CHAPTER – I

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CONCEPTUAL FRAMEWORK

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1.1 Introduction

Education is one of the primary factors that takes a country to the ranks of developed nations. It also forms the foundation for growth and prosperity of the people and hence is one of the most important aspirations of developing countries. Education provides the knowledge which is power and works as a determinant factor of any type of progress.

In today's time the most important resource is no longer land, labour and capital only, but the knowledge. Nothing survives in modern society without knowledge. Knowledge is perceived through learning; which could be through adult and continuing education or education through direct, indirect, online, offline- distance mode or through classrooms. UNESCO's commission on education (1972) declared that education is a life long process and its purpose is to establish a learning society, i.e. a society that knows how to learn, to grow and to transform itself to the needs of ever changing world. It is only through learning that one acquires knowledge. A modern man needs intrinsic skills, an updated knowledge, latest information and appropriate business skills and attitudes to make him fit to survive well and face the complexities of the present era. Life long and continuous learning is the characteristic of a man living a successful life in this modern age.

Education is a complex term but if we narrow down the meaning it remains as "an interaction between the teacher and the taught". It is education that fits the pupil to environment. It leads the pupil from total darkness of ignorance to the path of enlightenment. Among the social environment, school is a specialized agency of education. A School is said to be a miniature society. The quality of school education is the outcome of the quality of teachers and the teacher education system. Teachers are the most critical agents of change, responsible for growth, development and progress of societies and communities. They prepare the next generations, and the level of their commitment, devotion and dedication determines the future society. The role of teachers is changing in current times, characterized by globalization and

liberalization and vast expansion of new information and communication technologies. It is essential that all issues critical to preparation of competent, committed and willing-to-perform teachers be examined in depth, by all stake-holders in the field of education.

1.2 Teacher Education

The Education Commission (1964-66) has rightly quoted that "The destiny of India is being shaped in her classrooms." The students who are to become the citizens of the nation are developed in the classroom. The hidden potentials in an individual are brought forward and nourished by the teachers. This implies that the education system relies upon a teacher directly or indirectly to fulfill the objectives (short term as well as long term) of the nation as a whole.

These teachers are educated in one kind or the other kind of institutions of teacher education viz. university departments of education and their affiliated colleges, government aided institution, private and self-financing colleges and open universities etc.

Education of teachers not only acts as a facilitator to the school education by preparing competent, committed and professionally well qualified teachers who can meet the expectations of the system, but also functions as a bridge between schooling and higher education.

The role of teacher education is universally recognized as a process of nation building. The main objective is man making and producing enlightened citizens. Therefore, teacher education aims at developing professional knowledge, skills and attitudes among the teachers to carryout their professional tasks more rigorously.

1.3 Need and Importance of Teacher Education

In ancient India the duty of teaching rested with the Gurus – the spiritual teachers and leaders. The unique position of Indian Gurus continued for ages, till our ancient culture began to be contaminated by foreign contacts, the first eclipse was in the medieval period and later on in the British rule. After independence many attempts

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have been made to strengthen the teaching process and make teaching a covetable profession (Antony, 2000)

Teacher education is the professional preparation in pedagogy of those who want to enter the profession of teaching. Teacher education means a programme of education research or training for human resources equipping them to teach at different stages of education and also adult education, non-formal and formal modes. The common teacher education programmes are Bachelor of Education to teach at the secondary and higher secondary stages and Primary Teacher Course to teach in primary stages. The ultimate objective of any teacher education programme is to produce good teachers with the needed abilities, skills, attitudes and competencies. The teacher education should aim at humanizing dimension and academic dimension. The teacher as a scholar, teacher as a person and teacher as a professional should be blended together without creating conflicts (Mangla, 2001).

