



# A Critical Study of Secondary Teacher Education Institution of North Gujarat

KAMLESH S. TARAL

Assistant Professor,  
R. B. Sagar College of Education, Ahmedabad  
Gujarat (India)

## Abstract:

*Since ancient time's impotence is give to education. In current times, People are becoming more and more aware due to education. Various Countries of the world have recognized in the importance of education and are allocating adequate financial assistance for the development of their people. For a nation, its future citizens are very important. Such future citizens mean Students Studying in classrooms. The teachers of educational institutions are preparing ideal citizens for the development of their country. In is necessary to have good teachers to have good citizen; and task or preparing well qualified teachers is done by the teacher-training institutions. To maintain the quality of teachers and teacher training institutes various laws have been formed and implemented by various education Commissions and the government. The NCTE, UGC, etc. are the agencies which enact and implement laws for quality in education. In this research the investigator has made an attempt to find out the problems faced by the teacher-training institution and whether these institutions comply with various laws related to education.*

**Keywords:** Banaskantha, Critical Study, Criticism, Mehsana, North Gujarat, Patan, Sabarkantha

## 1. Introduction

A Famous statement by Kothari Commission-“Future of the nation is built in classroom of the School.” Is equally relevant even today. So, it can be said that a school cannot built good Students with good building, good educational Literature or better curricula, but teachers are more important in this matter, and therefore it is the responsibility of teacher-training institutions to prepare better teachers.

Present Problems deals with various aspects of Secondary teacher training institutes of North Gujarat. It Studies critically the prevalent status of teacher training institutes of North Gujarat. In last three-four decades there has been a rapid development of Secondary School of North Gujarat. Student Strength has grown immensely. The Structure of Secondary education has changed in the State with the implementation of new trends in education. There has been an increase in the number of secondary teacher training institutes. Due to overall change in education in last 20 years, the curricula have also undergone a major change. The electronic media and computer have also entered in to the education field. As a result there have been many changes in the education system. As a whole, there has been a revolutionary change in curricula, education Systems evaluation, learning conditions, etc. in the field of secondary education.

The investigator has found it appropriate to examine the facilities available in the teacher training institutes of North Gujarat on the basis of the norms of the NCTE.

## 2. Objectives of the Research

1. To conduct a Critical Study of secondary teacher training institution of North Gujarat.
2. To conduct a Critical Study in terms of professional equippedness of teaching staff of the secondary teaching training institutions of North Gujarat.
3. To conduct a Critical Study in terms of internal evaluation of the secondary teacher training institutions of North Gujarat.
4. To conduct a Critical Study in terms of physical facilities in secondary teacher training institutions of North Gujarat.
5. To conduct a Critical Study of routine teaching-learning activities of secondary teacher training institutions of North Gujarat.
6. To conduct a Critical Study on professional training practices of secondary teacher training institutions of North Gujarat.
7. To Study the opinions of the trainees selected from among the trainees studding in Second term as a part of critical Study of secondary teacher training institutions of North Gujarat.
8. To conduct a critical Study of secondary teacher training institutions keeping in mind the norms of the NCTE.

## 3. Question of the Research

1. What is the status in terms of professional competences of teaching employees of secondary teacher training institutions of north Gujarat?
2. What is the status of professional training practices of secondary teacher training institutions of north Gujarat?
3. What is the Status of routine teaching-learning activities of secondary teacher training institutions of north Gujarat?
4. What is the internal evaluation system in secondary teacher training institutions of north Gujarat?
5. What are the opinions of the trainees studying in secondary teacher training institutions of north Gujarat?
6. What is the Status of physical facilities in secondary teacher training institutions of north Gujarat?
7. Whether the secondary teacher training institutions of north Gujarat are managed in accordance with the NCTE norms?

## 4. Definition of the key terms

### • North Gujarat

The geographical area situated in the northern direct of the State of Gujarat is termed as North Gujarat which includes four districts, namely, 1.Banaskantha, 2.Sabarkhantha, 3. Mehsana, 4. Patan.

### • Banaskantha

It is situated in the North-West part of the State between about 20°-3° to 24°-43° longitude. It is surrounded by Marwad and Sirohi area of Rajasthan in North, Sabarkantha in east, the Rann of Kutch and borders areas of Pakistan in west and certain parks of mehsana district in South. The north-south length and the east-west lengths of the district are 112kms and 192 kms respectively.

