SUMMARY

Introduction

Privatization is the general process of involving the private sector, in the ownership or operation of a state owned enterprise. Since the impact of privatization is penetrating all sectors of the economy, it is bound to affect the education sector as well. The question is: why is privatization being recommended in education? It is seen that privatization of education is akin to commercialization of education. We also find a lack of political will to frame or enforce regulations to maintain standards. The work of bodies like NCTE has come under a cloud. While value crisis in education has long been an issue of debate, the long awaited overhauling of teacher education curriculum and tenure have yet to be addressed. Teacher education courses have become shorter and do not address the fast changes in secondary education which NCERT has been quick to adapt to. While secondary education has changed, teacher training for secondary school teachers is yet to begin its transformation.

Management

In the state of Punjab as well as in other states of India, many colleges of education, big and small, are being run by private bodies. Each such body is called managing committee of the college. The number of members of management committee is not fixed. It varies from college to college. The management of each college is required to fulfill all conditions laid down by the concerned University, NCTE and State Government for running the college. These conditions pertain to all aspects of the required infrastructure, to the appointment of teachers, administrative heads and non-teaching staff. These conditions also relate to the salaries to be paid to each category of employees. The main responsibility of the management of each college is to ensure that nothing goes wrong in the running of institutions as per the laid down conditions. Some of the private colleges are aided and others are unaided.

Curriculum transaction

Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. It directly refers to all those activities and programmes which are needed for its implementation. Specifically speaking it not only refers to the teaching of the contents of various theory subjects but also to the practical work to be done in each area of study as prescribed. Further curriculum transaction includes within its scope divergent kinds of co-curricular activities.

Curriculum transaction incorporates effective planning for providing learning experiences for its learners, organization of planning, administration/implementation of the
organized planning and evaluation of the implementations by the implementer and the experts in the relevant field.

Curriculum Transaction in colleges of education as in other colleges is directly and primarily the responsibility of the head of the institution and the teaching staff. The duties regarding the implementation of a curriculum are prescribed by the head of the institution to each and every teacher, keeping in mind her/his qualifications and the area of interest and specialization.

**Stake Holders**

In the context of higher education quality, stakeholders are those groups that have an interest in the quality of provision and standard of outcomes. These include government, employers, students, academic and administrative staff, institutional managers, prospective students and their parents, taxpayers. These stakeholders in education have various designs on the outcome of schooling and the purposes of learning, thus affecting how they structure educational institutions, define learning, and understand the nature of the student.

**Statement of Problem**

Management and Curriculum Transaction in Self Financing Colleges of Education and Perception of various stake holders about their operations

**Delimitations of the Study**

The present study was conducted on 20 Self-Financing Colleges Education affiliated to GNDU, Amritsar (Punjab) opened during 2001-2005.

**Rationale**

The review of literature reveals that there is dearth of studies regarding curriculum transaction in private unaided colleges of education in India. Particularly no study was conducted on the same in Punjab state. Keeping in mind the situations resulting from the mushroom growth of colleges of education, the investigator was prompted to take up the problem of this study.

**Objectives of the study**

Following were the objectives of the study:

(A) To find out the constitution of managing committees of Self Financing Colleges of Education

(B) To find out:-

1. Process of appointment of staff
2. Qualifications of teaching staff
3. Service conditions ascribed for the faculty
4. Orientation provided to teaching staff
5. Process of curriculum transaction
6. Practicum provided to the students
7. Evaluation procedure adopted to evaluate students
8. Number of hours distributed in the time-table
9. Process of feedback provided
10. Infrastructure facilities provided

(C) To study:-
1. the perception (total and dimension wise) of student-teachers regarding self-financing colleges of education.
2. the perception (total and dimension wise) of parents of student-teachers regarding self-financing colleges of education.
3. the significant influence of gender, location of residence of student-teachers and their interaction (total and dimension wise) on their perception regarding self-financing colleges of education.
4. the significant influence of gender, location of residence of parents and their interaction (total and dimension wise) on their perception regarding self-financing colleges of education.

