

E-ISSN: 2709-9369

P-ISSN: 2709-9350

[www.multisubjectjournal.com](http://www.multisubjectjournal.com)

IJMT 2021; 3(2): 38-40

Received: 09-05-2021

Accepted: 13-06-2021

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## **Expansion of teacher education programme (B.Ed.) in India on the basis of analysis of secondary data**

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### **Abstract**

Teacher education is associated with the professional training and education of the present and prospective teachers. In present study, teacher education program denotes teacher education programme for secondary stage - B.Ed. Course and expansion refers to increase in total number of teacher education institutes, student's intake, and total number and percentage of male and female trainees in teacher education programme in India. The main objective of the present study is to study the expansion pattern of teacher education programme for secondary level in India. In order to study expansion pattern, the researcher has analyzed the All India Education Surveys on Higher Education, 2015-16 and 2018-19 and Annual Report of National Council of Teacher Education, 2018-19 as secondary sources.

**Keywords:** teacher education, total intake approved for teacher education programmes at national level, gender wise total enrolment of students and number of female students per 100 male students in secondary teacher education programme (B.Ed.), category wise total enrolment of students (including male and female) in secondary teacher education programme (B.Ed.).

### **1. Introduction**

Expansion as a noun means the act of increasing in size and volume or scope or quantity. In present study it refers to increase in total number of teacher education institutes, student's intake, and total number and percentage of male and female trainees in teacher education programme in India. For the present study, teacher education program denotes teacher education programme for secondary stage - B.Ed. course (1 year and 2 year regular) which provides training to the pupil teachers in order to make them more competent and productive.

Teacher Education is concerned with the professional preparation of those students who want to enter in this profession in order to achieve real needs of the present contemporary society and nation with the help of education. It is associated with the professional training and education of the present and prospective teachers. A teacher's education is never complete in terms of professional competence, but the quantity of teacher education changes to a great extent according to prevailing situation, time and need (Mohanty, 2003).

In the post-independence era, the formal system of teacher education was started by Danish Mission at Serampur (West Bengal) in 1793 which was considered as the primary step regarding teachers training in India. The growth of pre-service teacher education in general and secondary teacher education in particular is impressive. In India, there are basically two types of agencies of teacher education which are responsible for its smooth and successful functioning. First one include National or Central level agencies namely UGC (University Grants Commission), NCERT (National Council for Educational Research and Training), NIEPA (National Institute of Educational Planning and Administration), ICSSR (Indian Council for Social Studies Research and NCTE (National Council of Teacher Education). Second type of agencies include State Level agencies including SBTE (State Board of Teacher Education), UDE (Universities Department of Education), CTEC (Continuing Teacher Education Center), Distance or Correspondence Teacher Education- DTE or CCTE, SIE (Summer Institute of Education ) SIE, and CTE (College of Teacher Education) (Saxena, Mishra, & Mohanty, 2012) <sup>[4]</sup>.

According to Third National Survey of Secondary Teacher Education in India, there were 219 teacher education institutes in 1962. However this number increased to 273 and 381 in the years 1965 and 1971 respectively. The report also highlighted that a maximum of 19 teacher education institutions were opened in 1968 when 19 institutions were opened. Only two teacher education institutes were opened in the year 1971. As per the survey report, out of 259 institutions only 35 institutions were fully residential whereas 147 were partly

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residential, 215 institutions were co-educational and 30 were for women only (NCERT, 1971) [2]. Along with this, in order to meet the requirement of trained teachers; only six training colleges were established from 1886 to 1894. After independence, a phenomenal expansion in every field of education was found. He also stated that more than 2000 teachers training institutes were involved to provide teachers for a faster developing school system (Rastogi, 2007) [3].

## 2. Objective of the Study

The objective of the present research paper is to study the expansion pattern of teacher education programme for secondary level in India.

