CHAPTER III
METHOD AND PROCEDURE

3.1 Statement of Problem
Management and Curriculum Transaction in Self Financing Colleges of Education and Perception of Various Stake Holders about Their Operations

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

3.3 Rationale
The investigator is a teacher educator with decades of experience. Her heart has always remained profoundly concerned with the quality of education needed to be imparted to teacher trainees. The investigator shudders to think of the number of colleges of education which have come into existence during the last few years.

In 2007 the number of colleges of education was 134 in Punjab out of which 28 were affiliated with GNDU, Amritsar. At this moment (2011) their number is as staggering as 197. What happens in these colleges, it is for Gods to ponder. The investigator has been profoundly hurt by their mushroom growth that is still continuing. College of education requires staff, properly qualified. When such colleges are opened and opened in dozens year after year, it is not possible to employ competent individuals as teacher educators. The hard reality is that there is no easy availability of such teacher educators in the states of northern India. Teacher educators are not simply available.

If competent teachers are not available then the managing committees of SFCE proceed to employ such individuals as teacher educators who can hardly do any justice to the transaction of curriculum. It is obvious that the quality of teacher education is gravely at stake. The central motive of opening colleges of education seems to be money making. The colleges have been opened by those and being opened by those who even do not know the meaning of education. Teacher education is being treated as a business. What business it is, the heart sinks to think of. In this business there is no regard to the quality of education. A business tune to the quality of education has its justification. But a business that is carried out without any regard for the quality of education is pure loot. For it is tantamount to playing unpardonable havoc with overall development of the human society. One simply wonders how these institutions are allowed to be opened in societies such as ours which stand in dire need of overall development.
The literature related to teacher education was reviewed on the basis of above said motivation. In the context of teacher education a few studies (Srivastava, 1982; Nayak, 1988) have been conducted on effectiveness of teacher education programme which conclude that admission rules by the state government were not followed and average working days were 118. Hemabujan (1983) found that the state government (Tamil Nadu) controlled the recruitment of all teacher educators. Selection was done on the reservation basis. The service of teacher educators was secure and their salaries were paid. The comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B.Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side but lacked in the content knowledge of the academic subjects.

Kakkad (1983) reported that the duration of the Secondary Teacher Education Programme (STEP) should be of two academic sessions, the aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Sessional Work and (f) Co-curricular Activities. There should be two subjects for methodology of teaching and number of lessons should be 15 in each subject, internship in teaching should be introduced for a period of three months. There should be a provision for urban and rural STEP. There should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.

The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that these colleges were opened mostly with commercial motives and parochial feelings with inadequate physical facilities, insufficient teachers, poor quality of trainees, unsuitable practice teaching, faulty admission procedure, no provision of in-service education of teacher educators and high tuition fee paid by students. Sample consisted of all B.Ed. college of Orissa state except Regional College of Education, Bhubaneshwar. NCTE (2001) reported that teacher education institutions were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Besides, required number of qualified staff was also not available in most of the institutions in Assam. Similarly another study (NCTE, 2001) in Himachal Pradesh was conducted which covered all teacher education institutions in the state at primary and secondary level. Findings suggested that in colleges of education, there was a dearth of lecturers in subjects like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms.
Joshi (1991) concluded that no one technique/method should be used for appraisal of teacher educators; rather, students' ratings, self-ratings, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain and performance tests should be used. Nagpure (1991) studied regarding teacher education at secondary level with reference to physical facilities, academic work, finance, administration, evaluation and staff extension work. Questionnaire and interview schedule were the tools.

A large number of studies (Devi, 1988; Srivastava, 1989; Mohanty, 1990; Raina, 1990; Sharma et al., 1991; Shah, 1991; Sabharwal, 1991; Ramachandran, 1991; Budhisagar et al., 1991; Yadav, 1992; Tessew et al., 1992; Sohoni et al., 1992; Sharma et al., 1992; Sabesan, 1995; Bhatia et al., 2004) have been conducted on personality characteristics of trainees. Bordoloi, (1990); Roy, (1991) have conducted studies on elementary teacher education. The researchers (Patted, 1992; Bhosale, 1992; Behari, 1998) studied the quantitative and qualitative aspects of various teacher education institutions in various states of India. A few studies were found which directly examined the few or more aspects of curriculum transaction as well as related aspects in various teacher education institutions of India. Bhatnagar (1988) conducted a study on practical work organized in colleges of education i.e. practice teaching, physical education, psychology practical etc. The results showed that student-teachers felt that ‘lack of time’ was major factor for not achieving the objectives of practical work.

