

A Study of Views and Perceptions regarding Status of Growth and Development of Secondary Teacher Education in India

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1.0 Introduction

“When the teacher is empowered with knowledge and experience good young human being with value system takes shape.” (Dr. A.P.J. Abdul Klam)

Teachers are nation builders who have the ability to construct and shape the future of any society or nation in desired & progressive way. Similarly the responsibility of shaping the teachers in to highly trained, skilled and quality teachers is on the shoulders of teacher education system prevailing in that country. In India, the acute need came into existence due to rapid expansion of school education. As a result, large number of teacher education institutes has been established. The contents & structure of teacher education programmes became static and insensitive towards the changes in whole educational and social system which leads criticism. In order to improving and strengthening the prevailing status of teacher education in India, various commissions & committees were established as well as different policies & programmes were framed and implemented time to time. Due to the adoption of neo-liberal economic reforms, India was encountered with the rapid expansion in professional education. After the declaration of state regarding the inadequacy of available resources in order to meet the emerging controversial demands of society, the self-financing institutes came into existence in all fields of professional education including teacher education also. (Kaur, 2012)

Due to proliferation of self-financing secondary teacher education institutes in Haryana, many controversies came into existence which has been discussed in present study. The researcher has tried to ascertain the views and perceptions of principals, teacher educators and teacher trainees about various issues concerning with growth and development of secondary teacher education programme in Haryana.

2.0 Reviews of Related Researches

Singh (2003) conducted a sport survey of 40 self-financing institutes which were established and got recognition from NCTE, Delhi (13) and its neighboring districts (27) in Uttar Pradesh state. He studied that the owners of that self-financing institutes were belongs to the occupational groups including advocates, politicians, businessmen, industrialists, builders etc. He also revealed that some of the owners of self-financing institutes were belongs to the occupational groups including advocates, politicians, businessmen, industrialists, builders etc. he also revealed that some of the owners of the elf financing institutions who had started B.Ed. course included those who were already indulge in trade & commerce and they were running degree courses in computer science, management & technology subjects. An another group of owners were found who had been running public schools from last 15 years, were also running B.Ed./ETE programmes in their schools from last three years.

Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India (2011) reviewed teacher education in the 11th Five Year Plan (FYP) and represented a report on Evaluation of Colleges of Education (CTEs). The report revealed some significant findings concerning with the functioning of Colleges of Education which are summarized as following:

- Most of the colleges less than 50% of required strength of faculty-academic as well as technical staff. Lack of direct recruitment of academic posts.
- A little bit CTEs have undertaken research projects.
- Many colleges have not availed central assistance; reported delay in the utilization of grants.
- Faculty development restricted to just participation in some in-service training programmes.
- Only 40% of the selected colleges have undertaken curriculum material development

Kurup (2018) in his research paper entitled as The New NAAC Assessment and Accreditation Framework, 2017: A Few Implements which was based on the reflections and feedback received at half a dozen workshops on the new NAAC Framework across the country. He stated that India is an emerging country with significant regional & sub-regional differences in socio-economic and educational development. Due to these present differences, just about 15% higher education institutions are in A Grade, almost $\frac{2}{3}$ rd are in 'B' Grade and remaining are in 'C' grade. Along with us recently accreditation made mandatory by UGC and state Governments but almost 80% of institutes have not come forward for accreditation, largely due to the short comings of their institutional setups and functioning. This indicates the important reflection regarding the overall standard of higher education in the country-colleges and universities is below average, just surviving due to state subsidy and protection.

3.0 Objective of the study

To study the views & perceptions of principals, teacher educators and teacher trainees about various issues related to secondary teacher education.

4.0 Population and Sample

The total population includes all principals, teacher educators and teacher trainees of all secondary teacher education institutions. In order to study the community responses regarding various issues related to secondary teacher education 520 respondents were randomly selected comprises of 20 principals, 100 teacher educators and 400 teacher trainees.

4.1 Data Collection Tool and Statistical Tool used

To get the views and perceptions of the selected three groups of respondents, the researcher had used self developed questionnaire. Percentage was used to analysis of collected views and perceptions of the selected three groups of respondents.