## 3. Research Design

Content analysis was used to study the expansion pattern of secondary teacher education in India. Various documents concerned with secondary teacher education at national level were accessed and content analysis was done to get the relevant secondary data.

### 4.1 Total intake approved for teacher education programmes at national level

**Table 1:** All India Status of Different Teacher Education Courses as on 31<sup>st</sup> March, 2019

Sr. No	Name of Teacher Education Course	Total Number of Courses Recognized as on 31/03/2018	Number of Courses Granted Recognition during 2018-19	Number of Courses Withdrawn Recognition during 2018-19	Total Number of Courses Recognized as on 31/03/2019	Total Intake Approved as on 31/03/2018	Total Intake Approved as on 31/03/2019
1	DPSE (Pre Primary)	204	01	0	205	11380	11480
2	D. EI. Ed. (Elementary)	11296	119	26	11389	712111	720871
3	D. EI. Ed. (Elementary) (ODL)	06	0	0	6	5200	5200
4	Diploma in Arts Education (Performing)	18	0	0	18	1000	1000
5	Diploma in Arts Education (Visual)	10	0	0	10	550	550
6	B. EI. Ed. (Elementary)	98	7	2	103	5600	5900
7	B.Ed. (Secondary)	10098	92	122	10068	1002385	996185
8	B.Ed. (ODL)	43	0	0	43	24700	25700
9	B.Ed. (Part time)	11	0	0	11	800	800
10	B.Ed. M.Ed. (Integrated)	28	1	0	29	1450	1500
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	656	70	5	721	57490	63520
12	M.Ed.	1350	15	19	1346	66572	66442
13	D.P. Ed.	169	03	0	172	9695	9795
14	B.P. Ed.	690	03	33	660	52860	50060
15	M.P. Ed.	174	03	0	177	7130	7260
16	Others	243	01	32	212	14183	12083
	Total	25094	315	239	25170	1973106	1978346

Source: 24<sup>th</sup> Annual Report of NCTE, 2018-19

All India status of different teacher education courses has been shown in Table 4.1. The table reveals that total approved intake for B.Ed. course like regular, ODL- Open Distance Learning, and part time are 996185, 24700, and 800 respectively. The total approved intake for regular,

## 4. Data Analysis and Interpretation

For the present study, the following secondary data has been collected and analyzed:

- All India Education Surveys on Higher Education, 2015-16 and 2018-19
- Annual Report of National Council of Teacher Education, 2018-19.

In order to study expansion pattern, the researcher has analyzed the above mentioned secondary sources which resulted in the form of valuable data. The pooled secondary data at national level has been analyzed and interpreted on the basis of total intake approved for secondary teacher education programme at national level, category wise total enrolment of students (including male and female) in secondary teacher education programme, gender wise total enrolment of students and total number of female students per 100 male students in secondary teacher education programme.

ODL, and part time B.Ed. is 10,21,965. Whereas, total approved intake for all teacher education courses is 19,78,346. It indicates that secondary teacher education course occupies 51.66 percent share out of total approved intake of all teacher education courses till 31<sup>st</sup> March, 2019.

### 4.2 Gender wise total enrolment of students and number of female students per 100 male students in secondary teacher education programme (B.Ed.) through regular mode

**Table 2:** Gender Wise Total Enrolment of Students and Number of Female Students per 100 Male Students in Secondary Teacher Education programme (B.Ed.) Through Regular Mode up to 2018-19

Year	Male	Female	Total Students	Number of Female Students per 100 Male Students
2010-11	154539	244773	399312	NA
2011-12	170906	284681	455587	165
2012-13	190646	329364	520010	169
2013-14	210051	363962	574013	180
2014-15	252922	447863	700785	188
2015-16	183761	353640	537401	197
2016-17	279595	557669	837264	203
2017-18	351281	690671	1041952	200
2018-19	411306	812552	1223858	207
Total	2205007	2451975	4656982	-

Source: All India Education Surveys on Higher Education, 2015-16 and 2018-19

Gender wise total enrolment of students and total number of female students per 100 male students in secondary teacher education programme (B.Ed.) through regular mode up to 2018-19, has been shown in Table 4.3. The table depicts the following:

Total number of enrolled students in 2010-11 is 39,99,312 considerably increased up to 12,23,858 in the year 2018-19. It shows considerable growth in total enrollment of students in secondary teacher education programme through regular mode.