Some studies (Nayak, 1988; Ifaeera, 1988; Taneja, 1988; Sultana, 1988) cover the issues like teacher behavior, teaching aptitude, relationship between creativity, sense of humor and self-concept among secure and insecure female teacher trainees, micro-teaching approach on the behavior modification of pupil teachers and reasons for seeking admission to B.Ed course. Somnuek (1989) conducted a study on Teacher Education programme for rural development in Thailand.

Bahera (1989) conducted a study regarding problems of teacher education programmes undertaken by private agencies in Orissa. It was a qualitative study and it was to give suggestions for qualitative improvement regarding curricular, co-curricular activities and other facilities. Patted (1992) reported that in teacher education programme in Karnataka lecture, assignment, discussion and seminar methods were used, while case study and project methods were used as innovative methods; most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room, ladies' lounge, books and journals, and SUPW facilities; a majority of the colleges were run by the students' fees, donations and
management funds, except the colleges run by the State government or the university; a
majority of the teaching staff had B.A./B.Sc., M.A./M.Sc. and M.Ed degrees in the second
class a few had Ph.D. degrees; a few universities had framed the objectives after 1982 and
framed regulations for admission to the B.Ed. course; the enhancement of minimum
percentage at the Bachelor's degree to 50% and a minimum of two school subjects to be
studied at this level and an entrance test were quite essential for qualitative improvement of
the secondary teacher education course; for assessment of annual lessons, the mean of the
two examiners was taken into consideration. Bhosale (1992) made a critical study of the new
curriculum of teacher education developed by all the universities in the state of Maharashtra.
The number of lessons to be taught by the student-teachers was not the same in all the
universities. Some of the optional papers and the nature of practical work were also different
with respect to the curricula, according to student-teachers and teacher-educators. The
majority of principals, teacher-educators and student-teachers were of the opinion that the
new curriculum was suitable for developing teaching competence among the student-
teachers. Behari (1998) conducted a study on Analysis of Teacher Education Curriculum in
the context of requisite abilities for effective teaching. It was found that the methodology of
teaching paper was more helpful than foundation papers taken together in developing abilities
especially skills, but practice teaching or practical skills in teaching were found to be more
helpful than the rest of the teacher education programme in developing abilities especially
skills. Dramatics as the activity and discussions as a mode of transaction of programme were
found to be more helpful. It was observed that a theory practice link was missing in teacher
education programme and therefore the student-teachers were not able to link what they had
learnt. Gupta (2005) and Kaur (2010) of Punjab have also done the similar study and indicate
the need of improvement.

Das (2009) examined the evaluative procedure adopted in secondary teacher
education in Gujarat. He reported that diversity existed in the evaluation process in teacher-
training colleges. Another study by Walia (1992) has been conducted to evaluate secondary
teacher education programme in northern India. The curriculum of secondary teacher
education lacked uniformity and clear-cut definition.

In this way literature suggested that teacher education institutions were lacking
various things required to enhance its quality. In the last decade a large number of such
colleges have been opened in each state of India. With quantitative increment, quality has
reduced. The educationists put a debate of the same and questioned the quality of these
institutes. Various news paper readings- Garg, (2007); Bhakoo, (2007); Chawla, (2007);
Dhaliwal, (2007); Joshi, (2010); Kumar, (2009); Mohan, (2007); Sidhu, (2005); Tribune News Service, Chandigarh (2007); Patel, (2006) presented the same. Keeping all these factors in mind the present study was designed.