Teaching today is not as simple as it was thought of in the past. The roles teachers have to perform are manifold. If they are to carry out their roles with a certain level of satisfaction, they not only need to be proficient in the discipline they are expected to handle but also have to have profound understanding pertaining to the curriculum, the goals and objectives of education, the contexts under which education can take place, knowledge of pedagogy and also knowledge of learners and their characteristics. They also need to have a deep understanding regarding the processes of teaching and learning, setting classroom climate, ways of motivating pupils, creation of excellent pupil teacher relations, exercising adequate classroom control, selecting proper techniques, methods, media and several other skills for teaching. No one is born with all the information, skills and qualities needed to be a teacher. Teachers are made and not born. Therefore if one strives to be an 'effective' teacher, he or she should strive to pick up a sound knowledge base related to teaching also (Joseph, 2003).

1.4 Teacher Education in India

1.4.1 Historical Perspective

The history of teacher education in India is vast and enriched with cultural perspectives. The Buddhist Vihara based system to a certain extent modified and

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enriched the traditional gurukul system of the Vedic period. This continued till the 11th century A.D. The arrival of the Muslims witnessed the rise of a maktab and madressa based tradition. The two traditions thrived side by side till the coming of the British. Both these traditions were forced to undergo some modifications during this period. The organization of education which includes decisions related to educational aspects, allotment of finance and implementation and evaluation became relatively more systematic because of the documentation by the British.

The independence of India on 15th August, 1947 marks a defining moment in the history of our nation. People of the nation had become unified over the years. Indian demanded Swaraj and there was increase in the number of national schools. The national leaders planned about how the nation would develop after the departure of the British. Indian educational system including that of teacher education saw greater reflection of national aspirations and needs of the people during the post independence period.

1.4.2 Teacher Education in Post Independent India

The attention of national leaders of the time was much influenced by the independence division of the country and related disturbances, which took place almost simultaneously. Transformation of the economy of scarcity into the economy of plenty and reducing unemployment of the youth and food shortage became the major priorities. The system of education and teacher education established by the Raj continued without substantial modification. It was feared that an abrupt departure from the existing system may bring about disruption and destabilization. But as the situation improved, greater attention was paid to education and teacher education. Now the major task before the country was to re- orient the system of education so as to adjust it to the changing needs and aspirations of the people.

This post independence period is marked by the appointment of a series of commissions and committees to review the education in general and teacher education in particular in the country.

The following table reflects steps taken by the Government:

Year	Body	Focus
1948	University Education Commission	Pre-service and in-service education of teachers
1953	Secondary Education Commission	Specific suggestions about preparation of teachers. Like two types of training institutions.
1960	The Review Committee on Education	Post graduate studies in education and research. Education of administration of teacher educators.
1964-66	The Education Commission	Teacher education a distinct academic discipline. Professional preparation of teachers. Weakness of the existing Teacher Education System. Suggested the ways to improve the quality of Teacher Education.
1968	National Policy on Education	In-service Teacher Education. Improving the quality of Teachers.
1974	National Council for Teacher Education (NCTE) Non statutory	Curriculum framework 1978. Maintaining Standards of Teacher Education.
1983	National Commission on Teachers	Teachers
1986	National Policy on Education	Pre-service and In-service Education of Teachers.
1993	Statutory NCTE	Curriculum framework 1998 Curriculum framework for Quality Teacher Education, 2000, 2006 and 2009.

DIETs, CTEs, CASE and IASEs were consequently established. Curriculum Framework 1998 also known as Curriculum framework for Quality Teacher

Education laid importance on the quality of teacher education. It described the salient features of Teacher Education.

1.4.3 Teacher Education System in the Country

The pre-service teacher education programmes in India are tied up with common structure of school education. The school structure comprises of 7/8 years of elementary Stage followed by 3/2 years of secondary stage and 2 years of senior secondary stage. Courses of teacher education are, therefore, offered stage-wise.

