

CHAPTER – V

CHAPTER V

SUMMARY

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CHAPTER V

SUMMARY

5.1 Introduction

In this chapter the researcher has presented the summary of the whole study in a nutshell. At the end of the chapter, the researcher tries to conclude the study by giving suggestions.

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 a 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. Lifelong 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.

5.2 Implication of the Related Literature Reviewed For the Present Study

The review of related literature shows that only one study conducted by Behera (1989) investigates into the working of self financed colleges. Hence, there is an urgent need to conduct researches on the various aspects of the self financed colleges. Moreover all these studies have focused on one or the other aspects of Teacher education institutions.

On the basis of the review of related literature a need was felt to produce a comprehensive scenario of the present status of the Self Financed English Medium Teacher Education Institutions of Gujarat.

The intent of the present study is to strengthen the Teacher Education Programmes offered by the Self Financed English Medium Teacher Education Institutions.

5.3 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.

5.4 Statement of the Problem

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

5.5 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?

5.6 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

5.7 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.
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.

5.8 Research Design

The present study is a survey type of the study. It undertakes the study of the Self Financed English Medium Teacher Education Institutions of Gujarat with reference to various components.

5.9 Delimitation of the Study

The present study is delimited to the Self Financed Pre-service Teacher Training Institutions i.e. B. Ed. Only.

5.10 Population

The population for the present study comprises of all the self Financed English medium teacher education institutions of Gujarat.

5.11 Sample of the Study

All the five Self Financed English medium teacher education institutions of Gujarat were selected and all the principals, office staff, Teacher Educators and student teachers in those Colleges comprised the sample of the study.

These institutions are: (1) Waymade College of Education, Vallabh Vidyanagar (2) Navrachna College of Education, Vadodara (3) R.H. Patel College of Education, Gandhinagar, (4) J.G. College of Education, Ahmedabad, and (5) H.R. Gajwani College of Education, Gandhidham.

5.12 Tools and Techniques for Data Collection

For the present study, the investigator has opted for self made tools as no standardized tools were available which could fit to the need of the present study. Before construction of the research tools the investigator analysed the available literature. On the basis of which the investigator constructed following tools for collection of the

5.14 Statistical Techniques Used

As the present study is more of qualitative in nature, collected data were analysed by using qualitative as well as quantitative techniques. Quantitative data were analysed using simple statistical techniques, such as frequency and percentages.

5.15 Findings

Four of the five Colleges of Education have been found to have adequate infrastructural facilities, whereas, in one of the Colleges the Teacher Education programme is being marginally managed through the available infrastructural facilities. Two of the five Colleges of Education understudy have been found understaffed and four of the five Colleges of Education run under an in-charge principal. Library of all the Colleges of Education are computerized and they all have sufficient number of resources. Three of the five Colleges of Education are providing the language laboratory facilities to their student-teachers to develop their communication skills. Three of the five Colleges of Education are having an independent computer laboratory, but all Colleges of Education are providing computer laboratory facilities. Two of the five Colleges of Education develop computer aided learning packages in different subjects.

Two of the five Colleges of Education have separate curriculum/syllabus for their Colleges and the Teacher Educators of these Colleges have freedom in designing their curriculum for the B. Ed. Programme. Four of the five Colleges of Education do not collect feedback on the curriculum of the Colleges from all stakeholders and they are also lacking in incorporating innovative practices in the curriculum. All Colleges of Education prepares their academic calendar annually.

Four of the five Colleges of Education promote interactive teaching-learning in the classroom. Teacher Educators of all Colleges of Education transact their curriculum by adopting different methods and techniques and they all use ICT for transacting the core and method courses. Two of the five Colleges of Education do not follow any innovative method for transacting the curriculum. Two of the five Colleges of

Education selects only English medium schools for practice teaching purpose, whereas, other Colleges of Educations go with the ease of access by the student-teachers for selection of the schools. For evaluation all Colleges of Education follow the norms of the University under which they are affiliated. Only one College of Education have been found to have open resource centre and method wise clubs for all their methods and they also conducts various activities.

Two of the five Colleges of Education are having Internal Quality Assurance Cell. Four of the five Colleges of Education do not have grievance redressal mechanism to deal with the grievances of the employee and they do not organize any workshop/seminar/training programme/courses for their non-teaching staff members. Teacher Educators of Four of the five Colleges of Education do not generate or contribute in generating fund for the Colleges.

Three of the five Colleges of Education promote research in education. Two of the five Colleges of Education are having research committees. Four of the five Colleges of Education do not have any forum to promote research. Four of the five Colleges of Education are lacking in research in the field of education. Two of the five Colleges of Education have been found to have extension department and providing consultancy services to various schools and colleges. Method groups of one of the Colleges of Education have been found to have an in-house publication in the form of Newsletters.