5.0 Analysis and Interpretation

The views and perceptions of different selected respondents regarding various issues concerning with the growth and development of secondary teacher education has been analyzed in the form of tables and interpretation of results has been discussed in the following paragraphs:

Table No. 5.1 showing total number (%) of different responses given by various types of respondents to the question whether the status of growth and development of secondary teacher education in India is satisfactory

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	1(5)	8(8)	80 (20)	89 (17.12)
To some extent	18 (90)	88 (88)	288 (72)	394(75.77)
Not at all	1 (5)	4 (4)	32 (08)	37 (7.11)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.1 shows different responses given by various respondents regarding the status of growth and development of secondary teacher education in India is satisfactory. The table indicates that out of 20 selected principals, 5% principals opined that the status of growth and development of secondary teacher education in India is satisfactory to great extent; 90% principals viewed that the status of growth and development of secondary teacher education in India is satisfactory to some extent and 5% principals viewed that status of growth and development of secondary teacher education in India is not satisfactory. Out of 100 selected teacher educators, 8% teacher educators opined that the status of growth and development of secondary teacher education in India is satisfactory to great extent and 88% teacher educators viewed that the status of growth and development of secondary teacher education in India is satisfactory to some extent and 4% teacher educators viewed that status of growth and development of secondary teacher education in India is not satisfactory. Further, the table point out that out of 400 selected teacher trainees, 20% teacher trainees opined that the status of growth and development of secondary teacher education in India to great extent; 72% teacher trainees opined that the status of growth and development of secondary teacher education in India is satisfactory to some extent and 8% teacher trainee viewed that the status of growth and development of secondary teacher education in India is not satisfactory.

It may be concluded that the majority of the respondents (75.77%) opined that the status of growth and development of secondary teacher education in India is satisfactory to some extent. It may also be concluded that different categories of respondents like 90% of Principals, 88% of teacher educators and 72% of teacher trainees opined that the that the status of growth and development of secondary teacher education in India is satisfactory to some extent. It is also pointed out that some respondents (17.12%) opined that the status of growth and development of secondary

teacher education in India is satisfactory to great extent whereas a very few respondents (7.11%) viewed that the status of growth and development of secondary teacher education in India is not satisfactory.

Table No. 5.2: showing total number (%) of different responses given by various types of respondents to the question whether the role of NCTE in planning the secondary teacher education in the country is satisfactory.

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	3 (15)	20 (20)	90(22.5)	113 (21.73)
To some extent	17(85)	68(68)	280(70)	365 (70.19)
Not at all	-	12 (12)	30(7.5)	42 (8.08)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.2 shows different responses given by various respondents regarding whether the role of NCTE in planning the secondary teacher education in the country is satisfactory. The table indicates that out of 20 selected principals, 15% of the principals opined that the role of NCTE in planning the secondary teacher education in the country is satisfactory to great extent; 85% principals viewed that the role of NCTE in planning the secondary teacher education in the country is satisfactory to some extent and none of the principals viewed that the role of NCTE in planning the secondary teacher education in the country is not satisfactory. Out of 100 selected teacher educators, 20% teacher educators opined that the role of NCTE in planning the secondary teacher education in the country is satisfactory to great extent; 68% teacher educators viewed that the role of NCTE in planning the secondary teacher education in the country is satisfactory to some extent and 12% teacher educators viewed that the role of NCTE in planning the secondary teacher education in the country is not satisfactory. Further, the table point out that out of 400 selected teacher trainees, 22.5% teacher trainees opined that the role of NCTE in planning the secondary teacher education in the country is satisfactory to great extent; 70% teacher trainees opined that the role of NCTE in planning the secondary teacher education in the country is satisfactory to some extent and 7.5% teacher trainee viewed that the role of NCTE in planning the secondary teacher education in the country is not satisfactory.

It may be concluded that the majority of the respondents (70.19%) opined that the role of NCTE in planning the secondary teacher education in the country is satisfactory to some extent. It may be also concluded that different categories of respondents like 85% of Principals, 68% of teacher educators and 70% of teacher trainees opined that the role of NCTE in planning the secondary teacher education in the country is satisfactory to some extent. It is also pointed out that (21.73%) respondents opined that the role of NCTE in planning the secondary teacher education in the country is satisfactory to great extent whereas a few respondents (8.08%) viewed that the role of NCTE in planning the secondary teacher education in the country is not satisfactory.

Table No.5.3: showing total number (%) of different responses given by various types of respondents to the question whether the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards.