1.4.4 Teacher Education at Elementary stage

Teacher education for the elementary stage is being carried out at about 800 institutions, which offer courses of two-year duration and are open to candidates who have passed the senior secondary examination at the end of the 12th year of schooling. As the 32 states/union territories have been determining the profile of their elementary education, certificates of teacher education for the elementary stage issued by the State Departments of Education have as many as 28 different names. Some of the names of elementary teacher certificates are BTC (Basic Teaching Certificate), D.Ed (Diploma in Education), TTC (Teachers' Training Certificate), JBT (Junior Basic Training), PTC and there are many others.

1.4.5 Teacher Education at Secondary level

Teacher education for the secondary stage and higher secondary stage is being carried out at about 900 institutions. The course commonly called B.Ed (Bachelor of Education) is generally of one-year duration and is open to graduates and post-graduates.

The agenda, before the NCTE is twofold: to remove the existing deficiencies of teacher education and to meet the demand of new challenges before it. The Council is, therefore committed to achieve both, by highlighting the following functions of teacher education institutions (TEIs).

- To provide qualified faculty, adequate infrastructure and learning resources, including print material, off-line IT material and computers as per prevalent NCTE norms for quality transaction of its teacher education programme;
- To promote corporate institutional life based on values and ideals enshrined in the preamble of Indian Constitution for all stakeholders in these institution e.g. students, faculty, non-teaching staff etc;

- To provide and use all necessary inputs for promoting the development of competent and committed professionals to students, faculty and other staff;
- To create all necessary needed resource and use these for institutional planning with mid-term appraisal for quality improvement of the TEI;
- To function as the nodal agency for networking community and its schools with the TEI and use their resources for improving and enriching its teacher education programme(s);
- To promote and strengthen action research and faculty research projects;
- To organize on-campus and off-campus professional development activities and programmes for its faculty, faculty of sister TEIs and school teachers in networked schools; and
- To make its teacher education programme(s) more and more school-based, vibrant and collaborative between schools and the TEI.

1.4.6 Present Scenario of pre-service Teacher Education Institutions in India

India has one of the largest systems of teacher education in the world. The University departments of education, affiliated colleges, government aided institutions; private and self-financing colleges and open universities are engaged in teacher education. The standards of the educational programmes vary across institutions and universities. Teacher Education institutions have to perform an important role because it is a different kind of course wherein the students are exposed more and more to the realities of school and community. Internship, practice of teaching and practical activities are planned and organized systematically. Other problems such as during the

pre-service training, the students tend to apply innovative ideas and creative skills in order to score good grades, which are absent when they actually enter into the system. As there are more than 200 universities in the country, the course contents of teacher education programmes for the secondary teachers though appear similar but are generally different. It should, therefore, only be expected that teacher education programmes in the country have wide diversity. In such a scenario some unifying structure to teacher education could be introduced after August 1995 with the setting up of the National Council for Teacher Education (NCTE).

But the problem is that of outdated and defective curriculum. When curriculum is information loaded, it does not promote habit of thoughts and quality of mind. There is a burning need to integrate and synthesize them for giving a disciplinary shape and change into well connected segment of knowledge (as per Curriculum Framework 1998)

It is to be worth mentioning that even after so many years of experience in the field of teacher education there is no consensus with respect to the duration of the Bachelor of Education which varies from 1 to 2 years in different states.

There has been a phenomenal expansion of higher education in general and teacher education in particular during the post-independence period, so much so that during the last decade, government found it difficult to finance the setting up of new colleges. Therefore, universities and colleges are being encouraged to start new courses generating their own resources, thus ushering in an era of self-financing schemes for starting useful and professional courses in teacher education which have gained special momentum today. Most of the operating revenues for self-financing courses and institutions come mainly form tuition and other types of fee. Now-a-days these institutions are coming up in large numbers and B.Ed. courses is becoming more popular because of the focus on universalisation of elementary education, education for all, and right to education which will promote job opportunities for teachers. There is a danger that the self-financing colleges may attract students having less ability but more payability. Some educational thinkers oppose the self-financing aspect of teacher education because of the chances of ills of commercialization and corruption creeping into this system. There are reports about the deteriorating quality of education in some of the privately run institutions which is alarming. At the same time there are reports that some of the self financed teacher education institutions have taken a key initiative to interweave and foster quality in pre-service teacher education

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programmes which in a way is able to attract the cream towards teacher education programmes.