Library of Two College of Educations are providing the Book Bank facilities to their student-teachers. Four of the five Colleges of Education are allowing their student-teachers to avail the internet facilities regularly. Two of the five Colleges of Education have canteen facility for their student-teachers in the campus. Four of the five Colleges of Education do not conduct remedial programmes for underachievers for all subjects and even they don't have a well equipped method classes. Three of the five Colleges of Education offers scholarship to their student-teachers. Four of the five Colleges of Education have found to have first aid room/facility in the campus and hostel facility to their student-teachers.

Overall emerging scenario of B. Ed. Programme offered by all these Five Colleges of Education is appealing but they need to enhance facilities as mentioned above.

5.16 Conclusion

All the five Self financed English Medium Teacher Education Institutions of Gujarat have been found to be doing reasonably well.

Four of the five Institutions have been found to have adequate infrastructural facilities, whereas, these need to be enhanced in one of the institutions, namely, H. R. Gajiwani B. Ed. College. Four of the five institutions are running with in-charge principals. The regular principals ought to be employed in these institutions.

The curriculum designing freedom which is available in two of the five institutions, namely, Waymade College of Education and R. H. Patel English Medium B. Ed. College if made available to the rest of the three institutions then it is likely to strengthen curricula at the B. Ed. Level. The modes of transaction of curricula are appealing in all the five institutions.

The research component needs to be further strengthened in all the five institutions. The consultancy services need to be strengthened in all the five institutions. There is a wide scope for extending the extension services. All the five institutions need to have more of collaboration with the other teacher education institutions in India and abroad.

As a whole all the five teacher education institutions have been found to have healthy organizational climate. The management by all the five institutions has been found to be based on participatory approach.

Either the Internal Quality Assurance Cells (IQAC) are not there in the institutions, or if there then not fully functional. There is a need to strengthen the Internal Quality Assurance Cell.

There is a need to strengthen student support and progression in almost all the five institutions in terms of book bank facility, sports facility, canteen facility, scholarship and remedial programmes for underachievers..

There are high hopes with all the five institutions to further strengthen the teacher education.

5.17 Suggestions

On the basis of analysis and interpretation of the data institutional wise suggestions are as follows.

Institution 1

- Institution should recruit at least one technical staff member.
- Institution should have an independent computer laboratory for its students.
- Institution should try to develop computer aided learning packages in different subjects.

- Institution should try to equip it with more educational technology.
- Institution should conduct test to assess the knowledge of the students with respect to students' proficiency in English language.
- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.
- Institution should try to collect feedback on the curriculum of the college from the academic peers, employers and parents.
- Institution should try to incorporate innovative practices in the curriculum in terms of practice teaching.
- Institution should try to follow innovative methods for transacting the curriculum.

- Institution should modify its curriculum to give the scope for creative lessons in their curriculum.

- Institution should make it mandatory for all teacher educators to prepare evaluation rubric for internal assessment and the same should be communicated to students well in advance.
- Institution should make some provision to develop a sense of mutual growth and development among the student-teachers.
- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.
- Institution needs to equip its method classes with all necessary resources to conduct the experiments and activities related to methods.
- Institution needs to encourage and allow non-teaching staff members to join and attend workshops, training programmes and courses related to their field to improve their efficiency.
- Institution should organize workshop/seminar for the non-teaching staff members.
- Institution should make some provision for internal audit mechanism for checking the performance of administrative work.
- Teacher educators should contribute in generating fund for the institution by participating in consultancy work.
- Institution should start its own researchers' forum.
- Institution needs to conduct remedial programmes for underachievers for all subjects.
- Institution should try to implement the academic calendar as far as possible.
- Institution should provide bus/train concession form to its student-teachers.

Institution 2

- Most of the employees are appointed on temporary basis, so institution should make them permanent.
- Institution should provide hostel facility to its students and it should also need to provide quarters to its staff members.

- The total seating capacity available in the library of the institution is limited to 24 individuals which need to be increased to at least 50 individuals.
- The Library of the institution needs to have an advisory committee.
- The Library of the institution needs to come out with the Book Bank facility to its students.
- Institution should have an independent computer laboratory for its students.
- Institution should try to develop computer aided learning packages in different subjects.
- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.
- Institution needs to collect feedback on the curriculum of the college from the academic peers, employers, parents and community members.
- Institution should try to incorporate innovative practices in the curriculum.
- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.
- Institution needs to equip their method classes with all necessary resources to conduct the experiments and activities related to methods.
- Institution should develop Internal Quality Assurance Cell.
- Institution should organize workshop/seminar for the non-teaching staff members.
- Institution should have a grievance redressal mechanism to deal with the grievances of the employees.
- Institution should provide hostel facility to its student-teachers and quarters to its faculty members.
- Teacher educators should generate or contribute in generating fund for the institution through consultancy work.
- Institution should start its own researchers' forum.
- Teacher educators need to conduct some research in their methods i.e. subjects.

- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.

Institution 3

- Most of the employees are appointed on temporary basis and they are not getting regular pay scale, so institution should make them permanent and give them the scale.
- Institution should provide canteen facility to its student-teachers.
- Institution should try to implement the academic calendar as far as possible.
- Teacher educators should try to conduct research in their methods i.e. subjects.
- Institution should provide annual academic calendar to its student-teachers.
- Institution should provide bus/train concession form to its student-teachers.
- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.

