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A STUDY OF THE SELF FINANCED ENGLISH MEDIUM TEACHER EDUCATION INSTITUTIONS OF GUJARAT

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ABSTRACT

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. 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. It is only through learning that one acquires knowledge. 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. 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 stakeholders in the field of education. This study presents the status of Self-financed English medium Teacher Education Institutions of Gujarat with reference to various components.

KEYWORDS: *Self Financed, Teacher Education Institutions*

INTRODUCTION

India has one of the biggest higher education systems in the world and teacher education is a part of it. It is a programme of education and research which equips an individual to teach at schools.

Teacher education institutions provide training to teachers for primary, Secondary and higher-secondary levels. Secondary education has a key role to play in the social, economic and human capital development of a country. It is a crucial link between primary schooling and higher education. Keeping this point of view, preparation of teachers for this level is indeed a very important and challenging task.

In today's market scenario, English language and its teaching is more relevant when English is a globally accepted language, especially, when international schools and multi-national institutions have come and started operating and even the local schools are functioning with global perspective. In the context of the changing conditions in the society teachers need to perform the professional roles with suitable skills, competencies and proficiency.

There is an exponential increase in the number of self financed teacher education institutions in India. Irrespective of the public private dichotomy, it is expected that the self financed and self supportive private colleges of education have valid identity. So, this study

Statement of the Problem

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

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?

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

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 organized and 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 mean 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.

Research Design

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

Delimitation of the Study

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

Population

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

Sample of the Study

All the five Self Financed English medium teacher education institutions of Gujarat constituted the sample for the study. All the principals, office staff, Teacher Educators and student teachers in these 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.

Tools and Techniques for Data Collection

For the present study, the investigator has opted for self constructed tools. After analyzing the available related literature the investigator constructed the following tools for the present study.

| Sr. No. | Tools and Techniques employed |
|----------------|--------------------------------------|
| 1 | Information Schedule and Field Visit |
| 2 | Documentary Survey |
| 3 | Questionnaire |
| 4 | Check List |

The characteristics of all these tools were established by seeking the suggestions of the experts.

Procedure for Data Collection

The investigator himself collected the data through personal visits to all the five selected Teacher Education Institutions. The investigator contacted the related persons from the sample institutes, administered the tools and collected data.

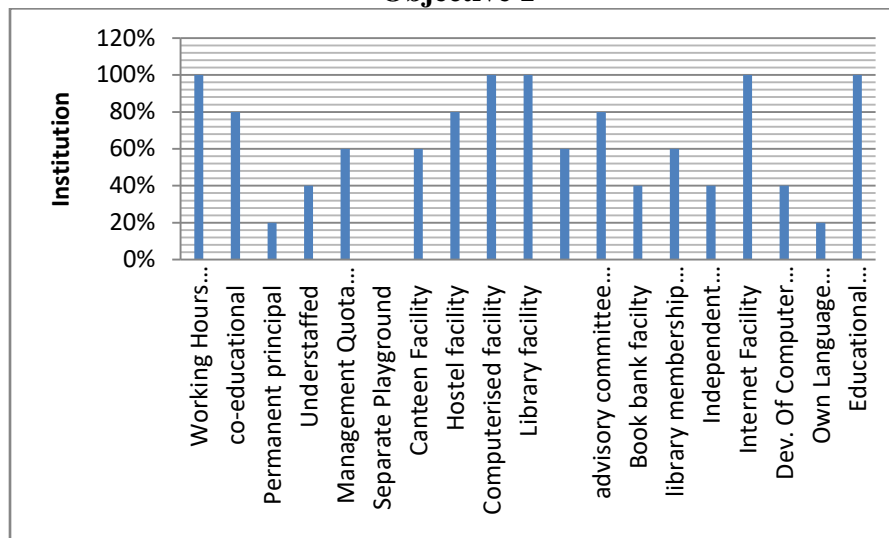
Statistical Techniques Used

The collected data were analysed by using quantitative, as well as, qualitative techniques. Quantitative data were analysed through frequency and percentages, whereas, the qualitative data were analysed through content analysis.