1.5 Rationale for the Present Study

The rationale behind selecting the Self Financed Teacher Education Institutes is that as we all know India has one of the biggest higher education systems in the world. Teacher education is a part of it. Teacher education means programmes of education and research which equip an individual to teach at schools. The role of teacher has been changing from being a sage on the stage to a facilitator and guide beside. In this context the teacher education programme is undergoing changes nationally as well as internationally.

Today, Education is a service industry- a part of globalization process under the umbrella of General Agreement on Trade in services (GATS). In this era of globalization, privatization is a striking feature.

It was during the 1820's when a few private academics began offering a modicum of teacher training. However during the past decade it is observed that there has been an exponential increase in the number of self financed colleges (Table 1: Growth Trends of Higher Education Institutions). This has increased the availability of access to teacher education programmes, though not at an affordable prize. In this view various educationist have also argued that the motivation for establishing private institution has been to make money.

Despite the high fees the private colleges have been able to attract a huge crowd. This shows the private entrepreneur succeeds against all odds! In the view of this consideration the researcher wishes to attempt this study and investigate into the factual realities of self financed Teacher Education colleges.

Table 1: Growth Trends of Higher Education Institutions in India

Type	Ownership	Financing	No. of Institutions	Enrolment	Growth Trends
Government Universities	Public	Public	240	1000000	Not Growing
Private University	Private	Private	7	10000	Emerging on the scene

Deemed University- Govt. Univ.	Private or Public	Public	37	40000	Growing slowly
Deemed to be Univ.- Pvt. Unaided	Private	Private	56	60000	Growing Rapidly
Govt. College	Public	Public	1500	1000000	Not Growing
Pvt. Aided College	Private	Public	5000	5000000	Not Growing
Pvt. Unaided College	Private	Private	4000	3000000	Growing Rapidly
Foreign Univ.	Private	Private	150	8000	Emerging on the scene

Source: Pawan Agarwal, Higher Education in India, The Need for a Change, ICRIER, Working Paper No. 179, May 2006

The rationale behind selecting the English Medium Teacher Education Institutions is that English language and its teaching has become more relevant in today's market scenario. In the 90's Indian Trade Gates were thrown open to the world and Globalization became the buzzword and we have already accepted General Agreement on Trade in services (GATS) due to which many multinational institutions have entered in the Indian markets. So it is obvious that because of this many foreign Universities and schools will come and start operating. So, indigenous institutions need to improve their quality to survive and flourish. These multinational institutions will require such employees who are well versed in English. Because of private institution and GATS more English medium schools will be established and demand for such teachers who can teach through English Medium will be then more! So, there is a need to prepare teachers who can teach through English medium and for that Teacher Education Institutions providing training through English Medium is Important.

The rationale behind selecting only the teacher education institutions providing training to teachers for secondary and higher-secondary education is that secondary

education has a key role to play in the social, economic, and human capital development of a country. Further secondary education is a crucial link between primary schooling and higher education. The task before today's societies is to transform secondary education institutions and current schooling practices to align them with the demands of a globalized and technology-driven world. Policymakers and educators must address the twin challenges of increasing "access to" and "quality and relevance of" secondary education for all young people.

Keeping in view the important role of secondary education in the development of the children, preparation of teachers for this level is indeed a very important and challenging task.

The Delor's commission identified some areas of conflict in education i.e. between being global and local; universal and individual; tradition and modernity; long term and short term; need for competition and concern for quality of opportunity; extraordinary expansion of knowledge and human beings capacity to assimilate it; and spiritual and materialistic pursuits.

