

## **An Evaluation of Quality of Self-Financing Pre-Service Teacher Training Institutions in Haryana**

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### **Abstract**

This research aims to study an evaluation of quality of self-financing pre-service teacher training institutions in the state of Haryana. In this regard three types of questionnaire were administered on 25 teacher educators and 150 teachers for the collection of data. The data was analyzed using descriptive statistics. The findings of the present study raised some significant issues like proper infrastructure, qualified teacher educator as per NCTE guidelines and good environment for job satisfaction of teacher educator and administrators for the self-financing teacher training institution which can able to provide numbers of well trained teachers for our knowledge society.

**Keywords:** evaluation, quality, self-financing, teacher training, teacher educator, pupil teacher.

### **1. Introduction**

The equality of education depends on the quality of teaching. Competent, committed and dedicated teachers are the greatest assets for any educational institution. The quality of an educational system depends in a large measure on our securing a fair number of well educated, well equipped and contented teachers (Vasanthi and Anadhi, 1997). Teacher education is an integral component of the educational system. There are about 4.52 million teachers in the country, of which nearly three million are teaching at elementary primary level (Educational Statistics 2000-2001, MHRD, Govt. of India, New Delhi). Universal accessibility to quality education is considered essential for development.

Various attempts have been made to improve status of teacher education in India. The National Policy on Education (NPE, 1986) has suggested establishing District Institutes of Education and Training (DIET's), Colleges of Teacher Education (CTEs), Institutes of advanced study in education (IASE) and regional institutes of education (RIE) for providing teacher education at various levels. But now the curriculum of one-year teacher education, which prepares the teacher for the secondary stage, generally omits content specific training and emphasizes uniform teaching-learning methodology. Now the curriculum transaction and evaluation in one-year B.Ed. course colleges are predominantly theory oriented with hardly any hands on practical experience. The existing "Practice Teaching" program is generally stereotyped. The prospective teacher teaches a fixed number of lessons to complete the university requirements. There is a view point that the existing B.Ed product is not adequately prepared to teach in the real settings.

This paper focuses on the current trends and practices of teacher training institutes of Haryana. The main objectives of this paper are to know the different aspects of the practice teaching during internship Programme.

The teaching effectiveness of B.Ed. teacher trainers using explanatory casual model, involving attitude, interest and academic achievement. The reaction of B.Ed. trainees towards some innovations in teacher education Programmes, distribution of content according to their capacity, relationship, attitude etc. Teacher education is an important area to concern in our education system. Numerous committees and commissions we established to improve and change the status of Teacher education. Development in a country depends greatly on the quality of its teachers. There are some major concerns, which call for

immediate action. A comprehensive, dynamic and responsive system of teacher education needs to be continuously evolved keeping the overall scenario in view.

Teacher education is one area where teachers should learn to behave and thus command respect; but they are far from achieving these goals. Unfortunately, it is the teachers themselves either as employers, collaborators with big business, supervisors, or B.Ed. examiners and even as NCTE Inspectors who have yielded to the lowest of the low temptations and turned the worst of the exploiters. They have emerged in colors, which no one suspected they ever possessed. Having entered into Faustian deals with the powers that be, they unashamedly discount all that is dignified both in their private and public behavior. On the one hand we have a class of exploiting teachers, and on the other, their exploited victims. For once the most bizarre scene is being enacted- the dogs are eating dogs.

### *1.1 Objectives of the Study*

- To study the status of self - financing B.Ed. colleges in relation to its infrastructural facility.
- To study the perception of teacher educators towards quality of self-financing B.Ed. colleges.
- To study the perception of Pupil teachers towards quality of self-financing B.Ed. colleges.