Hypotheses
Following were the hypotheses (for section C) of the study:
1. There is neutral perception (total and dimension wise) of student-teachers regarding self-financing colleges of education.
2. There is neutral perception (total and dimension wise) of parents of student-teachers regarding self-financing colleges of education.
3. There is no significant influence of gender, location of residence of student-teachers and their interaction (total and dimension wise) on their perception regarding self-financing colleges of education.
4. There is no significant influence of gender, location of residence of parents and their interaction (total and dimension wise) on their perception regarding self-financing colleges of education.

Sample
The present study was conducted on 20 Self Financing Colleges of Education started during 2001-2005 and affiliated to Guru Nanak Dev University, Amritsar. At the time of start of the study (2006), there were total 25 Self Financing Colleges of Education affiliated to the University out of which 20 colleges of education were selected on the basis of their
convenient approachability. Further the data to be collected were related to Chairpersons/Secretaries of the managing committees, Principals, teacher-educators, student-teachers and their parents of self financing colleges of education. Automatically all Chairpersons/Secretaries of managing committees and Principals were included in the sample. Two teacher-educators from each selected college were approached for data collection. These teacher-educators were teachers who were ready to provide information to investigator. When one teacher-educator did not give information, another from the same institution was approached. In this way data from 40 teacher-educators were collected with the help of relevant questionnaire.

Fifteen student-teachers from each selected college were approached in order to collect data on students’ perception regarding Self Financing Colleges of Education and were included in sample at initial stage. During scoring investigator found that the data of 56 student-teachers were incomplete in one or more respects, that is why 56 student-teachers were not included for final analysis. In this way final sample of student-teachers was 244, out of which 35 were boys. It must be noted that the number of boys in these colleges was very low, therefore the sample of boys was low. Out of these 244 student-teachers, 132 were residing in rural area whereas 112 were residing in urban area.

Similarly 10 parents of student-teachers from each selected college were included in the sample. The student-teachers were given Parents Perception Scale, keeping in mind the strata based on gender and their location of residence. Total 156 perception scales were received back, out of which 53 were incomplete. Hence 103 parents were included in final sample out of which 48 were male, 55 were female, 78 were residing in urban and 25 were residing in rural area.

Method

Present study was Descriptive Survey of some self-financing secondary teacher education institutions. The study was qualitative as well as quantitative. It was qualitative as it includes questionnaires with some open ended questions to collect data from self-financing institutions. Interviews of Chairpersons/Secretaries of the institutions were conducted. Informal interviews of teacher educators were also conducted to collect relevant and additional information. The quantitative part includes perception of students and their parents on various dimensions of operations of self financing colleges of education.

Procedure

The data from Chairpersons/Secretaries of managing committees, Principals, teacher-educators and student-teachers were collected directly by personally visiting their institutions.
The Chairpersons/Secretaries were interviewed by seeking their prior permission and the information was recorded on interview schedule by the investigator. Similarly relevant questionnaires were distributed among the Principals and teacher-educators for data collection. Student-teachers were also given the concerned perception scale for data collection. Data regarding parents’ perception were collected indirectly i.e. through their wards studying in self financing colleges of education. They (student-teachers) were asked to get the scale filled from their parents. For less educated parents, the scale was used as a schedule. Instructions were made clear to them. The investigator received only 103 completely filled responses in the scale. The collected data were described and analyzed in the light of formulated objectives.

**Tools**

Self-designed questionnaire and interview schedule were used.

