



AN EVALUATION OF TWO YEAR B.ED. PROGRAMME (NCTE) FOR TEACHER EDUCATION

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Abstract:

The quality Teacher Trainees of high schools coming from good teacher training institutes. Hence Nation wants quality teacher education. NCTE is a body which monitors teacher education institutions. There is necessity to evaluate NCTE programme for teacher education. In this study we evaluated NCTE programme based on perception of Teacher Trainees of TTIs and Teacher Educators of teacher education institutions. This was conducted by taking 40 Teacher Educators of TEIs and 200 Teacher Trainees of TTIs of Hyderabad Karnataka. In order collect the data investigator prepared five point attitude scale. The result says that in all aspects Teacher Educators are having more positive attitude than that of Teacher Trainees of TTIs. This is because of reason that Teacher Educators are the implementer of NCTE Norms/ Regulations and Teacher Trainees of TTIs of Hyderabad Karnatak resion are inspectors.

Key words: NCTE, Teacher Education Institutes, Perceptions and Appraisal

1. Introduction:

The NCTE performs functions that are regulatory and also concerned with academic development of teacher education. Its functions are wide ranging and include among others planning, programming, advising, and formulations of norms for different teacher education courses. In addition the NCTE is expected to undertake periodic surveys, studies, and researches for promotion of innovations in teacher education and for institutional development.

Face-to-face teacher education programmes could not always meet the growing demand of Teacher Trainees. This situation at times was met by some universities in offering teacher education courses using correspondence mode. The correspondence courses for preparing Teacher Trainees were

viewed with concern. It was realised that as teaching is a professional activity those who only learnt it theoretically cannot effectively carry it out. Experts held the view that for becoming a good teacher face-to-face guidance from experts was essential. In the wake of such developments the Parliament of India through an Act set up in 1995 the National Council for Teacher Education (NCTE) and gave it statutory powers for framing regulations and norms for maintaining standards of teacher education in the country. As the NCTE has been given a broad mandate with legal powers for improving the quality of teacher education and preventing commercialization its functions have had direct bearing on teacher certification

This study reviles that evaluation of NCTE programme for teacher education based on perception of Teacher Trainees of TTIs and Teacher Educators of teacher education institutions.

2. Objectives of the Study:

The study will be designed to achieve the following objectives:

1. To appraise the NCTE on the dimension 'Relating to Norms Established By NCTE'
2. To appraise the NCTE on the dimension 'Relating to Research Field'
3. To appraise the NCTE on the dimension 'Relating to Co- Curricular activities'
4. To appraise the NCTE on the dimension 'Relating to Financial Problems'
5. To appraise the NCTE on the dimension 'Relating to Libraries and Laboratories'
6. To appraise the NCTE on the dimension 'Relating to Improvement of Quality in Teacher Education'
7. To appraise the NCTE on the dimension 'Relating to Objectives, Functions and Expectations from NCTE'
8. To appraise the NCTE on the dimension 'Relating to Basic Infrastructure Facilities in Teacher Education'
9. To compare appraisal of NCTE by teacher trainees and Teacher Educators of TEIs.

3. Hypothesis:

1. H₀₁: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding the formulation of the norms.
2. H₀₂: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding research work in teacher education system.
3. H₀₃: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding Co-Curricular Activities in teacher education system.
4. H₀₄: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding Financial Problems of teacher educators in teacher education system.
5. H₀₅: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding establishment of proper libraries and laboratories in teacher education system.
6. H₀₆: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding the improvement of quality of teacher education.

7. H₀₇: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding the objectives, functions and expectations from NCTE.
8. H₀₈: Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding the role and performance of NCTE for providing reasonably good infrastructure facility in teacher education institutions.

4. Design of the Study:

4.1. Population: Teacher Educators and Teacher trainees of TEIs constituted the population of the present study.

4.2. Sample: 200 Teacher Educators and 200 Teacher Trainees of TTIs of Hyderabad Karnataka have been sample of the present study.

