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Title of the thesis: **A COMPARATIVE STUDY OF QUALITY FACTORS IN ELEMENTARY  
TEACHER EDUCATION PROGRAMMES**

### **ABSTRACT**

#### **Findings:**

- ❖ From the documents of NAAC , NCTE it was found that there are various aspects which affect the teacher education programme that is admission procedure , academic calendar, transaction of theory, transaction of practical , assessment and evaluation , physical infrastructure , human resources and financial assistance.
- ❖ In lieu of above aspects various quality factors which affect the input process of teacher education programme are physical facilities, theory transaction, exposure during school experience programme co -curricular activities and work education.
- ❖ The admission procedures followed by institutions is different as in DIET's the selection is done on the basis of merit where as in case in Delhi university and JMI common entrance test followed by interview is conducted which is as per NCTE norms 2009.
- ❖ The eligibility criteria of candidates are minimum 50% marks in senior secondary (+2) or its equivalent examinations are eligible for admission. There is 5% relaxation in favour of SC/ ST/ OBC and other categories of candidates is as per NCTE norms 2009 in all the three institutions.
- ❖ It was found that age limit for selection is decreased in DIET's as earlier it was 18 to 27 years of age but now from the past five sessions 18 to 24 years, the reason for decreasing age limit is that more qualified pupil teachers are coming for the course and class room teaching is affected in this type of groups.
- ❖ The duration of the elementary teacher education programme in DIET's and JMI is two years where as in Delhi University it is an integrated ETE Degree programme ,henceforth called the Bachelor Of Elementary Education which is minimum four academic years.
- ❖ It was found that the theoretical knowledge provided to pupil teachers of B.El.Ed is more concrete and in accordance with the changing needs at school level where as in DIET's the syllabus framed is not changed in past five years. However in JMI new subjects like inclusive education have been introduced.
- ❖ There was irregularities found in transaction of theory papers in DIET's due to scarcity of regular faculty in the institution .However no irregularities found in transaction of theory papers in JMI as the ratio of pupil teachers is as per NCTE norms 2009 which is 1:6 for combined strength of 100 or less for the two years course. In B.El.Ed department also no irregularities found in transaction of theory papers as the ratio of pupil teachers is as per NCTE norms 2009 which is 1:10 for

combined strength of 140 pupils for four year integrated course and where ever required help from other teachers of the same college is taken.

- ❖ There is less maintenance of various transactional aids like over head projector, LCD , psychological tests in DIET's due to scarcity of funds. However in JMI good maintenance of various transactional aids like over head projector, LCD , psychological tests and are in accordance with NCTE norms 2009. There is scarcity of various transactional aids like over head projector, LCD. Computers were found less in number in accordance to strength of pupils.
- ❖ The readiness phase that is micro teaching occurs regularly for ten days before going for actual practice teaching in DIET's this helps the learner to develop confidence , lesson planning , making and usage of teaching aids . The readiness phase that is micro teaching occurs regularly for ten days before going for actual practice teaching in JMI this helps the learner to develop confidence, lesson planning, making and usage of teaching aids as compared to B.El.Ed. Programme which comprises of 1 week in first year, 15 days in second year and 15 days in third year.
- ❖ Actual practice teaching comprise of 40 days in first year and 40 days in second year in DIET's it was found that along with teaching various project reports , action research, case study, school profile , mid – day meal reports , teaching aids were made by pupil teachers and presented after coming back to the institution. Actual practice teaching comprise of 5 weeks in first year and 4 weeks in second year in JMI it was found that along with teaching various project reports , action research, case study, school profile , achievement test report, discussion lesson of each subject , teaching aids were made by pupil teachers and presented after coming back to the institution in tutorials. However in B.El.Ed. Programme fourth year, pupil teachers go for school contact programme for six months and make project reports , school profile, teaching aids and present their experiences in colloquia.
- ❖ Work experiences was found to be highly effective in JMI as there are eight work experiences from which pupil teachers chooses any two of work experiences of their own choice, this particular work experiences will remain same in both first and second year . Workshops are held in B.El.Ed for puppet making, paper craft, clay modeling which provides pupil teachers with hands on experience. However in case of DIET's experience or work education is provided by the either specific teacher educator if not then alternatively workshops are arranged for the same.
- ❖ Co-curricular activities(CCA) helps the learner to know about various activities which were held at school level. In JMI , NSS camp for 10 days is organized where in pupil teachers organize various activities in house and inter house competition are held in the institution . Pupil teachers learns to organisation and management of the event .In DIET's all festivals and important days are celebrated in institution. Pupil teachers learns to organisation and management of the event. In B.El.Ed pupil teachers learns organisation and management of various activities in schools .
- ❖ The financial input for maintenance , utilization and upkeep of campus is lacking in DIET's .the building are found to be old and ill maintained . The financial input for maintenance , utilization and upkeep of campus is good in JMI as during NSS camp

students are maintaining and decorating campus. The financial input is lacking for maintenance and upkeep of department in B.El.Ed .

- ❖ From the responses of teacher educators it is evident that quality aspects curriculum revision , transaction of theory , transaction of practical experience needs improvement in DIET's where as quality aspect academic calendar and induction or orientation are outstanding.
- ❖ From the responses of teacher educators it is evident that quality aspects internal coordination and management and financial grievances needs improvement in JMI where as quality aspect curriculum revision,induction or orientation,teacher and training , physical infrastructure ,instructional infrastructure, human resources are excellent are outstanding.
- ❖ From the responses of teacher educators it is evident that quality aspects internal coordination and management needs improvement in B.El.Ed where as quality aspect curriculum revision,induction or orientation,teacher and training , physical infrastructure ,academic calendar , faculty recruitment are outstanding.
- ❖ On comparing the three institutions on the basis of quality aspects the performance level of institution on From the above interpretations ,it was found that B.El.Ed covers maximum quality indicators in outstanding performance levels as compared to DIET which needs improvement on various quality aspects .JMI also possesses outstanding performance level.