### • Sabarkantha

It is situated in northern part of the State between 23-03 to 24-30 northern lititude and 72-43 to 73-39 longitude. It is surrounded by Sihori district of Rajasthan in north, Dungarpur and Sanswada district of Rajasthan in east, Banaskantha and Mehsana district in west, Udaipur district of Rajasthan in north-east and Kheda, Ahmedabad and Panchamahhal district in South.

- **Mehsana**

This district is situated in north between 23-02 to 24-00 north latitude and 72-26 to 72-51 east longitudes. It is Surrounded by Banaskantha district north and north-east Sabarmati river which works as a natural border, Gandhinagar and Ahmedabad district in South-east, Rann to Kutch in south-west, Dasada taluka of Surendranagar and Viramgam, Sanand and Daskroi taluka of Ahmedabad district in South.

- **Patan**

This district was formed by integrating certain areas of Banaskantha district and Mehsana district.

- **Teacher- training**

While defining teacher-training Dr.K.G.Desai & Others say, “it is a group of formal and informal activities and experiences given to acquire essential qualification for teaching profession so that the person who enters into the profession can perform his duties well.” It is a program of activities and experiences determined by institution to prepare teaching work.

- **Teacher-training institutions**

Teacher-training institution means the institutions which run teacher-training program (curriculum) here, it refers to Trained Graduate Institutions (B.Ed.) in which training is imparted to future teachers.

- **Criticism**

The meaning of ‘Criticism’ according to the Bhagawad-Go-Mandal Encyclopedia, “To Know truth from untruth, to differentiate merits and demerits according to thinking ability, or to criticize and to narrate in details. In Short criticism means clarification.

- **Critical Study**

In this Study the term critical refers to the Study of teacher-training institution of North Gujarat in terms of physical facilities, theoretical aspect of teacher-learning program, School experiences, qualifications and competencies of teachers, testing and evaluation practice arrangement, comparison of prevalent things with the NCTE norms and current needs.

## 9. Population

The population of this research includes all Teacher training colleges working in the North Gujarat.

## 10. Sample

The sample of the Study includes 77 B.Ed colleges affiliated to two university of North Gujarat.

## 11. Data Analysis

The data in the Study were obtained by a Questionnaire by the researcher. In which some of the data were called in Statistical form and some in descriptive term. The Qualitative data were analyzed according to various categories. The responses on questions were converted in to frequency distributions which were further converted into percentages. The Data were presented in the form of various tabulation which were analyzed and interpreted then after. In the Scenario writing the data of classroom activities for education process done by teachers were noted done after visiting the secondary teacher training institutions and the data obtained was put directly into data analysis after discussion with the guide.

## 12. Findings

1. According to the data about the establishment year of secondary teacher training institutions, 34 institutions were established in last five years. It can be said that this increase can be called incredible. Due to the policy of privatization the institution may have been beneficial to their respective managements for being the self-finance institutions. There are many institutions which were established in last 5 years in comparison with more than 40 years after independence. Moreover, the

management bodies lay emphasis on self-finance institution which shows capitalist approach in secondary teacher-training field. Even the government seems to encourage this policy.