4.3. Sampling Techniques: Random Sampling Technique

4.4. Variables of the study:

Independent Variable: Teacher Educators of TEIs and Teacher of TTIs

Dependent Variables: An appraisal of NCTE norms

4.5. Tools used:

To measure attitude of teacher educators and Teacher Educators of teacher training institutions towards aims, functions and expectations of teacher education developed by NCTE, attitude scale was developed by the researcher.

He divided her questionnaire into nine dimensions (A to H), they are – A) Related to norms Established by NCTE, B) Related to Research field, C) Related to co-curricular activities, D) Related to Economic problems of the Institutions, E) Related to Library and Laboratories, F) Related to increase the quality of Teacher Education, G) Related to Functions, Objectives and Expectations, H) Related to the field of Infrastructure of Teacher Education Institution. 10 statements for each dimension were included in 5 point attitude scale. The scale has five options Strongly agree, Agree, Neutral, Disagree and strongly disagree.

4.6. Statistical techniques used:

1. Mean
2. Standard deviation and
3. t-test
4. SPSS software

5. Objective wise Analysis of Data:

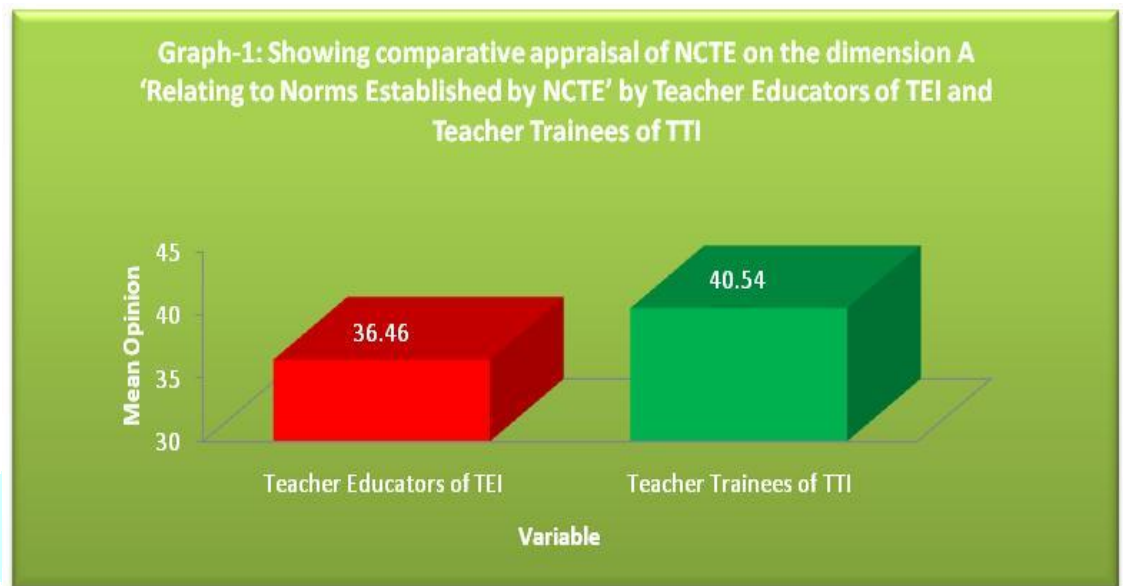
1. Appraisal of NCTE on the dimension (A) 'Relating to Norms Established By NCTE':

Table 1: Comparative appraisal of NCTE on the dimension A 'Relating to Norms Established by NCTE' by Teacher Educators of TEI and Teacher Trainees of TTI

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	36.46	5.25	Significant at 0.05 level
Teacher Trainees of TTI	200	40.54		

The first section of our study covers the appraisal of the NCTE relating to Norms Established by NCTE. The value of 't' (t=5.25) calculated for the dimension 'A' of the questionnaire for Teacher

Educators of TEI and Teacher Trainees of TTI is more than critical value of 't' at 0.05 level and at 0.01 level. Hence null hypothesis H_{01} is rejected and alternative hypothesis accepted. Clearly the difference is significant. The result shows that Teacher Educators (M = 35.46) and Teacher Trainees (M = 40.54) have nearly the different reactions towards the role of NCTE regarding the formulation of the norms and the difference observed may be due to chance.



