that it decreases the financial burden on the part of the trainees.
- ❖ Financial assistance from government or authorized body will help the institutions to improve physical structure which will be motivational and interesting for the trainees to pursue the program.

- ❖ Government should develop a supervision team to keep eyes on the self-financing two-year B.Ed. programme institutions.

### FOR OTHER RESEARCHER

One research opens various new directions for further research and in this manner; there is expansion in the bulk of knowledge. The present research also abides by the same rule as the study has given rise to many others problems for further researches. This study will help the researcher in the following ways: -

- ❖ The same study can be conducted on other districts of the state and out of the state.
- ❖ The present study was conducted on 10-12 pupil-teacher and 24 teacher-educators of four government institutions under which self-financing two-year B.Ed programme is running. This can be extended to large number of pupil-teacher and teacher-educators for more comprehensive results and also for better generalisations.
- ❖ The present study was conducted by adopting the descriptive survey design. For in-depth understanding of two-year B.Ed. programme, a mix method design can have conducted.
- ❖ The researcher can conduct a study on the comparison of the attitude of the male and female pupil-teacher towards the self-financing two-year B.Ed. programme.
- ❖ The researcher can conduct a study on the comparison of attitude of the male and female teacher educator toward the self-financing two-year B.Ed. programme.

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