Findings

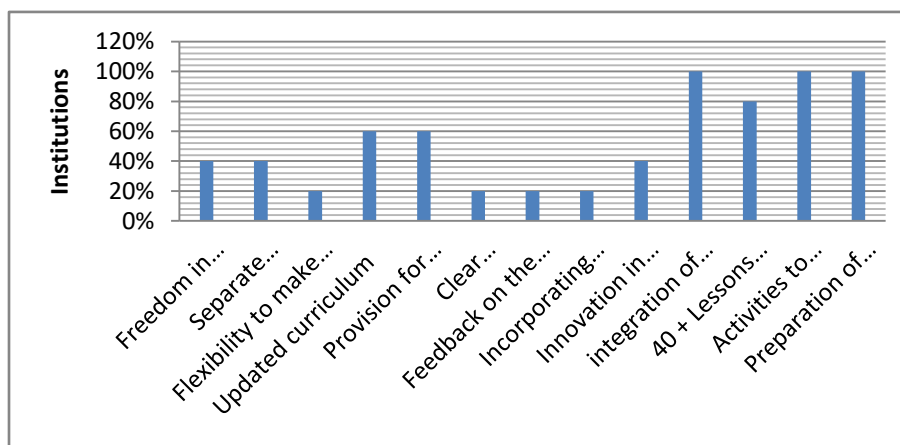
The findings of the study have been presented objective-wise as follows:

Objective 1



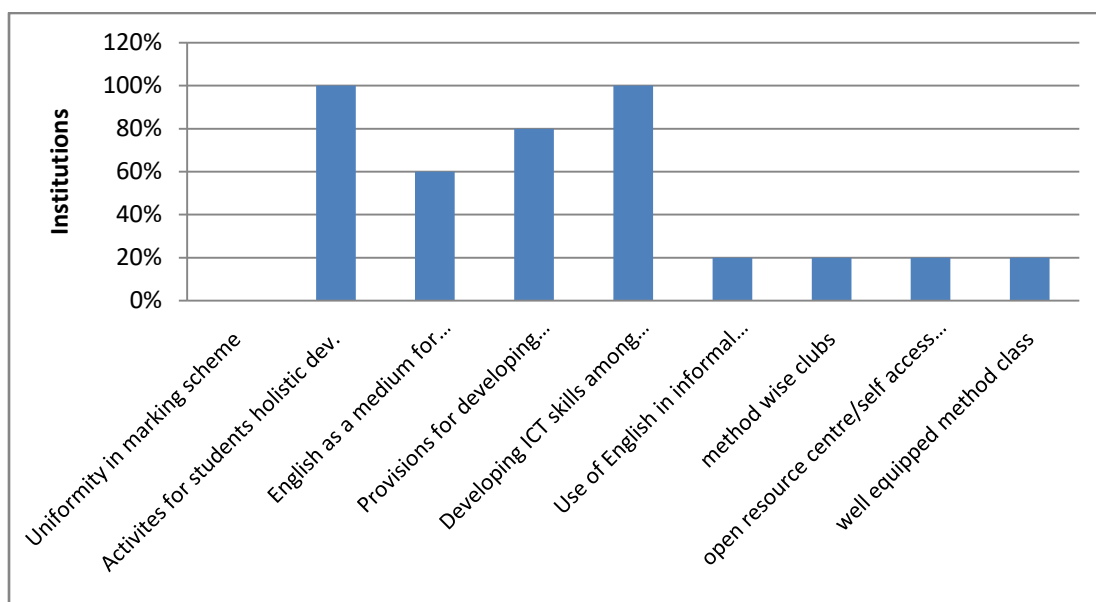
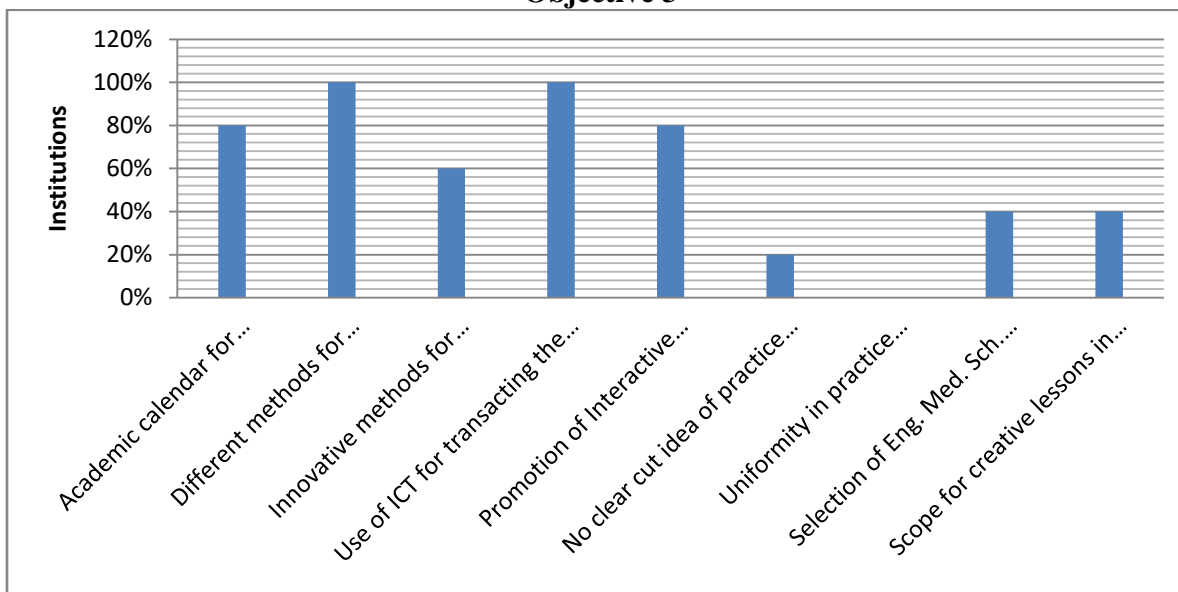
- Two of the five Colleges of Education under study have been found understaffed and four of the five Colleges of Education run under an in-charge principal.
- Library of all the Colleges of Education are computerized and they all have sufficient number of resources.
- Three of the five Colleges of Education are providing the language laboratory facilities to their student-teachers to develop their communication skills.
- Two 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.