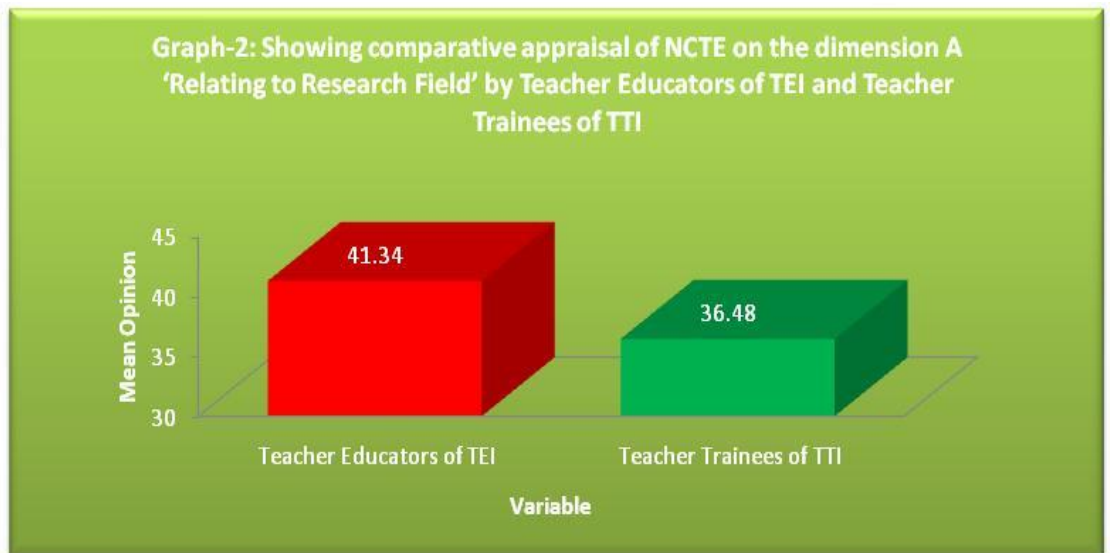
2. Appraisal of NCTE on the dimension (B) 'Relating to Research Field':

Table – 2: Comparative appraisal of NCTE on the dimension (B) 'Relating to Research Field' by Teacher Educators of TEI and Teacher Trainees of TTI

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	41.34	6.68	Significant at 0.05 level
Teacher Trainees of TTI	200	36.48		

Most of the samples have adverse opinion about the performance of the NCTE relating to research in the field of teacher education. It has been failed to draw attention of the researchers towards the critical and key areas where the new researches need to be performed for the improvement of teacher education. As well as the results of our survey shows that there is no emphasis by NCTE on timely publication of high quality of thesis and related articles where new researches are being conducted.

The value of 't' ($t=6.68$) calculated for the dimension 'B' of the questionnaire for Teacher Educators of TEI and Teacher Trainees of TTI is more than critical value of 't' at 0.05 level and at 0.01 level. Hence null hypothesis H_{02} is rejected and alternative hypothesis accepted. From this it is clear that the difference is Significant. The result shows that Teacher Educators of TEI (M = 41.34) and Teacher Trainees of TTI (M = 36.48) have the different reactions towards the role of NCTE relating to research in teacher education field. TEIs' Teacher Educators having more positive opinion than that of Teacher Trainees towards the role of NCTE relating to research in teacher education field.