## **2. Review of Related Literature**

Review of related literature, beside to allow the researchers to acquaint himself with current knowledge in the field of area in which he is going to conduct his/her research, serves the following specific purpose:

- To show whether the evidence already available solve the problems adequately without further investigation & thus to avoid the risk of duplication.
- To provide ideal theories, explanation or hypothesis valuable in formulating the problem.
- To suggest methods of research appropriate to the problem.
- To locate comparative data useful in interpretation of result.
- To contribute to the general scholarship of the investigator.

Kumardas (1995) explored relationship between cognitive and affective characteristic and clinical supervision of under- graduate student nurses by nursing teachers. Chopra (1996) compared the psychological profile of educationally backward and advanced states with respect to attitude toward teaching, job satisfaction and various personality characteristics and found significant differences. Naseema (1995) attempted to find out whether job satisfaction can predict perceived teaching competence of physical science teachers in secondary schools of Kerala.

Singh and Kumar (1996) studied the perception of primary teachers about their profession, reason for choosing teaching as a career, their socio- economic and professional status and promotional avenues. Bhattacharya (2000) established that intrinsic motivation is essential for elevating level of teaching competence and improving attitude towards students. Singh (2000) studied the personality patterns of urban and rural teachers are more truthful, non- violent, contend, avaricious, restrained from theft, complacent and atheist. Williams and Gnanadevan (2000) found out the self-concept of teachers undergoing M.Ed. Course through distance education in Annamalai.

Mishra, (2007) was conducted a study of the pupil teachers consider teacher training as an essential input; (b) 84% of the pupil teachers are interesting in teaching at the school level; (c) 64% of the pupil teachers feel that one-year training is inadequate; and (d) 76%of the pupil teachers prefer a two-year program. Zayapragassarazan & Pughazhendi, (2007) was conducted a study with aimed at the perception of B.Ed. student teacher from tree education colleges of Haryana towards teaching practice programmed. The collected data was statistical analyzed based on age, sex, marital status, optional subjects, locality and qualification. The results indicated an overall favorable perception towards the present system of teaching practice programmed with no remarkable among the sub sample. Kumar, (2007) was conducted a study that the current teaching practice is limited to measuring only the cognitive domain and not the psychomotor and affective domains of the student, the author stresses the need for continuous effort to match the stings and learning style of students and their evaluation to make the teachers accountable for the student's performance.

Naik, (2007) reveals a study that quality models that have been developed in the west would not find ready acceptance in a developing country like India, the author states that implementing total quality management requires coping with change in a positive and constructive manner, and that in secondary teacher education institutions management must be redesigned so as to be consistent with total quality culture.

### **3. Research Methodology**

The descriptive survey method was used for this study. It is used in studying local as well as state, national and international aspects of education. It involves interpretation, classification, evaluation and generalization, all directed towards proper understanding and solution of significant educational problems.

#### *3.1 Sample Size and Sampling Technique*

The sample was selected from self-financing institutes (B.Ed.) of Haryana. In the present study 5 self-financing institutes of Haryana were selected through simple random sampling technique. 25 Teacher Educators were selected from these institutes through simple random sampling technique. 150 students were selected from these self-financing institutes through stratified random sampling for this study. In which 70 Male & 80 Female students are in the study and 70 rural and 80 urban students are in the study of the self-financing institutes.

#### *3.2 Research Instruments*

Having selected the samples, the next step is to select, the suitable techniques or tools for the collection of data, we need certain instrument to gather new facts or to explore new fields. The selection of the tools for a particular study depends upon various considerations such as the objectives of the study, availability of suitable tests, personal competence of the investigator, to administrator, score and interprets the results of the questionnaire. Taking all these factors into consideration the investigator developed and used the following tool.

1. Questionnaire for Teachers' Perceptions towards self-financing institutes of Haryana.
2. Questionnaire for Students Perception towards self-financing institutes of Haryana.
3. Questionnaire com Observation for the Basic–infrastructural facilities of self-financing institutes of Haryana.