The description of each tool used in the study is given below:
1. Interview schedule for the Chairperson/Secretary of the managing committee
2. Questionnaire for the Principals
3. Questionnaire for the teacher-educators
4. Students’ perception scale regarding Self Financing Colleges of Education
5. Parents’ perception scale regarding Self Financing Colleges of Education
6. Informal interviews of teacher educators and student-teachers

**Statistical Techniques**

Measure of Central Tendency (Mean) and Dispersion (SD and CV) were used to find out the nature of the data. The collected data were tabulated and analyzed in the light of objectives framed. The description of statistical techniques for each section and objective is given below:-

<table>
<thead>
<tr>
<th>Section</th>
<th>Objective No</th>
<th>Statistical Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>Percentage and Graph</td>
</tr>
<tr>
<td>B</td>
<td>1-10</td>
<td>Percentage</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>Mean and CV</td>
</tr>
<tr>
<td></td>
<td>2-3</td>
<td>2x2 factorial design of MANOVA</td>
</tr>
</tbody>
</table>

**Findings**

Section wise findings have been given below:-

**Section A**

All the managing committees had a Chairperson/President, Vice Chairperson and Secretary and Trustees/ Members varied from 4 to 12. The Self Financing Colleges of
Education had been opened by them keeping in view the social concern and vision of elders. These committees also wanted to increase the number of B.Ed seats and introduce courses like M.Ed, PGDCA & ETT. Objectives of these committees were inculcating educational values among people, establishing and running educational institutions, rural advancement, inculcating leadership qualities, assistance to needy and weaker sections of community and nurturing human values etc. The Chairperson performed the functions like full control over the property, budget and finances of the Trust, frame rules regarding service conditions of its employees and legal action when necessary and nomination of auditor to audit accounts.

The Vice Chairperson performed duties of Chairperson in his absence. The members of the managing committee were to attend meetings of the managing body, caste their vote and do their best to fulfill the objectives of the Society.

**Section B**

1. Process of appointment of staff

40% colleges under study violated the Norms of GNDU, Amritsar because they appointed their staff through ad hoc committee or will of the management. Moreover non NET qualified staff members are preferred to NET qualified because they agree to serve on less salary. The teacher-educators who were not appointed by the properly constituted selection committee were not given written agreement. Teacher-educators were imposed conditions made by the management. The State Govt. and managements of SFCE joined hands to influence negatively the process of appointment of the staff.

2. Qualifications of teaching staff

In SFCE there was dearth of qualified teacher-educators. Only 27.5% teacher-educators were fully qualified in accordance with norms of NCTE and GNDU.

3. Service conditions

Secondary teacher-educators appointed on contract or ad hoc basis were exploited by many ways i.e. over work load, less salary, non-teaching work etc. The service conditions of teacher-educators were poor regarding their appointment, salary, provident fund, various types of leaves and work load.

4. Orientation provided to teaching staff

It was found that 35% teacher-educators had no participation in seminars and conferences at all.

5. Process of curriculum transaction

It was concluded from the responses of Principals and teacher-educators that various types of activities were organized in SFCE under curriculum transaction programme.
Summary

curriculum transaction showed that SFCE were not providing enriched environment.

6. Practicum provided to the students

Only 60% Principals responded that they were arranging practice micro lessons as per given criteria of GNDU, Amritsar. On the whole it may be concluded that some SFCE were not following the criteria of practicing micro, composite & discussion lessons. The majority of students in SFCE prepared charts, models as major audio visual aids. Audio visual aids on computer were prepared by few students.

There were four practical subjects viz (i) Art, (ii) Craft (Computer/Gardening/Home Craft), (iii) Health and Physical Education and (iv) Community Service & Co-curricular Activities. On comparing these practical subjects with theory subject, it was found that these practical subjects had 20:80 ratios in the curriculum. In the light of this, it was expectable that 2 periods per week were required for each of these. 55% SFCE were not allotting the periods as required by prescribed curriculum.

7. Evaluation procedure adopted to evaluate students

SFCE were lacking in adopting the comprehensive assessment system given by GNDU. Further the evaluation of theory, practical and internal aspects was not uniform in the colleges.

8. Number of hours distributed in the time-table

NCTE has made 6-7 hours daily working of secondary teacher education institution mandatory. It was found that 35% SFCE were violating this condition i.e. their daily working hours were less than 6.