2. According to data obtained from secondary teacher-training institutions 18 institutions have the facility of E-mail ID and 17 institutions have the facility of website. According to NCTE norms each institution should display its details by electronic media so that students, parents and society can know about it. However, very less number of institutions has such facilities. It shows that the institutions are not aware for it or they tend to hide their details or they show negligence due to economical reasons.
3. According to data obtained from secondary teacher-training institutions 11 institutions have permanent and 30 institutions have in charge principals among which the principals of 37 institutions have the experience of less than 5 years which Shows that the principals were appointed without keeping the NCTE norms in mind. How can such institutions run their administration and educational work nicely without permanent principals such things draw alteration of the people.
4. According to data obtained from secondary teacher-training institutions there are less than 3 teachers in some institutions which is surprising thing. How can the teaching work can be held with less than 3 teachers? There were 11 institutions having 4 to 5 teachers. 24 institutions had 6 to 7 teachers. It means that the proportion of 7+1 as stipulated by the NCTE is not maintained which shows the inadequacy of human resources for achievement of the institutions' objectives.
5. According to data about the non-teaching employees it was found that each institution has different number of employees such as clerk, librarian, lab Assistant, peon, Sweeper, Watchman, House mother, rector, gardener, computer instructor and laborers. Thus, it can be said that the strength of non-teaching Staff is not in accordance with the NCTE norms. Therefore it shows the inadequacy of human resource in these institutions.
6. According to data about planning in the secondary teacher training institutions, all institutions have the 'model' yearly and monthly calenders prepared by their respective principal and teacher. These institutions do 210 day week during a year. However the planning does not show specific activities or innovations. The trainees are informed about all activities by celebrating the 1<sup>ST</sup> week as orientation work.
7. In terms of internal assessment of students, it is found that some institution do not carry out the internal assessment properly. These institutions make students unaware about it or provide incomplete details to students. Thus it endangers the quality of the whole training program. There is a possibility that students may become victim of exploitation during the internal assessment.
8. The institutions affiliated to the SNDT University do not conduct an annual lesson plan which is surprising. More, more surprising is the fact that some institutions appoint their own teacher for annual lessons in the North Gujarat University. Thus, it becomes doubtful that the evaluation in the annual lesson is qualitative or neutral.
9. In terms of seminar workshop and training classes. It is found that less number of teacher's attend orientation program, refresher course workshop or training classes. It shows that the teachers do not show interest in raising their professional competencies or the institutions prevent them from doing so.
10. Demonstration lesson is an important educational practice in the field of secondary teacher-training. It is necessary that a demonstration lesson gibes justice to objectives, innovation, class interaction content, analysis, evaluation, etc. However all sample colleges conduct demonstration lesson but the discussion after it should become meaningful.

### **13. Things resulting from visible observations:**

1. Teaching work through audio-visuals is done by the teachers.
2. Teachers do teaching work by giving example through expressions.

3. Detailed notes are made by teacher on blackboard work.
4. Teachers do teaching work by observing points noted in textbooks.
5. Students note down lecture notes in their notebooks
6. Students observe silence but sometimes make noise in the classroom.
7. Trainees do not ask any type of question in the classroom.
8. Teacher conducts typical type of teaching work.
9. No self-made or other reference literature is used by teachers in teaching work.
10. Students obey teachers and stand up to give answers.
11. Students seem to take interest in teaching work.
12. Teachers encourage trainees with various types of reinforcements.
13. Trainees present various types of questions.
14. Teachers make students active by asking questions in the middle of a class.
15. Trainees do not ask questions in spite of teachers allowing them to do so.
16. Teachers explain things by reading the books.
17. Women trainees are asked to understand and write on their own by the teachers.
18. Strength of female trainees is found very less.
19. Students do not give answers to questions asked by female teachers or do not discuss any issue or question.
20. It becomes difficult to read the writings on blackboard from last bench.
21. Certain important things are discussed during teaching work in classroom.
22. Teachers conduct teaching work in Hindi language.
23. Female trainees find it difficult to give answer in Hindi language.

#### 14. Conclusion

This research aimed at the critical study of teacher-training institutions of the North Gujarat region. This research highlights certain things related to teacher training institutions. On today's age, even ordinary people stand the importance of education, and therefore an appropriate and quality teacher-training program has become inevitable in education field.

It is necessary that various questions and problems are solved immediately so that various institutions can achieve their objectives, which will be beneficial to the society and the nation and the solution lies in hands of principal, teachers, management, state government and the UGC. If a reform with the feeling of collective endeavor leads these institutions towards qualitative development the attempt of the researcher will be considered worth.

#### Reference

1. Aggrwal, J.C., (1988). 'Teacher's Role, Status, Service Conditions and Education in India: A Reference Manual, Delhi: Doaba House.
2. Aggrwal, J.C., (1995). 'Teacher and Education in a Developing Society', New Delhi: Vikas Publishing House.
3. Borg, Walter R. & Gall, Meredith D. (1983). "Educational Research", New York: Longman.
4. Brickman, William W., (1949). "A Guide to Research in Educational History", New York: York University, Book Store.
5. Chakrabarti, Mohit, (1998). "Teacher Education: Modern Trends", New Delhi: Kanishka Publishers.