Objective 2



- 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 any stakeholders and they are also lacking in incorporating innovative practices in the curriculum.
- All Colleges of Education prepare their academic calendar annually.

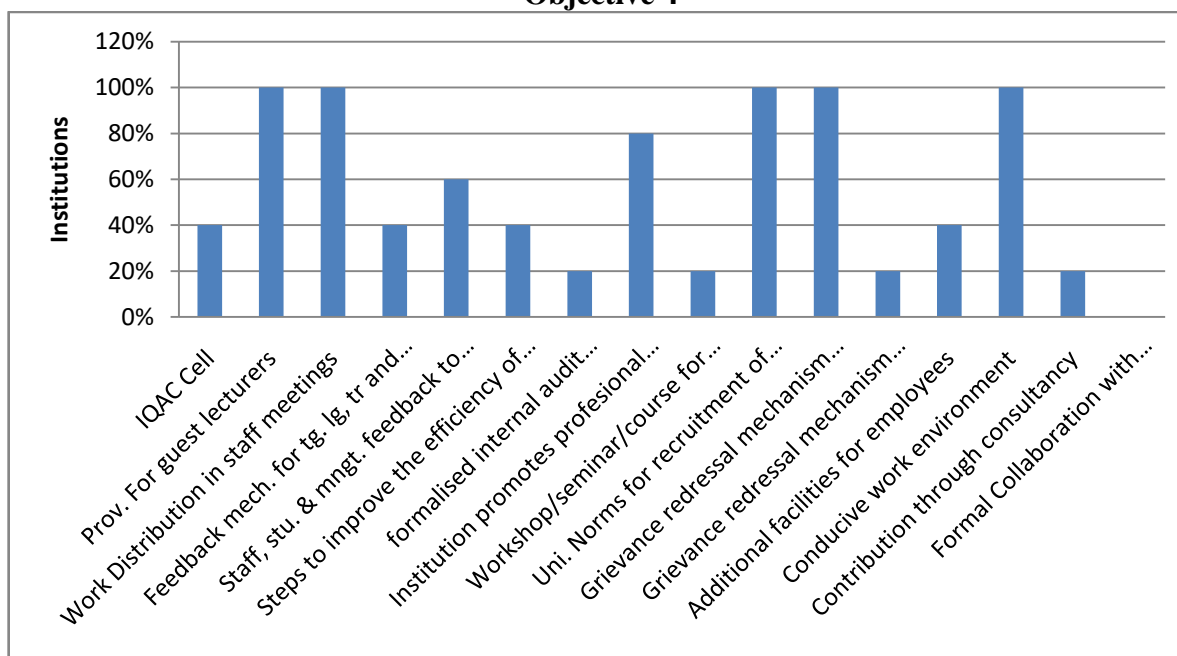
Objective 3



- Four of the five Colleges of Education promote interactive teaching-learning in the CR.