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	2 (10)	12 (12)	120 (30)	134 (25.77)
To some extent	14 (70)	64 (64)	220 (60)	290 (55.77)
Not at all	4 (20)	32 (32)	60 (15)	96 (18.46)
Total number (%)	20 (100)	100 (100)	400 (100)	520(100)

The table No. 5.3 shows different responses given by various respondents regarding whether the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards. The table indicates that out of 20 selected principals, 10% of the principals opined that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to great extent; 70% principals viewed that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to some extent and 20% principals viewed that the affiliating universities does not put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards. Out of 100 selected teacher educators, 12% teacher educators opined that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to great extent: 64% teacher educators viewed that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to some extent and 32% teacher educators viewed that the affiliating universities does not put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards. Further, the table point out

that out of 400 selected teacher trainees, 30% teacher trainees opined that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to great extent; 60% teacher trainees opined that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to some extent and 15% teacher trainee viewed that the affiliating universities do not put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards .

It may be concluded that the majority of the respondents (55.77%) opined that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to some extent. It may be also found that different categories of respondents like 70% of Principals, 64% of teacher educators and 60% of teacher trainees opined that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to some extent. It is also pointed out that (25.77%) respondents opined that the affiliating universities put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards to great extent whereas few respondents (18.46%) viewed that the affiliating universities do not put regular checks to ensure that the colleges of secondary teacher education to strictly follow all the prescribed norms and standards.

Table No. 5.4: showing total number (%) of different responses given by various types of respondents to the question whether the mushroom growth of teacher education institutions has positive qualitative impact on teacher education.

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	5 (25)	24 (24)	130 (32.5)	159 (30.58)
To some extent	12 (60)	44 (44)	220 (55)	276 (53.08)
Not at all	3 (15)	32 (32)	50 (12.5)	85 (16.34)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.4 shows different responses given by various respondents regarding whether the mushroom growth of teacher education institutions has positive qualitative impact on teacher education. The table indicates that out of 20 selected principals, 25% of the principals opined that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to great extent; 60% principals viewed that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to some extent and 15% principals viewed that the mushroom growth of teacher education institutions has no positive qualitative impact on teacher education. Out of 100 selected teacher educators, 24% teacher educators opined that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to great extent: 44% teacher educators viewed the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to some extent and 32% teacher educators viewed that the mushroom growth of teacher education institutions has no positive qualitative impact on teacher education. Further, the table point out that out of 400 selected teacher trainees, 32.50% teacher trainees opined that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to great extent; 55% teacher trainees opined that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to some extent and 12.5% teacher trainee viewed that the mushroom growth of teacher education institutions has no positive qualitative impact on teacher education.

It may be concluded that the majority of the respondents (53.08%) opined that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to great extent. It may be also concluded that different categories of respondents like 60% of Principals, 44% of teacher educators and 55% of teacher trainees opined that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to some extent. It may also be pointed out that (30.58%) respondents opined that the mushroom growth of teacher education institutions has positive qualitative impact on teacher education to great extent whereas a few respondents (16.34%) viewed that the mushroom growth of teacher education institutions has no positive qualitative impact on teacher education.

Table No.5.5: showing total number (%) of different responses given by various types of respondents to the question whether after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all.

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	6 (30)	36 (36)	150 (37.5)	192 (36.92)

To some extent	14 (70)	64 (64)	178 (44.5)	256 (49.23)
Not at all	-	-	72 (18)	72 (13.85)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.5 shows different responses given by various respondents regarding whether after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all. The table indicates that out of 20 selected principals, 30% of the principals opined that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to great extent; 70% principals viewed that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to some extent and none of the principals viewed that after the proliferation of teacher education institutions, secondary teacher education has not become easily accessible to all. Out of 100 selected teacher educators, 36% teacher educators opined after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all that to great extent; 64% teacher educators viewed that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to some extent and none of the teacher educators viewed that after the proliferation of teacher education institutions, secondary teacher education has not become easily accessible to all. Further, the table point out that out of 400 selected teacher trainees, 37.5% teacher trainees opined that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to great extent; 44.5% teacher trainees opined that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to some extent and 18% teacher trainee viewed that after the proliferation of teacher education institutions, secondary teacher education has not become easily accessible to all.

It may be concluded that the majority of the respondents (49.23%) opined that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to great extent. It may also be concluded that different categories of respondents like 70% of Principals, 64% of teacher educators and 44.5% of teacher trainees opined that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to some extent. It is also pointed out that (36.92%) respondents opined that after the proliferation of teacher education institutions, secondary teacher education has become easily accessible to all to great extent whereas a few respondents (13.85%) viewed that after the proliferation of teacher education institutions, secondary teacher education has not become easily accessible to all.

Table No. 5.6: showing total number (%) of different responses given by various types of respondents to the question when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, whether the expansion of secondary teacher education would help in serving the social cause of educating the masses.