However research on private higher education has been conducted in some universities abroad. These cover the issues like role of affective domain in teacher development preparing for the first Ontario teacher qualifying test (Bovver, 2003), school privatization (Rhim, 2002), teacher education programs in colleges of education (Walton 2003), educational technology in award-winning teacher education programs (Hofer, 2003), encouraging reflective thinking in teacher education students (Raltson, 2003), building an environment conducive to explore disabilities and differences in an introductory teacher education class (Lewis, 2003), the relationship between grade point average at admission to teacher education and subsequent pedagogical measures (Oldenkamp, 2003), effects of teacher education, class size and time on task on students’ development etc. (Hill, 2003).

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 said situations resulting from the mushroom growth of colleges of education, the investigator was prompted to take up the problem of this study.

3.4 Objectives

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.
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.

3.5 Hypotheses

Following are 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.

3.6 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. There were total 25 Self Financing Colleges of Education affiliated to the University out of which 20 colleges of education (see appendix A) were selected on the basis of their convenient approachability. Further the data to be collected were related to Chairperson/Secretary 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 these 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.

3.7 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. Interview of Chairperson/Secretary of the institutions was 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.

3.8 Procedure

The data from Chairpersons/Secretaries of managing committees, Principals, teacher educators and student-teachers were collected directly by personally visiting their institution. 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 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
scale. The collected data were described and analyzed in the light of formulated objectives.

3.9 **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.

3.9.1 **Description of Tools**

In order to construct relevant questions for collecting data and information regarding the topic, the investigator studied various questionnaires and relevant literature. The investigator went through the norms and standards laid down by NCTE, University Calendar of GNDU, Punjab Govt. Rules and Format of Self-Appraisal Report for teacher education institutions by National Assessment and Accreditation Council, Bangalore. The investigator framed 15 questions for the Chairperson/Secretary of the managing committees, 45 questions for the Principals, 50 questions for the lecturers. Then the investigator discussed the questions with the honorable guide. The worthy guide made corrections in the questions and guided the investigator to frame the questions as per following table.

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<tr>
<th>S. No</th>
<th>Category</th>
<th>Number of Questions</th>
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<tbody>
<tr>
<td>1.</td>
<td>Interview questions for the Chairperson/Secretary</td>
<td>13</td>
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<tr>
<td>2.</td>
<td>Questions for Principal</td>
<td>32</td>
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<tr>
<td>3.</td>
<td>Questions for Teacher educators</td>
<td>39</td>
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With regards to interview questions for Chairperson/Secretary of the managing committees, the investigator framed 13 questions (see appendix B) apart from the general information regarding name of the institution, year of opening and number of student-teachers. Other questions were related to constitution of the managing body, objectives of the managing body, functions and duties of office bearers and members, their visit to the college, the areas where principal works independently, emoluments given to the principal and staff, type of the institution (whether co-educational), hostel facility available, conveyance facility for staff and students, charges for conveyance, reason for opening a B.Ed college, their concept of self-financing and their vision for future to develop the college were taken.
The Questionnaires for the Principals (32 questions) and teacher-educators (39 questions) were comprised of different questions (see appendix C&D) related to:

- Process of appointment of staff i.e. whether the staff is appointed by a properly constituted selection committee, by adhoc committee, by the will of the management or by other means.
- Qualifications of teaching staff i.e. educational and professional qualifications, NET qualified, M. Phil, Ph. D etc.
- Service conditions ascribed for the faculty i.e. mode of appointment of staff, salary, annual increment, summer vacations, salary of summer vacations, deduction of provident fund, casual leaves, privilege leaves, duty leave etc.
- Orientation provided to the teaching staff i.e. participation in seminars and conferences, steps taken for professional growth, incentives from the management for enhancing qualifications.
- Process of curriculum transaction i.e. number of teaching days, number of teaching practice days, number of periods given to major papers and methodology of teaching, number of periods given to practical subjects per week.
- Practicum provided to the student-teachers i.e. the number of days spent for teaching practice during the session, number of discussion lessons, micro lessons, composite lessons, feedback by teacher-educators and peers during teaching practice and periods allotted to practical subjects per week.
- Evaluation procedure adopted to evaluate the student-teachers i.e. whether it is according to GNDU norms or not, the percentage of internal and external assessment.
- Number of hours distributed in the time table i.e. the working hours of the college.
- Process of feedback provided includes the questions related to students’ evaluation for teacher performance, mechanism to get feedback from students, providing feedback to the teacher educators by principals, mechanism to interact with the parents of the students, feedback given by the peers and teacher-educators during teaching practice etc.
- Infrastructure facilities provided as per NCTE norms.