##### *3.2.1 Questionnaire for Teachers' Perceptions*

The investigator developed a questionnaire for Teachers' Perception. After preparation of this questionnaire, the investigator sends it to 5 experts for face validity. In the final stage there are 12 items in this questionnaire. Each statement of the scale has three response alternatives, namely Agree (A), Disagree (DA) and Undecided (UD).

##### *3.2.2 Questionnaire for Student' Perception*

The investigator developed a questionnaire for student's perception. After preparation of this questionnaire, the investigator sends it to 5 experts for face validity. In the final stage there are 14 items in this questionnaire. Each statement of the scale has three response alternatives, namely Agree (A), Disagree (DA), and Undecided (UD).

##### *3.2.3 Questionnaire com Observation Schedule for Basic Infrastructural Facilities in the Self-Financing Institutes of Haryana*

In this Observation schedule the investigator trying out to find out the Institutions infrastructural facilities as per the regulatory body i.e. NCTE, New Delhi. This schedule contains No. of rooms, labs, toilets for girls and boys, play grounds, staff room, store, common rooms for girls and boys, landed property and

students academic achievement. It is also contains about teacher educator's qualification and experiences. This schedule also developed by the investigator and finalized by the face validity.

#### 4. Analysis and Discussion

##### 4.1 Analysis on the Basis of Institutional Observation and Academic Achievement of Pupil Teacher

On the above basis of prepared observation schedule the investigator visited different self-financing Teacher Training institutes for physically verification of institutes building separate for the staff, boys, girls and required equipment's & technologies & other available materials. The points were analyzed in the following manner.

Table-1 reveals that 5 institutions (100%) have good drinking facility, toilet facility, separate toilet for boys, girls and teacher as well as they have good electric facility in their institution. 4 Institutions (80%) have first aid facility but institute (20%) doesn't have first aid facility in their institutions. While only 3 institutions have college library with adequate no. of books as per NCTE norms. It reveals that 3 (60%) institutes have scholarship for meritorious students. On other hand 2 (40%) institutes does not have any scholarship for meritorious students.

Table-2 reveals that 4 (80%) institutes have landed property 1 – 2 acres while 1 (20%) institutes does not have 1-2 acres landed property and only 1 (20%) institutes have more than 1 to 2 acres landed property while 4 (80%) institutes does not have more than 1-2 acres landed property. 4(80%) institutes have the adequate space in the playground while 1 (20%) institutes do not have the adequate space in the playground. The table concludes that only 3 (60%) institutes are located far from the crowded place while 2 (40%) institutes are in the crowded place i.e. not far from the crowded place.

The table -3 reveals that only 5 (100%) institutions have adequate principal room, admin office, girls' common room and faculty room. While 2 (40%) does not have adequate principal room, admin office, faculty room and girls common room. The table concludes that 4 (80%) institutions have adequate library, E.T. lab and psycho lab while 1 (20%) institutes does not have E.T. lab. The table reveals that only 2 (40%) institutes does not have inadequate no. of reading room and 3 (60%) institutes does not have reading room. In any of the institution no any physic lab and sports room is available. The table 4.3 also reveals that 3 (60%) of the institutes have inadequate no. of boys common room and among all the institutes only 2 (40%) institutes have store room and 3 (60%) does not have the store room.

Table-4 reveals that 3 (60%) institutes are placed where noise from the other classes cannot be heard where 2 (40%) institute shave internally very short space and in each classroom noise of the other classrooms can be heard. The table concludes that 4(80%) institutes have good space for sufficient lighting. Only 2 (40%) institutes have sufficient space for ventilation and suitable for diff. climatic conditions while 3 (60%) institutes does not have good space for ventilation and diff. climatic conditions.