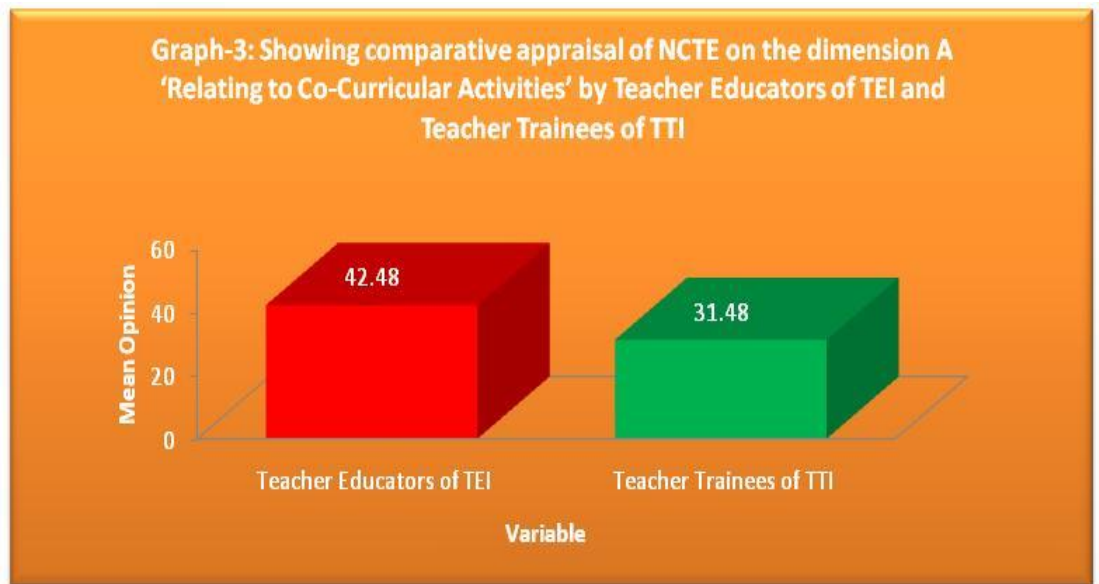
3. Appraisal of NCTE on the dimension (C) 'Relating to Co- Curricular activities'

Table – 3: Comparative appraisal of NCTE on the dimension (C) 'Relating to Co-Curricular Activities' by Teacher Educators of TEI and Teacher Trainees of TTI:

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	42.48	5.38	Significant at 0.05 level
Teacher Trainees of TTI	200	31.48		

Most of the teacher educators have the positive approach towards working of the NCTE regarding Co-curricular activities in teacher education institutions. They generally feel that the NCTE is performing well as a regulating authority to motivate the teacher education institution apart from classroom study to participate and/or organize conferences, seminars and workshop, initiate the outdoor camps and sports meets and to organize other social and cultural programs and activities.

The value of 't' ($t=5.38$) calculated for the dimension 'C' of the questionnaire for Teacher Educators of TEI and Teacher Trainees of TTI is more than critical value of 't' at 0.05 level and at 0.01 level. Hence null hypothesis H_03 is rejected and alternative hypothesis accepted. Naturally the difference is significant. The result shows that Teacher Educators of TEI ($M = 42.48$) and Teacher Trainees of TTI ($M = 31.48$) have the different reactions towards the role of NCTE in relation to Co-curricular activities. TEIs' Teacher Educators having more positive opinion than that of Teacher Trainees towards the role of NCTE in relation to Co-curricular activities.



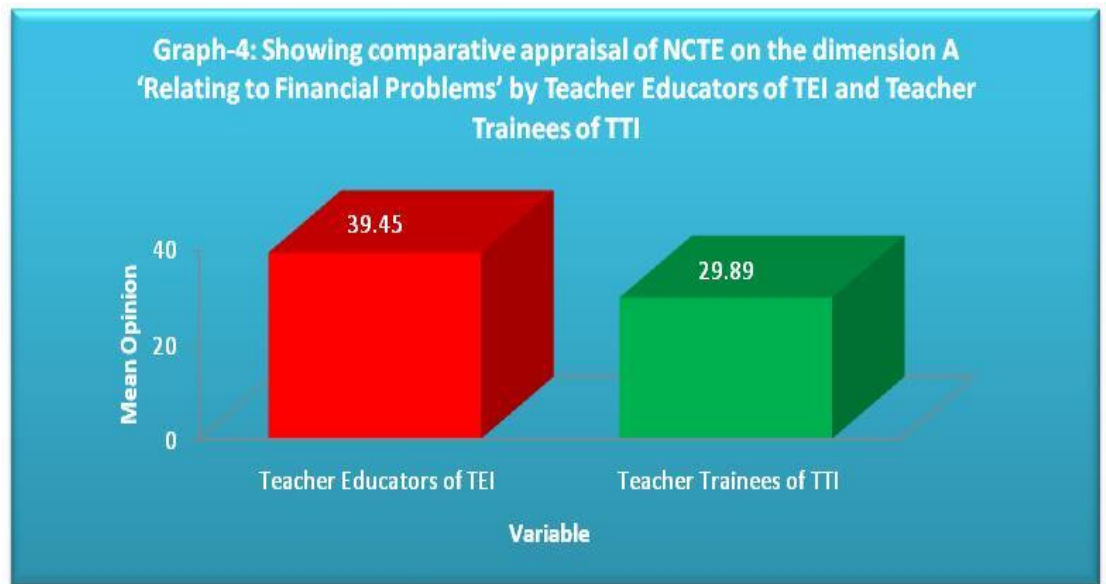
4. Appraisal of NCTE on the dimension (D) 'Relating to Financial Problems'