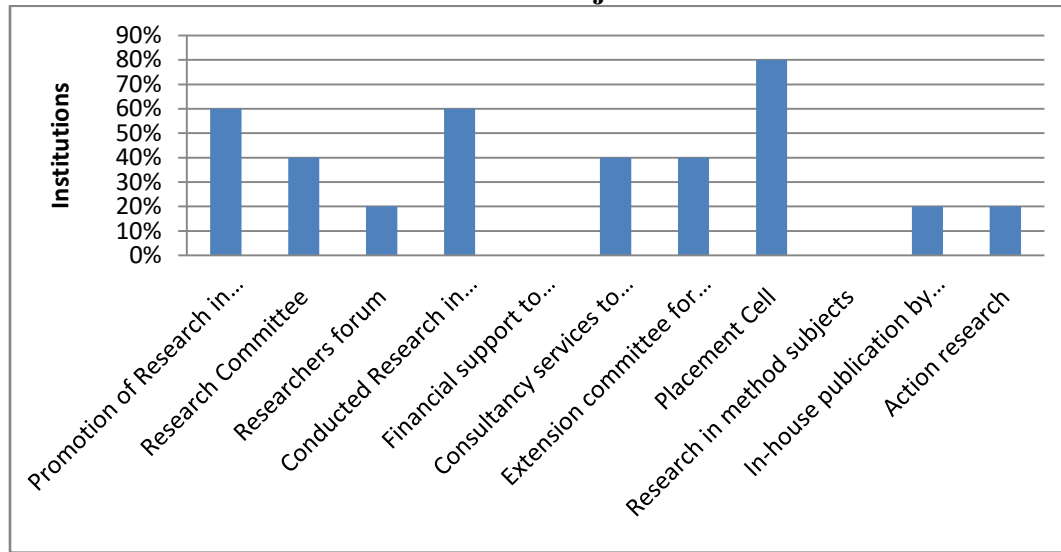
- Teacher Educators of all Colleges of Education transact their curriculum by adopting different methods and techniques and they all use ICT for transacting the core and method courses.
- Two of the five Colleges of Education do not follow any innovative method for transacting the curriculum.
- Two of the five Colleges of Education select 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.
- Only one College of Education has been found to have open resource centre and method wise clubs for all their methods and they also conduct various activities.
- For evaluation, all Colleges of Education follow the norms of the University with which they are affiliated.

Objective 4



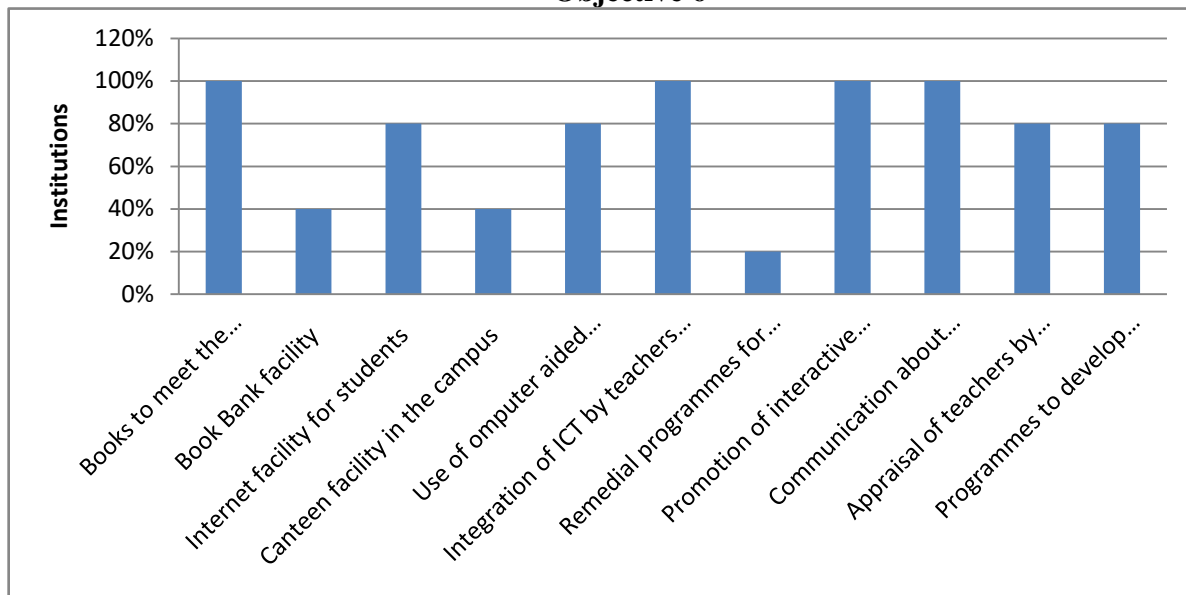
- Two of the five Colleges of Education are having Internal Quality Assurance Cell.
- Four of the five Colleges of Education do not have grievance redressal mechanism to deal with the grievances of the employees.
- Four of the five Colleges of Education do not organize any workshop/seminar/training programme/courses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