The enrolment of male students is 1,54,539 in 2010-11 and it increased up to 2,52,922 in 2014-15. A sudden decrease in

total number of male students has been observed in the year 2015-16. After that substantial growth in total enrolment of male students has been noticed till 2018-19.

In case of total enrolment of female students, it is 2,44,773 in 2010-11 and had increased up to 7,00,785 in 2014-15. But in 2015-16, a sudden decrease has been observed and after that substantial growth in total enrolment of female students has been noticed till 2018-19.

In the year 2011-12, number of female students per 100 male students was 165 and reached up to 207 in the year 2018-19 which indicates gradual growth in the enrollment of female students.

### 4.3 Category wise total enrolment of students (including male and female) in secondary teacher education programme (B.Ed.) through regular mode

**Table 3:** Category Wise Total Enrolment of Students (including Male and Female) in Secondary Teacher Education Programme (B.Ed.) Through Regular Mode up to 2018-19

Year	All Categories	Schedule Caste	Schedule Tribe	Other Backward Classes
2010-11	399312	64817	23097	146367
2011-12	455587	75433	25340	172611
2012-13	520010	84403	4098	24217
2013-14	574013	93285	27441	189963
2014-15	700785	120026	39536	240280
2015-16	537401	103306	33382	209664
2016-17	837264	185521	54282	282128
2017-18	1041952	236721	62716	345540
2018-19	1223858	249271	74898	405859
Total	4656982	1213383	345833	2016629

**Source:** All India Education Surveys on Higher Education, 2015-16 and 2018-19

Table No. 4.3 represents total enrolment of students in secondary teacher education programme (B.Ed.), regular mode during 2010-19 in different categories (Schedule Caste, Schedule Tribe and Other Backward Classes) including male and female students. The table depicts the following points:

Substantial growth in total enrolment in all categories has been observed from 2010-11 to 2014-15. During 2015-16, the total enrolments shows sudden decline and after that substantial growth has been noticed again. Same trend and pattern of substantial growth in total enrolments of schedule caste has been observed.

In case of schedule tribe and other backward class student's enrolment, total number of enrolled students substantially increased up to 2011-12. But in the year, 2012-13, data indicates considerable decrease in total number of enrolled students. After 2012-13, there has been a considerable growth in total number of enrolled students under schedule tribe and other backward classes except the year 2015-16.

### 5. Conclusions on the Basis of Analysis

- It may be concluded that there is an imbalance in growth of teacher education courses as compared to other teacher education courses in the country. It was also found that secondary teacher education course (B.Ed.) covers more than half of the total approved intake of all teacher education courses.
- It may be concluded that substantial growth in total enrolment of students has been observed from 2010-11 to 2014-15. During 2015-16, the total enrolments shows sudden decline which indicates the impact of increased duration of secondary teacher education programme (B.Ed.) according to NCTE, regulations, 2014. After

2015-16, substantial growth has also been noticed again. Female student's enrolment shows tremendous growth from 2010-11 to 2018-19 except the year 2015-16. It is also observed that total enrolled female students are more as compared to total male students over the years and number of female students per male students gradually increased in secondary teacher education programme in the country.

- It can be concluded that there is tremendous growth in total enrolled students in different categories which indicates popularity and high demand of secondary teacher education programme in the country. A sudden fall in enrollment of secondary teacher education programme has also been observed in the year 2015-16 which indicates impact of increased duration of B.Ed. course according to NCTE, regulations, 2014 throughout the country.

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