Table-4: Comparative appraisal of NCTE on the dimension (D) 'Relating to Financial Problems' Teacher Educators of TEI and Teacher Trainees of TTI

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	39.45	4.48	Significant at 0.05 level
Teacher Trainees of TTI	200	29.89		

The maximum teacher samples the initiatives taken by the NCTE to take care of the financial problems of the teacher educators in teacher education institutions. It is generally felt that if the remuneration of the teacher educators is as per the norms of NCTE, they will feel more secure and do their work with more dedication.

The value of 't' ($t=4.48$) calculated for the dimension 'D' of the questionnaire for Teacher Educators of TEI and Teacher Trainees of TTI is more than critical value of 't' at 0.05 level and at 0.01 level. Hence null hypothesis H_0 4 is rejected and alternative hypothesis accepted. Naturally the difference is significant. The result shows that Teacher Educators of TEI ($M = 39.45$) and Teacher Trainees of TTI ($M = 29.39$) have the different reactions towards the role of NCTE to regulate the financial matters of teacher educators in teacher education institutions. TEIs' Teacher Educators having more positive opinion than that of Teacher Trainees towards the role of NCTE to regulate the financial matters of teacher educators in teacher education institutions.



5. Appraisal of NCTE on the dimension (E) 'Relating to Libraries and Laboratories:

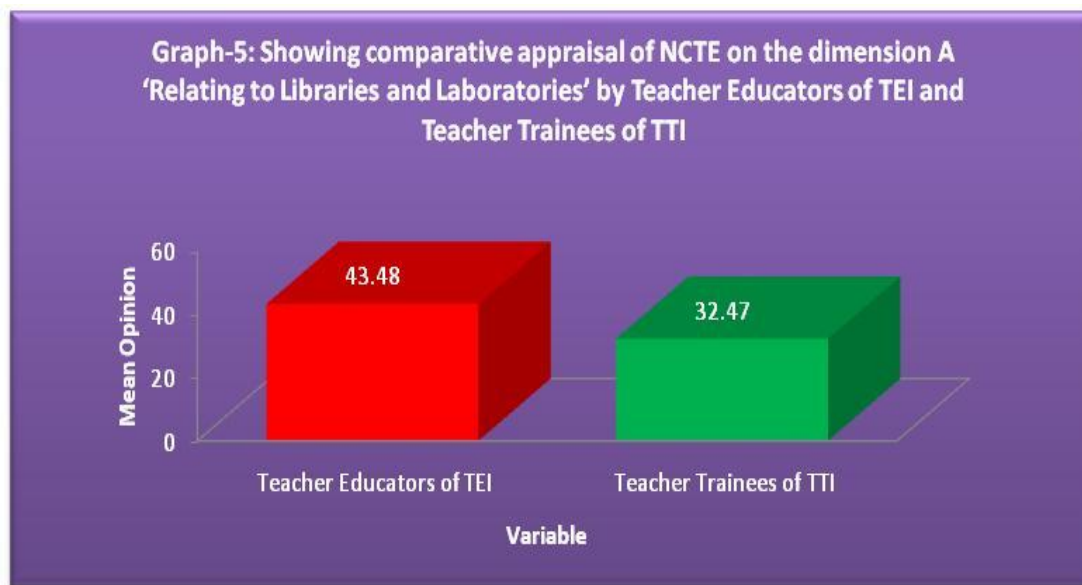
Table-5: Comparative appraisal of NCTE on the dimension (E) 'Relating to Libraries and Laboratories' by Teacher Educators of TEI and Teacher Trainees of TTI

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	43.48	6.78	Significant at 0.05 level
Teacher Trainees of TTI	200	32.47		

The most of teacher educators appreciate the role of NCTE in relation to establishment of proper libraries and laboratories in teacher education institutions. They feel that proper libraries and laboratories (technical lab, psychological lab, science lab, computer lab etc.) are necessary to provide the good teacher education especially for the research scholars of teacher education.