Institution 4

- Institution should provide quarters to its staff members.
- The Library of the institution should provide the Book Bank facility to its student-teachers.
- Institution should try to provide the language laboratory facility to its student-teachers.
- Institution should make some provision to up-date its syllabus.
- The curriculum of the institution should have some provision of remedial measure for the underachievers.
- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.
- Institution should have some mechanism to obtain feedback on the curriculum of the college from the academic peers, employers, parents and community members.

- Institution should incorporated innovative practices in the curriculum in terms of innovation in theory, practical work and practice teaching and the same should be communicated to its teacher educators.
- Teacher educators of the institution should incorporate innovative methods for transacting the curriculum.
- Institution should organize an orientation programme for Teacher educators on practice teaching.
- Institution should modify its curriculum to give the scope for creative lessons in their curriculum.
- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.
- Institution need to equip its method classes with all necessary resources to conduct the experiments and activities related to methods.
- Institution should form Internal Quality Assurance Cell.
- Institution should organize workshop/seminar for the non-teaching staff members.
- Institution should have a grievance redressal mechanism to deal with the grievances of the employees.
- Teacher educators should generate or contribute in generating fund for the institution through consultancy work.
- Institution should make sure that teacher educators are optimally utilized.
- Institution should form a research committee to promote research in the institution and it should also start its own researchers' forum.
- Institution should conduct some research in the field of education.
- Institution needs to motivate its teacher educators to register themselves for Ph. D. work.
- Institution should provide consultancy services..
- Teacher educators need to conduct some research in their methods i.e. subjects.
- Institution should allow its student-teachers to access the internet facility.

- Institution should provide canteen facility to its student-teachers.
- Institution should orient its student-teachers about the student council and they all should be involved in this.
- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.
- Institution should provide drinking water facility.
- Institution should make some provision for parking facility in the campus.
- Institution is situated in a very busy area and because of this there is lots of noise, so institution should make such classroom which avoids this noise.

Institution 5

- Institution should recruit at least one technical staff member.
- The institution is under staff, so sufficient staff members should be recruited.
- Institution should provide canteen facility to its student-teachers.
- Institution should provide staff quarters to its employees.
- The seating capacity of the library is not according to the norms of NCTE, so institution should take necessary steps in this regard.
- The Library of the institution should provide the Book Bank facility to its student-teachers.
- Institution should try to provide the language laboratory facility to its student-teachers.
- Institution should develop computer aided learning packages in different subjects.
- Institution should make some provision to up-date its syllabus.
- Institution should conduct test during the course to assess the knowledge of the students with respect to English and other domains.
- Institution should organize an orientation programme for teacher educators on vision and mission of the institutions.
- Institution should adopt some mechanism to obtain feedback on the curriculum of the college from the Teachers, Student, academic peers, employers, parents and community members.

- Institution should incorporate innovative practices in the curriculum in terms of innovation in practical work and practice teaching.
- Institution should modify its curriculum to give the scope for creative lessons in their curriculum.
- Institution should make some provision to develop communication skills in English among students.
- Institution should make some provision to develop a sense of mutual growth and development among the student-teachers.
- Teacher educators should form method-wise clubs and they should conduct various activities such as field trips, publishing in-house Newsletters, showcasing, seminars, etc. and they should also need to create open resource centre/self access center in their method rooms.
- Institution needs to equip its method classes with all necessary resources to conduct the experiments and activities related to methods.
- Institution should form Internal Quality Assurance Cell.
- Institution should organize workshop/seminar for the non-teaching staff members to increase their efficiency.
- Institution should have a grievance redressal mechanism to deal with the grievances of the employees.
- Teacher educators should generate or contribute in generating fund for the institution through consultancy work.
- Institution should form a research committee to promote research in the institution and it should also start its own researchers' forum.
- Institution should conduct some research in the field of education and teacher educators should also be motivated to take up the research in the field of education.
- Institution should provide consultancy services.
- Institution should form a committee to look after the activities of extension work.
- Institution should formalize a placement cell in the institution.
- Teacher educators need to conduct some research in their methods i.e. subjects.

- Institution should make sure that all computers in the computer laboratory are connected with internet and student-teachers should be allowed to avail this facility as and when they need.
- Institution should provide canteen facility to its student-teachers.
- Institution should start/form an alumni association.
- Institution should provide bus/train concession form.
- Institution should have a separate room for first aid.
- Institution should try to provide indoor and outdoor sports facilities to its student-teachers regularly.

5.18 Suggestions for Further Research

This section deals with the suggestions and the scope for further research in this area.

1. Similar study may be conducted on the Self financed Gujarat medium/Hindi medium teacher education institutions of Gujarat.
2. A comparative study may be conducted of the Self financed and Grant-in-aid teacher education institutions
3. Case studies may be conducted of the various teacher education institutions.
4. Similar study may be conducted of the teacher education institutions at various levels of teacher educations namely, PTC and M. Ed.