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	-	-	104 (26)	104 (20)
To some extent	15 (75)	88 (88)	252 (63)	355 (68.27)
Not at all	5 (25)	12 (12)	44 (11)	61 (11.73)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.6 shows different responses given by various respondents regarding when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, whether the expansion of secondary teacher education would help in serving the social cause of educating the masses. The table indicates that out of 20 selected principals, none of the principals opined that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses to great extent; 75% principals viewed that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses to some extent and 25% principals viewed that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses. Out of 100 selected teacher educators, none of the teacher educators opined that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses to great extent: 88% teacher educators viewed to some extent and 12% teacher educators viewed that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the

social cause of educating the masses. Further, the table point out that out of 400 selected teacher trainees, 26% teacher trainees opined when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses to great extent; 63% teacher trainees opined that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses to some extent and 11% teacher trainee viewed that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would not help in serving the social cause of educating the masses.

It may be concluded that the majority of the respondents (68.27%) opined that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, whether the expansion of secondary teacher education would help in serving the social cause of educating the masses to some extent. It may also be concluded that different categories of respondents like 75% of Principals, 88% of teacher educators and 63% of teacher trainees opined that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses to some extent. It is also pointed out that (20%) respondents opined that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would help in serving the social cause of educating the masses to some extent whereas a few respondents (11.73%) viewed that when the quality is being interpreted to means saleability or marketability after the proliferation of teacher education institutions, the expansion of secondary teacher education would not help in serving the social cause of educating the masses.

Table No. 5.7: showing total number (%) of different responses given by various types of respondents to the question whether the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	-	-	80 (20)	80 (15.38)
To some extent	16 (80)	76 (76)	284 (71)	376 (72.31)
Not at all	4 (20)	24 (24)	36 (9)	64 (12.31)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.7 shows different responses given by various respondents regarding whether the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark. The table indicates that out of 20 selected principals, none of the principals opined that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to great extent; 80% principals viewed that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to some extent and 20% principals viewed that the quality of secondary teacher education being provided in the institutions of Haryana is not up to the mark. Out of 100 selected teacher educators, none of the teacher educators opined that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to great extent: 76% teacher educators viewed the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to some extent and 24% teacher educators viewed that the quality of secondary teacher education being provided in the institutions of Haryana is not up to the mark. Further, the table point out that out of 400 selected teacher trainees, 20% teacher trainees opined that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to great extent; 71% teacher trainees opined that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to some extent and 9% teacher trainee viewed that the quality of secondary teacher education being provided in the institutions of Haryana is not up to the mark.

It may be concluded that the majority of the respondents (72.31%) opined that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to some extent. It may also be concluded that different categories of respondents like 80% of Principals, 76% of teacher educators and 71% of teacher trainees opined that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to some extent. It is also pointed out that (15.38%) respondents opined that the quality of secondary teacher education being provided in the institutions of Haryana is up to the mark to great extent whereas a few respondents (12.31%) viewed that the quality of secondary teacher education being provided in the institutions of Haryana is not up to the mark.

Table No. 5.8: showing total number (%) of different responses given by various types of respondents to the question whether 'nobility of profession and serving the society' motivates trainees to pursue B.Ed. course

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	-	20 (20)	280 (70)	300 (57.69)
To some extent	12 (60)	60 (60)	100 (25)	172 (33.08)
Not at all	8 (40)	20 (20)	20 (5)	48 (09.23)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.8 shows different responses given by various respondents regarding whether nobility of profession and serving the society' motivates trainees to pursue B.Ed. course. The table indicates that out of 20 selected principals, none of the principals opined that nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to great extent; 60% principals viewed that nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to some extent and 40% principals viewed that nobility of profession and serving the society' motivates trainees to pursue B.Ed. course. Out of 100 selected teacher educators, 20% teacher educators opined that nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to great extent: 60% teacher educators viewed nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to some extent and 20% teacher educators viewed that. Further the table point out that out of 400 selected teacher trainees, 70% teacher trainees opined that nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to great extent; 25% teacher trainees opined that nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to some extent and 5 % teacher trainee viewed that 'nobility of profession and serving the society' does not motivates trainees to pursue B.Ed. course.

It may be concluded that the majority of the respondents (57.69%) opined that 'nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to great extent. However, it may also be concluded that only 70% of teacher trainees and 20% teacher educators opined that 'nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to great extent. it is also pointed out that (33.08%) respondents opined that nobility of profession and serving the society' motivates trainees to pursue B.Ed. course to some extent whereas a few respondents (09.23%) viewed that 'nobility of profession and serving the society' does not motivates trainees to pursue B.Ed. course.