The value of 't' ($t=6.78$) calculated for the dimension 'E' of the questionnaire for Teacher Educators and Teacher Trainees is lower than critical value of 't' at 0.05 level and at 0.01 level. Hence null hypothesis H_0 is rejected and alternative hypothesis accepted. Naturally the difference is significant. The result shows that Teacher Educators of TEI ($M = 43.48$) and Teacher Trainees of TTI ($M = 32.47$) have the different reactions towards the role of NCTE in relation to establishment of proper libraries and laboratories in teacher education institutions. TEIs' Teacher Educators having more positive opinion than that of Teacher Trainees the role of NCTE in relation to establishment of

proper libraries and laboratories in teacher education institutions.

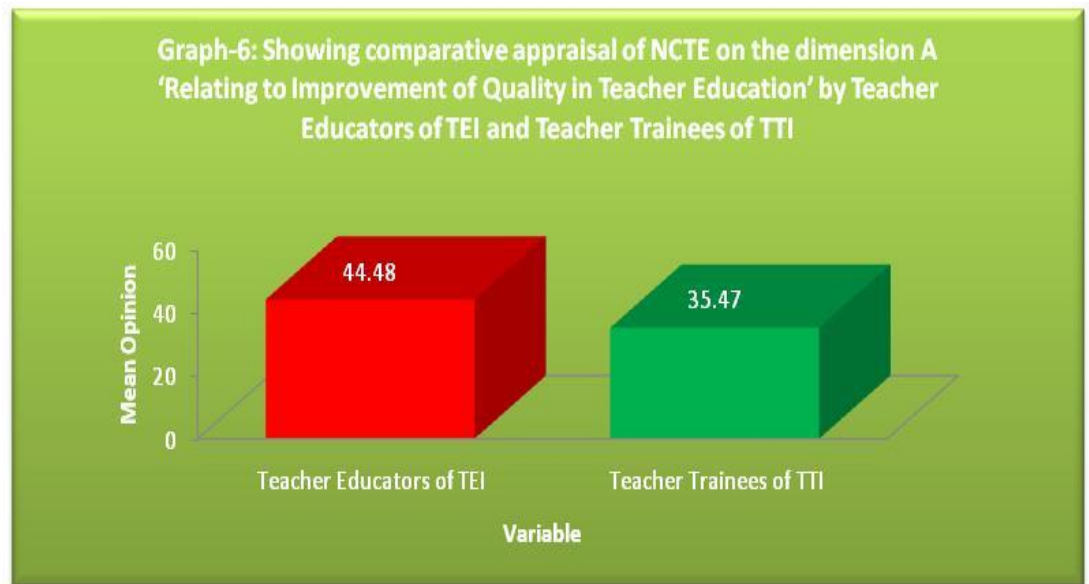


6. Appraisal of NCTE on the dimension (F) 'Relating to Improvement of Quality in Teacher Education'

Table-6: Comparative appraisal of NCTE on the dimension (F) 'Relating to Improvement of Quality in Teacher Education' by Teacher Educators of TEI and Teacher Trainees of TTI

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	44.48	7.58	Significant at 0.05 level
Teacher Trainees of TTI	200	35.47		

The Value of 't' ($t=7.58$) calculated for the dimension 'E' of the questionnaire for Teacher Educators and Teacher Trainees is higher than critical value of 't' at 0.05 level and at 0.01 level. Hence null hypothesis H_{06} is rejected and alternative hypothesis accepted. Naturally the difference is significant. The result shows that Teacher Educators of TEI ($M = 44.48$) and Teacher Trainees of TTI ($M = 35.47$) have the different reactions towards the role of NCTE regarding the improvement of quality of teacher education in India. TEIs' Teacher Educators having more positive opinion than that of Teacher Trainees towards the role of NCTE regarding the improvement of quality of teacher education.