Proper instructions were framed in order to receive accurate information and data (see appendix C&D).

3.9.2 Development of Students’ Perception Scale regarding Self Financing Colleges of Education:

In the light of framed objectives of study, items were pooled in the form of statements by discussing with the teacher educators and research experts. Further problems faced by student-teachers were also taken into consideration for framing items. View points
of student-teachers regarding self financing colleges of education were collected and converted into statements. In this way total 114 statements were prepared. These statements were employed on 10 student-teachers studying in self financing colleges of education in order to find out the communication difficulties. In the light of these findings, the statements were modified. Three items were deleted due to communication difficulty. Further these items were submitted to four teacher educators along with purpose & dimensions of scale. These dimensions were: Teacher Educators, Teaching, Evaluation, Student Teaching Experience Programme, Teaching Aids, Co-curricular Activities, Infrastructure, and College Climate. The teacher educators were requested to evaluate the validity of each statement in the light of dimension given as well as the purpose of the scale. The statements which received 100% agreement by the teacher educators were included in the proper try out.

**Proper Try Out:** The scale consisting of 111 items was employed on a sample of 103 B Ed. students of SFCE of GNDU (see appendix E). Kelly’s (1939) criterion of 27% of upper score was used for item analysis. Discrimination value for each item was determined by calculating the value on the basis of upper and lower groups with the help of SPSS. Initially items with $t$ value positive and significant at 0.01 level of confidence were selected for the scale. Further, the criterion of item-total correlation was adopted from these 111 items. The items having item total coefficient of correlation more than or equal to 0.25 were selected for the final scale. Thus, the total items in final form of the scale were 63 (see appendix F showing dimension wise selection of final scale with both $t$ value and correlation criterions.)

**Final Try Out:** The final draft of scale was employed on students of self financing colleges of education under study. From this data, reliability and validity were tested.

**Reliability:** The reliability of the scale was calculated by two different methods namely- Cronbach Alpha and Split Half method. The reliability coefficients are .79 and .81 respectively.

**Validity:** The scale has high content validity as only those items were included in the final draft which got 100% acceptance of the judges.

### 3.9.3 Development of Parents’ Perception Scale regarding Self Financing Colleges of Education

In the light of framed objectives of the study, Parents’ Perception Scale was developed by the investigator. In the first phase investigator asked questions regarding various aspects of Self Financing Colleges of Education from student-teachers which they discussed generally with their parents about the college operation and atmosphere.

The responses were noted by the investigator as aspects of parents’ perception.
These noted aspects were converted into statements. In this way total 19 statements were framed. It was noticed by the investigator that these statements were related to three aspects or dimensions i.e. Students’ Behavior, Teacher educators and College Climate. Further extension of statements was done under these dimensions. In order to increase the number of statements, the investigator collected the additional view from teacher educators regarding aspects of discussion among student-teachers and their parents. From this discussion the investigator framed three more statements about parents’ perception. Further six parents were interviewed for the same purpose. From these interviews, the investigator framed four more statements. Then these 26 statements (see appendix G) along with objectives of initial scale were submitted to four experts having knowledge and experience in tool construction. The items accepted by these experts were retained in final Parents’ Perception Scale. One or more expert did not agree to include six statements from 26, hence these six statements were rejected and final form of Parents’ Perception Scale consisted of 20 statements. This systematic process of pooling relevant statements and rejecting irrelevant statements ensured the content validity of the scale.

It was the limitation of this tool that statistical item analysis was not done because of nature and approach to population of present study. In order to ensure the reliability of the scale Cronbach Alpha method was used which showed the reliability co-efficient .79. Dimension wise structure of final scale is given in appendix H.

3.10 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 in table 3.2

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