The backdrop of these tensions makes the role of teachers all the more critical as they continue to be important mediators in the learning and education of the new generation. As models of emulation their influence on student's behaviour is very important. In the context of the changing conditions in the society they need to transcend the traditionally accepted role of classroom teaching and become facilitator of student learning through effective transactions of the curriculum.

To find solutions to problems and answers to questions we need to develop professional competency and commitment among teachers.

Unfortunately the teacher education today is far from satisfactory position and same was stated by various committees and commissions constituted from time to time. The Programme of Action (POA; 1992) had emphasized the overhauling of system of teacher education, highlighting the instability of its pre-service and in-service component; improving the quality of training with incorporation of recent developments in pedagogical sciences and information technology.

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1.6 Statement of the Problem

A Study of the Self Financed English Medium Teacher Education Institutions of Gujarat

1.7 Research Questions

1. Do the Self Financed English Medium Teacher Education Institutions have adequate Resources?
2. Which curricula, modes of transaction and evaluation mechanism do these Institutions have?
3. What type of organizational and management system do these Institutions have?
4. What type of Research and Extension activities are conducted by the Self Financed English Medium Teacher Education Institutions?
5. What are the student support and progression activities followed by Self Financed English Medium Teacher Education Institutions?

1.8 Objectives of the Study

The present study is designed with the following objectives:

1. To study the available infrastructure and learning resources of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Physical Infrastructure, (b) Human Resource and (c) Library and Information services
2. To study the curriculum designing of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Teacher education goals, (b) Curriculum planning, (c) Curriculum development and (d) Feedback mechanism
3. To study the curriculum transaction and evaluation of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a)

Transaction of theory, (b) Practice Teaching, (c) Use of ICT and (d) Assessment and evaluation

4. To study the organization and management of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Internal quality management, (b) Leadership, (c) Academic planning and management, (d) Human resource management and (e) Resource mobilization and Financial management

5. To study the research development and extension services of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Research, (b) Community engagement, (c) Consultancy services

6. To study the student support and progression of the Self Financed English Medium Teacher Education Institutions of Gujarat in terms of (a) Student progression, (b) Students support and (c) Students activities and Placement services

1.9 Operational Definition of Terms

1. **Self Financed**: The self Financed means an institution does not receiving any government aid. They are to build their own infrastructure, which includes a large, self-sufficient infrastructure, equipped with modern technology.

2. **Infrastructure Facilities**: Infrastructure facilities mean essential facilities, services, and structures for smooth functioning of the institution.

3. **Learning Resources**: Learning resources means the resources which helps in transacting the curriculum and it includes human resources i.e. Principal, Teacher Educators, Technical and Support staff; Library resources i.e. availability of Reference Books, Journals, Books, E-resources, Encyclopedia, Periodicals and Information services i.e. educational technology: education related CD –ROMs, Education related audio-cassettes, LCD, OHP, Television, VCR, CD player

4. **Curriculum Designing**: A curriculum is the whole set of influences and events which is planned and impinge upon students during their period of education and which will, sooner or later, affect their ability to understand and achieve the aims of the course/ programme and, indeed, of the wider arena for which they are being educated.

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5. **Curriculum Transaction**: Curriculum transaction means transacting the pre-decided curriculum of the institution and it includes transaction of theory papers, practice teaching and use of information and communication technology.

6. **Curriculum Evaluation**: Curriculum evaluation means Assessment and evaluation methodology adopted by the institution.

7. **Organization and Management:** Organization and management means the way institution is managed and it includes internal quality management, leadership, academic planning and management, human resource management and resource mobilization and financial management.

8. **Research development:** Research development means the research initiative taken by the institution.

9. **Extension services:** Extension services means community engagement and consultancy services provided by the institution.

10. **Student support and progression:** Student support and progression means the steps taken by the institution towards student support, progression and students activities and placement services.