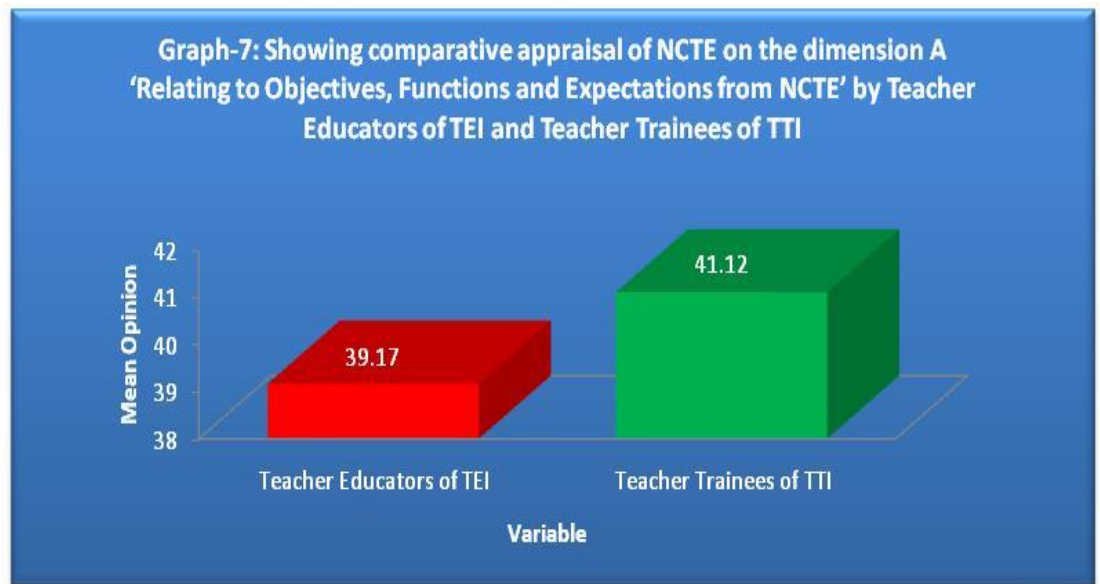


7. Appraisal of NCTE on the dimension (G) 'Relating to Objectives, Functions and Expectations from NCTE'

Table – 7: Comparative appraisal of NCTE on the dimension (G) 'Relating to Objectives, Functions and Expectations from NCTE' by Teacher Educators of TEI and Teacher Trainees of TTI

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	41.12	4.57	Significant at 0.05 level
Teacher Trainees of TTI	200	39.17		

The Value of 't' ($t=3.57$) calculated for the dimension 'G' of the questionnaire for Teacher Educators and Teacher Trainees is lower than critical value of 't' at 0.05 level and at 0.01 level. Hence null hypothesis H_07 is rejected and alternative hypothesis accepted. Naturally the difference is significant. The result shows that Teacher Educators of TEI ($M = 41.12$) and Teacher Trainees of TTI ($M = 39.17$) have the different reactions towards the performance of NCTE relating to objectives, functions and expectations from NCTE. TEIs' Teacher Educators having more positive opinion than that of Teacher Trainees towards the performance of NCTE relating to objectives, functions and expectations from NCTE.