##### 4.2 Analysis on the Basis of Teacher Educators Perception towards Self-Financing Teacher Education Institutions

Table-5 reveals that 15(60%) teacher educators are getting scale as per U.G.C. and are having qualifications as per NCTE norms respectively, while 10 (40%) teacher educators does not have qualifications as per NCTE norms. The table concludes that 12(48%) teacher educators have more experience and are not interested to join self- financing institution due to less salary and for them teaching profession brings mental peace and don't have any interest to join self-financing institution due to less salary. The table concludes that 16 (64%) self-financing institutes are not giving good facilities to teacher educators and institutions getting school easily for teaching practice and student teacher relationship is not showing up to the mark. The table 4.8 reveals that 23(92%) teacher educators are getting more professional satisfaction while only 1 (4%) does not agree with this satisfaction. Only 8 (32%) self- financing institution are more concerned about profit making while 15 (60%) are disagree with this view and 2(8%) institutes are having no agreement for this.

#### *4.3 Analysis on the Basis of Pupil Teachers Perception towards Self-Financing Teacher Education Institutions*

On the basis of prepared observation schedule the investigator visited different self-financing institutes for verification of the Perception of the Pupil Teacher towards institutes. The above points were analyzed in the following manner.

Table-6 concludes that only 40 (10%) students agree with the statement that self-financing institutes have good infrastructural Facilities, providing transport facilities and Teacher Educator are not Caring about the institution as well as the student whether they are coming to the institution or not. It is also shows that only 30(20%) students agree with the statements that institute have good no. of faculty members and all the faculty members are caring about the time of teaching practice and institutes organize educational trip every year, at its own cost. Table-6 shows that only 10(6.6%) students say the teachers are very friendly with students and 80(53.3%) agree with that Principal monitors every activity of the institution.

Table-7 reveals that only 11 (15%) Male students agree with the statements that institutions having good no. of faculty members are on time, Principal monitoring everything & institutes having the good transport facility and goes to trip every year at its own cost and at the same time only 70 (87.5%) Female students agree with the statements that institutions having good no. of faculty members are on time, Principal monitoring everything & institutes having the good transport facility and goes to trip every year at its own cost. Table-7 concludes that only 14 (20%) Male students agree that institutions having good infrastructural facilities and institution organizing practice examination regularly every year at least two times. Whereas only 64 (8%) Female students agree that institutions having good infrastructural facilities and institution organizing practice examination regularly every year at least two times. In this regard it can be concluded that male and female student's opinion was having contradiction to each other.

Table-8 reveals that only 11 (15%) Urban students agree with the statements that institutions having good no. of faculty members are on time, Principal monitoring everything & institutes having the good transport facility and goes to trip every year at its own cost. At the same time it reveals that 70 (87.5%) rural students agree with the statements that institutions having good no. of faculty members are on time, Principal monitoring everything & institutes having the good transport facility and goes to trip every year at its own cost. Table-8 concludes that only 14 (20%) Urban students agree that institutions having good infrastructural facilities and institution organizing practice examination regularly every year at least two times. Whereas 64(8%) rural students agree that institutions having good infrastructural facilities and institution organizing practice examination regularly every year at least two times.

## **5. Major Findings**

### *5.1 Findings of Institutional Observation And Academic Achievement Of Pupil Teacher*

- The majority of self-financing Teacher-Training Institutes have good basic Infrastructural Facilities.
- The majority of self-financing Teacher Training Institutes have good status of out-doors Environmental facilities.
- The majority of self-financing Teacher Training Institutes have good status of In-door Environmental facilities.
- The majority of self-financing Teacher Training Institutes have limited space but the arrangements of classes were good.
- The majority of self-financing Teacher Training Institutes have very low Academic Achievement of B.Ed. students.

### *5.2 Finding of Teacher Educators Perception Towards Self-Financing Teacher Education Institutions*

- The majority of self-financing Teacher Training Institutes have well qualified teachers according to NCTE.
- The majority of Teacher Educators of self-financing Teacher Training Institutes are not well experienced.