9. Process of feedback provided

In the present study information obtained from Principals of colleges revealed that there was no effective mechanism of getting feedback from students. Meetings and discussions were the base of getting feedback from students as revealed by 20% Principals of SFCE. Another way to get feedback from students was tutorial group.

Only few colleges had adopted the scientific way of getting feedback from students regarding performance of teacher-educators. Similarly process of feedback to teacher-educators by Principals and the interaction of teacher-educators with school community were not up to the mark.

10. Infrastructure facilities provided

Most of the colleges were opened with few rooms and with no proper infrastructure. SFCE were providing only very essential infrastructural facilities to staff & students and many facilities suggested by NCTE were not available in these colleges. Teacher-educators
were compelled to appear in interview in their sister institutions to fulfill the basic condition of survival of the institution.

**Section C**

**Findings of Student teachers’ Perception**

1. The students had negative perception regarding self-financing colleges of education and dimensions-Teacher-Educators, Teaching of teacher-educators, Evaluation, STEP, Teaching Aids, Infrastructure, College Climate. The students had positive perception regarding CCA.

2. There was significant influence of Location of Residence on perception of students regarding Teacher-Educators of SFCE.

3. There was significant influence of Location of Residence of students on perception regarding Evaluation. Students residing in urban area had more negative perception regarding Evaluation than students residing in rural area in SFCE.

4. There was significant influence of Location of Residence of students on perception regarding Teaching Aids. Students residing in urban area had more negative perception regarding Teaching Aids than students residing in rural area in SFCE.

5. There was significant influence of Gender of students on perception regarding CCA in SFCE.

6. There was significant influence of Gender of students on perception regarding Infrastructure in SFCE. There was significant influence interaction between Gender and Location of Residence of students on perception regarding infrastructure of SFCE.

7. There was significant influence of Gender of students on perception regarding College Climate of SFCE.

**Findings regarding Perception of Parents of student-teachers**

1. Parents had negative perception regarding Self-Financing Colleges of Education on Students’ Behavior, Teacher-Educators, and College Climate of Self-Financing Colleges of Education.

2. There was no significant influence interaction between Gender and Location of Residence of parents on perception regarding Self-Financing Colleges of Education.

**Limitations**

1) Item analysis of perception scale of parents regarding SFCE was not done because of nature of approachability to population. Further the items of this scale were less in number.
2) Sometimes there were differences between the response of the Management and teacher-educators, when asked about same type of questions. This indicates concealing right information on the part of teacher-educators or management.

3) Some questions were not responded by almost all teacher-educators such as website of colleges.

4) Ratio of gender in sample was not equal.

5) Most of the managing committees did not supply the copy of their constitution.

**Suggestions for further study**

- Comparative study of government, aided and self-financing colleges of education with respect to curriculum transaction and perception of various stake holders about their operations may be conducted.

- Comparative study of NAAC accredited and non-NAAC accredited colleges of education with respect to curriculum transaction and perception of various stake holders about their operations may be conducted.

**Implication of the Study**

Quality education for all requires professionally prepared, competent and committed teachers in each and every school of India. This was precisely the logic behind establishment of the National Council for Teacher Education (NCTE) as a statutory body by an Act of Parliament in December 1993. It must refrain from allowing the sanctioning of opening of new colleges of Education. The degrees, the Universities award to B.Eds should carry some sign of NCTE’s approval/endorsements.

Regular surveys should be under taken by the state planning department to ascertain the manpower requirements of teachers in various subjects at different levels in the state. Based on this data, the need of opening of new teacher education institutions should be the decisive criteria for issuing “No Objection Certificate” to any individual or Society/Trust.

The affiliating body should conduct unannounced inspections and surprise checks to keep things within reasonable limits. Teachers working in many SFCEs are exploited in many ways that is over workloads and less salary and some of them are terminated at the end of the session. Thus there is always uncertainty in the career. They should come forward and give information about the institutions which have been granted approval by NCTE and where norms and standards as prescribed by the council are not being followed.