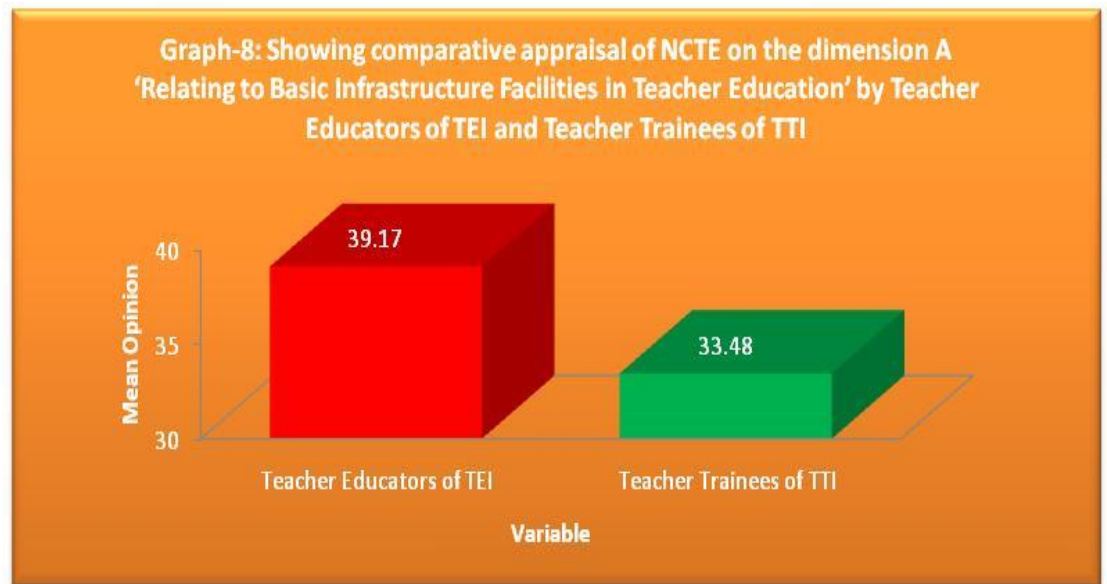


8. Appraisal of NCTE on the dimension (H) 'Relating to Basic Infrastructure Facilities in Teacher Education'

Table-9: Comparative appraisal of NCTE on the dimension (H) 'Relating to Basic Infrastructure Facilities in Teacher Education' by Teacher Educators of TEI and Teacher Trainees of TTI

Variable	Number	Mean	Value of 't'	Significance Level
Teacher Educators of TEI	200	39.79	5.01	Significant at 0.05 level
Teacher Trainees of TTI	200	33.48		

The Value of 't' ($t=5.01$) calculated for the dimension 'H' of the questionnaire for Teacher Educators of TEI and Teacher Trainees of TTI is higher than critical value of 't' at 0.05 and 0.01 level. Hence null hypothesis H_0 is rejected and alternative hypothesis accepted. Naturally the difference is significant. The result shows that Teacher Educators of TEI ($M = 39.79$) and Teacher Trainees of TTI ($M = 33.48$) have the different reactions towards the role and performance of NCTE for providing reasonably good infrastructure facility in teacher education system. TEIs' Teacher Educators having more positive opinion than that of Teacher Trainees to the above dimension.



6. Findings:

1. Teacher Educators and Teacher Trainees have no difference of opinion towards the role of NCTE regarding the formulation of the norms.
2. Teacher Educators and Teacher Trainees have significant difference of opinion towards the role of NCTE regarding research work in teacher education system.
3. Teacher Educators and Teacher Trainees have significant difference of opinion towards the role of NCTE regarding Co-Curricular Activities in teacher education system.
4. Teacher Educators and Teacher Trainees have significant difference of opinion towards the role of NCTE regarding Financial Problems of teacher educators in teacher education system.
5. Teacher Educators and Teacher Trainees have significant difference of opinion towards the role of NCTE regarding establishment of proper libraries and laboratories in teacher education system.
6. Teacher Educators and Teacher Trainees have significant difference of opinion towards the role of NCTE regarding the improvement of quality of teacher education.
7. Teacher Educators and Teacher Trainees have significant difference of opinion towards the role of NCTE regarding the objectives, functions and expectations from NCTE.
8. Teacher Educators and Teacher Trainees have significant difference of opinion towards the role of NCTE regarding the role and performance of NCTE for providing reasonably good infrastructure facility in teacher education institutions.

7. Summary:

As the result of present study was not so favorable, therefore there is a need of further study and to prepare a strategy for strengthening the teacher education and attitude of Teacher Trainees working in different teacher education institutions. Administrators /Teacher Educators must take care of Teacher Trainees who receive the in-service and pre-service training should apply the new innovations in class room teaching which they acquired during the teaching programmers, if not what are the problems in the way of implementation of new innovations and they must provide facilities to the Teacher Trainees to practice what they learn during their learning.

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