- Maximum Teacher Educator perceived self-financing institutes are purely concerned about profit making.
- 60% Teacher Educator are getting salary as per U.G.C norms because they have qualification as per the NCTE & U.G.C norms whereas 30% Teachers does not have as above.
- Maximum Teacher Educator (48%) have less qualified as well as experienced but those who are experienced, they did not interested to join self-financing institutes due to less salary & lack of job-satisfaction.

### 5.3 Findings of Pupil Teachers Perception Towards Self– Financing Teacher Education Institutions

- Maximum Pupil Teacher agrees that Institutes does not have good Infrastructural facilities as well as NCTE norms.
- Maximum Pupil Teacher perceived that Teacher educators do not care about whether students are coming to the institution or not.
- The majority of the Pupil Teachers agree that the institution always inclined towards the financial benefits.

## 6. Educational Implication

The findings of the present study raised some significant issues that are beneficial in varied ways, for the self-financing teacher training institution, teacher educators as well as pupil teacher. Hence the following suggestions can be experimental to increase the basic infrastructure facilities of the self-financing institutes, Teacher educators involvement and attitudes towards the institutions and also can remove the students problems which they faces during the training and college time. If there will be good facilities in the college then students can comfortably learn everything. And if qualification of the teacher educators would be according to the NCTE norms then the students will not have to face the problems of any type also if the experience of the teacher will be greater and greater than the student can get more clear their concepts because an experience holder can give the good information about his subject and guide the student in a better field. Teacher educator's involvement in the growth of institution, design of evaluation methods, co-curricular activities, extension programmes enrichment of campus life and student's welfare and in the cause of culture and social upliftment of society should be ensured.

The institutes' climate is the factors for the enhancement of the teacher educator's self-concept. So, managing today should take appropriate steps through which the self-financing institutes will grow in positive directions and would also add the interest and attitude of the students towards self-financing institutes. For moralistic point of view, the mgt. should provide moral support to the teacher educator's students and their status, raising their salaries giving other facilities. Last but not the least for the self-financing institutions teacher educators and pupil teacher are the essential part of education or training programme or which there should be qualified teacher educators according to the NCTE norms and most have the pupils' teachers' involvement and good attitudes towards self-financing institutes. This concept greatly affects the programmes and success of the self-financing institutes teacher educators as well as of the pupil teacher in each and every field of life, due attention is to be given towards the teacher training institutions development of positive concept among the teacher educators from pre-service stage and extending to their early period of giving teaching profession for the teacher educators as well as for the pupil teacher.

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Table 1. Basic Infrastructural Facilities available in self-financing teacher education institutions

Sr. No.	Facility	Yes	No
1	Drinking Facility	5 100%	
2	Toilet Facility	5 100%	
3	Separate toilet facility (boys,girls,teachers)	5 100%	
4	Electric Facility	5 100%	
5	First aid facility	4 80%	1 20%
6	College , library with adequate no. of books as per NCTE norms	3 60%	2 40%
7	Scholarship for meritorious students	3 60%	2 40%

Table 2. Status of Out-Door Environmental Facilities in the Self-Financing Teacher Education Institutions

Sr. No.	Facility	Yes	No
1	Landed property of the institute is:		
	less than 1\2 acres		
	1/2 acres- acres		
	1-2 acres	4 80%	1 20%
	more than 2 acres	1 20%	4 80%
2	The space in the playground is adequate	4 80%	1 20%
3	The institutions is located far from the crowded place	3 60%	2 40%

Table 3. Indoor Environmental Facilities

Sr. No	The room available meant for the purposes:	Adequate	Inadequate	Not Available
1	Principal room	5 100%		
2	Faculty room	5 100%		
3	Library room	4 80%	1 20%	
4	Admin. Office	3 60%	2 40%	
5	Reading room	2 40%	3 60%	
6	E.T. room	4 80%	1 20%	
7	Physic lab.	5 100%		
8	Life science lab.	2 40%	1 20%	2 40%
9	Psycho. Lab	4 80%	1 20%	
10	Sports room			5 100%
11	Girls common room		1 20%	4 80%
12	Boys common room		3 60%	2 40%
13	Store room	5 100%		