Table No. 5.9: showing total number (%) of different responses given by various types of respondents to the question whether the development of secondary teacher education in Haryana has been according to our societal needs.

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	-	-	124 (31)	124 (23.85)
To some extent	17 (85)	84 (84)	204 (51)	305 (58.65)
Not at all	3 (15)	16 (16)	72 (18)	91 (17.50)
Total number (%)	20 (100)	100 (100)	400 (100)	520 (100)

The table No. 5.9 shows different responses given by various respondents regarding whether the development of secondary teacher education in Haryana has been according to our societal needs. The table indicates that out of 20 selected principals, none of the principals opined that development of secondary teacher education in Haryana has been according to our societal needs to great extent; 85% principals viewed that development of secondary teacher education in Haryana has been according to our societal needs to some extent and 15% principals viewed that development of secondary teacher education in Haryana has not been according to our societal needs. Out of 100 selected teacher educators, none of the teacher educators opined that development of secondary teacher education in Haryana has been according to our societal needs to great extent: 84% teacher educators viewed development of secondary teacher education in Haryana has been according to our societal needs to some extent and 16% teacher educators viewed that development of secondary teacher education in Haryana has not been according to our societal needs. Further, the table point out that out of 400 selected teacher trainees, 31% teacher trainees opined that development of secondary teacher education in Haryana has been according to our societal needs to great extent; 51% teacher trainees opined that development of secondary teacher education in Haryana has been according to our societal needs to some extent and 18% teacher trainee viewed that development of secondary teacher education in Haryana has not been according to our societal needs.

It may be concluded that the majority of the respondents (58.65%) opined that development of secondary teacher education in Haryana has been according to our societal needs to some extent. It may also be concluded that different categories of respondents like 85% of Principals, 84% of teacher educators and 51% of teacher trainees opined that development of secondary teacher education in Haryana has been according to our societal needs to some extent. It is also pointed out that (23.85%) respondents opined that development of secondary teacher education in Haryana has been according to our societal needs to great extent whereas a few respondents (17.50%) viewed that development of secondary teacher education in Haryana has not been according to our societal needs.

Table No. 5.10: showing total number (%) of different responses given by various types of respondents to the question whether the present curriculum of secondary teacher education programme has been designed according to our societal needs.

Respondents / Responses	Principals	Teacher Educators	Teacher Trainees	Total number (%)
To great extent	-	-	126 (31.5)	126 (24.23)
To some extent	20 (100)	100 (100)	210 (51)	330 (63.46)
Not at all	-	-	64 (64)	64 (12.31)
Total number (%)	20 (100)	100 (100)	400 (100)	52000

The table No. 5.10 shows different responses given by various respondents regarding whether the present curriculum of secondary teacher education programme has been designed according to our societal needs. The table indicates that out of 20 selected principals, none of the principals opined that the present curriculum of secondary teacher education programme has been designed according to our societal needs to great extent; 100% principals viewed that the present curriculum of secondary teacher education programme has been designed according to our societal needs to some extent and none of the principals viewed that the present curriculum of secondary teacher education programme has not been designed according to our societal needs. Out of 100 selected teacher educators, none of the teacher educators opined that the present curriculum of secondary teacher education programme has been designed according to our societal needs to great extent; 100% teacher educators viewed the present curriculum of secondary teacher education programme has been designed according to our societal needs to some extent and none of the teacher educators viewed that the present curriculum of secondary teacher education programme has not been designed according to our societal needs. Further, the table point out that out of 400 selected teacher trainees, 31.5% teacher trainees opined that the present curriculum of secondary teacher education programme has been designed according to our societal needs to great extent; 51% teacher trainees opined that the present curriculum of secondary teacher education programme has been designed according to our societal needs to some extent and 64% teacher trainee viewed that the present curriculum of secondary teacher education programme has not been designed according to our societal needs.

It may be concluded that the majority of the respondents (63.46%) opined that the present curriculum of secondary teacher education programme has been designed according to our societal needs to some extent. It may also be concluded that different categories of respondents like 100% of Principals, 100% of teacher educators and 52.50% teacher trainees opined that the present curriculum of secondary teacher education programme has been designed according to our societal needs to some extent. It is also pointed out that (24.23%) respondents opined that the present curriculum of secondary teacher education programme has been designed according to our societal needs to great extent whereas a few respondents (12.31%) viewed that the present curriculum of secondary teacher education programme has not been designed according to our societal needs.

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