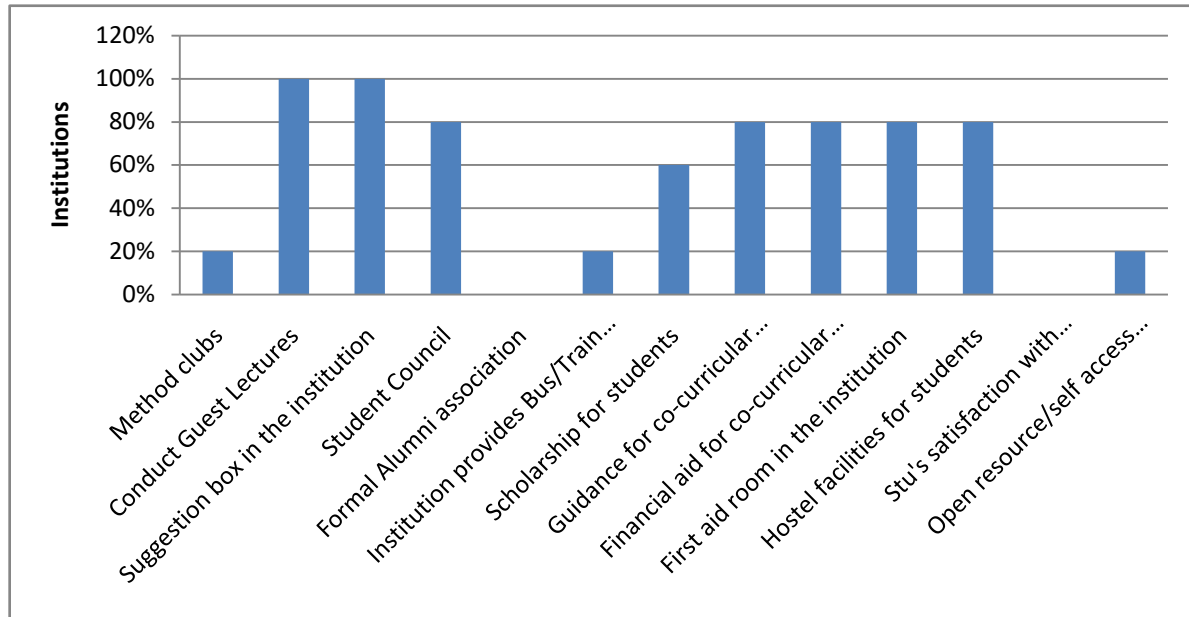
Objective 5



- 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 provide 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 Newsletter.

Objective 6





- 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 well equipped method classes.
- Three of the five Colleges of Education offer scholarship to their student-teachers.
- Four of the five Colleges of Education have been found to have first aid room/facility in the campus and hostel facility for their student-teachers.

CONCLUSION

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. Gajjwani B. Ed. College. Four of the five institutions are running with in-charge principals.

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 of all the five institutions has been found to be based on participatory approach.

Either the Internal Quality Assurance Cells 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

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