Table 4. The Classes are being Arranged in Good Climatic Condition

Sr. No.	Facility	Yes	No
1	Place where noise from other classes cannot be heard	3 60%	2 40%
2	Space which has sufficient lighting	4 80%	1 20%
3	Space which has sufficient ventilation	2 40%	3 60%
4	Space which is suitable for different climatic conditions	3 60%	2 40%

Table 5. Perception of Teacher Educators towards Self-Financing Teacher Education Institution

Sr. No	Statement	Agree	Disagree	Undecided
1	The teacher educators are getting scale as per U.G.C norms (as per NCTE norms)	15 60%	10 40%	
2	The teacher educators have qualification as per NCTE norms	15 60%	10 40%	
3	More experience teachers are not interested to join self-financing institution due to less salary	12 48%	13 52%	
4	Teacher educators are getting more professional satisfaction in self-financing institution	23 92%	1 4%	1 4%
5	Self-financing institution are more concerned about profit making rather than providing of	8 32%	15 60%	2 8%

	quality education				
6	Self-financing institution are not giving good facilities to the teacher as well as the students	16 64%	9 36%		
7	Students are not coming regularly to the institution because they have paid good amount to the institution	13 52%	12 48%		
8	Teacher are taking their professional as much as casual	10 40%	14 56%	1 4%	
9	The teachers profession is very depending on institution getting school easily for teaching practice	16 64%	8 32%	1 4%	
10	Teaching profession in the self-financing institution brings mental peace organization to the teacher educators	12 48%	13 52%		
11	Organizing teaching practice are not in proper	14 56%	6 24%	5 20%	
12	Student teacher relationship is not showing up to the mark	16 64%	7 24%	2 8%	

Table 6. Perception of the Pupil Teacher towards Self-Financing Institutions

Sr. No.	Statement	Agree	Disagree	Undecided
1	The institution having good Infrastructural facilities	55 36.6%	55 36.6%	40 26.2%
2	The institution having good no of faculty members.	30 20%	50 33.3%	70 46.6%
3	The teachers are very friendly with the students	10 6.6%	60 40%	80 53.3%
4	Teachers are not care, whether students are coming to institution or not.	45 30%	55 37%	50 33.3%
5	Principal monitoring every activity of the institution.	80 53%	10 6.6%	60 40%
6	The institution charging for each of every activity of the curricular event.	90 60%	50 33.3%	10 6.6%
7	Institution organizing practice examination regularly (at least two times in year.)	15 10%	135 90%	
8	Faculty members are coming to the institution regularly in time.	45 30%	75 50%	30 20%
9	Faculty members caring about times of teaching practice.	30 20%	50 33.3%	70 46.6%
10	The institution always inclined towards the financial benefits.	120 80%	24 16%	6 4%
11	The institution organizing educational trip every in its own cost.	30 20%	114 76%	6 4%
12	The teaching practice school are very nearer to the institution	15 10%	127 74%	8 16%
13	The transport facilities are available and provided by the institution.	45 30%	55 37.2%	50 33.3%
14	Self-financing institution are not giving good no. of facilities to teachers as well as students.	30 20%	50 33.3%	70 46.6%

Table 7. Perception of Students Gender Wise (Male and Female)

Sr. No.	Statement		Agree	Disagree	Undecided
1	The institution having good Infrastructural facilities	Male	14 20%	35 50%	21 30%

		Female	16 20%	48 60%	16 20%
2	The institution having good no of faculty members.	Male	11 15%	48 70%	11 15%
		Female	20 25%	40 50%	20 25%
3	The teachers are very friendly with the students	Male	48 70%	11 15%	11 15%
		Female	10 12.5%	60 75%	10 12.5%
4	Teachers are not care, whether students are coming to institution or not.	Male	35 50%	14 20%	21 30%
		Female	64 80%	10 12.5%	6 7.5%
5	Principal monitoring every activity of the institution.	Male	11 15%	21 30%	38 55%
		Female	70 87.5%	10 12.5%	
6	The institution charging for each of every activity of the curricular event.	Male	56 80%	7 10%	7 10%
		Female	60 75%	20 25%	
7	Institution organizing practice examination regularly (at least two times in year.)	Male	14 20%	35 50%	21 30%
		Female	64 80%	10 12.5%	6 7.5%
8	Faculty members are coming to the institution regularly in time.	Male	11 15%	48 70%	11 15%
		Female	20 25%	60 75%	
9	Faculty members caring about times of teaching practice.	Male	48 70%	11 15%	11 15%
		Female	10 12.5%	60 75%	10 12.5%
10	The institution always inclined towards the financial benefits.	Male	35 50%	14 20%	21 30%
		Female	70 87.5%	10 12.5%	
11	The institution organizing educational trip every in its own cost.	Male	11 15%	21 30%	38 55%
		Female	10 12.5%	70 87.5%	
12	The teaching practice school are very nearer to the institution	Male	56 80%	7 10%	7 10%
		Female	20 25%	40 50%	20 25%
13	The transport facilities are available and provided by the institution.	Male	14 20%	35 50%	21 30%
		Female	10 12.5%	60 75%	10 12.5%
14	Self-financing institution is not giving good no. of facilities to teachers as well as students.	Male	11 15%	48 10%	11 15%
		Female	64 80%	10 12.5%	6 7.5%

Table 8. Perception of the Pupil Teacher Belonging From Rural and Urban Area

Sr. No.	Statement		Agree	Disagree	Undecided
1	The institution having good Infrastructural facilities	Rural	14 20%	35 50%	21 30%
		Urban	16 20%	48 60%	16 20%
2	The institution having good no of faculty members.	Rural	11 15%	48 70%	11 15%
		Urban	20 25%	40 50%	20 25%
3	The teachers are very friendly with the students	Rural	48 70%	11 15%	11 15%
		Urban	10 12.5%	60 75%	10 12.5%
4	Teachers are not care, whether students are coming to institution or not.	Rural	35 50%	14 20%	21 30%
		Urban	64 80%	10 12.5%	6 7.5%
5	Principal monitoring every activity of	Rural	11 15%	21 30%	38 55%

	the institution.	Urban	70 87.5%	10 12.5%	
6	The institution charging for each of every activity of the curricular event.	Rural	56 80%	7 10%	7 10%
		Urban	60 75%	20 25%	
7	Institution organising practice examination regularly (at least two times in year.)	Rural	14 20%	35 50%	21 30%
		Urban	64 80%	10 12.5%	6 7.5%
8	Faculty members are coming to the institution regularly in time.	Rural	11 15%	48 70%	11 15%
		Urban	20 25%	60 75%	
9	Faculty members caring about times of teaching practice.	Rural	48 70%	11 15%	11 15%
		Urban	10 12.5%	60 75%	10 12.5%
10	The institution always enclined towards the financial benefits.	Rural	35 50%	14 20%	21 30%
		Urban	70 87.5%	10 12.5%	
11	The institution organizing educational trip every in its own cost.	Rural	11 15%	21 30%	38 55%
		Urban	10 12.5%	70 87.5%	
12	The teaching practice school are very nearer to the institution	Rural	56 80%	7 10%	7 10%
		Urban	20 25%	40 50%	20 25%
13	The transport facilities are available and provided by the institution.	Rural	14 20%	35 50%	21 30%
		Urban	10 12.5%	60 75%	10 12.5%
14	Self-financing institution are not giving good no. of facilities to teachers as well as students.	Rural	11 15%	48 10%	11 15%
		Urban	64 80%	10 12.5%	6 7.5%