CHAPTER I

INTRODUCTION
Education is essential for all and is fundamental to all-round development whether material or spiritual. Development means learning to participate in human activities, using the cultural resources available for the developing child. Rabindranath Tagore (1922) says "The highest education is that which does not merely give us information but makes our life in harmony with all existence".

In the words of Fischer (1918), "Education is to enable men to realize to mature, to discipline...the human mind and spirit...this most influential of all varieties of energy has always been the task of education." Abraham Edel, (1987) put this in three concept "First, education is concerned with the development of desirable states of mind in the transmission of what is worthwhile to those who themselves come to care about these valuable things. No restriction is set on what is transmitted other than it is judged to be worthwhile in itself and not merely to be useful or means to some other end. Secondly, education is concerned with the acquisition of a body of knowledge and understanding that gives some form of cognitive perspective the person's activities, so transforming their outlook. Thirdly, the process of education involves at least some understanding of what is being learnt and what is required in learning, together with some minimal voluntary participation in the process."

Education is unique investment for the present and the future. In a modern society, education alone can provide the most dependable and most effective apparatus for accelerating growth and development in all spheres of human activity. Education is one of the important instruments for improving the quality of people, society and nation and it also helps in meeting the challenges of fast developments in the world.
The education has been termed as the best defense of a society against rising population, poor health, social strife and tensions, poor economic conditions, higher child mortality rate. Education has an accelerating role and refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of socialism, secularism and democracy enshrined in Indian constitution (Parhar, 2005).

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating better social structure, national integration and a learning society and they are responsible to disseminate knowledge and to generate new knowledge. Effective teacher education programmes are the best means of developing better teachers.

1.1. TEACHER EDUCATION

The National Policy on Education (NPE, 1992) observed "Education has continued to evolve, diversify and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of time." The preparation of teachers to perform successfully in changing classrooms represents a challenge to schools of education. ‘The teachers teach in the way their favourite teachers taught’. Up to a great extant the teacher may be influenced by the conventional methods and strategies adopted by the favourite teacher. This can be modified by
providing an effective and most scientifically organised professional programme of teacher education.

An effective programme of professional education for teachers is essential for the qualitative improvement of education. Teacher preparation programs must include meaningful teaching experiences to help prospective teachers explore their own conceptions of teaching and learning, their understanding of subject matter, their understanding of students' understandings, and their skill in evaluation.

Teaching constitutes activities that are designed and performed to produce change in pupil behaviour (Clarke, 1970). Therefore, teaching requires objective based and skill based instructional structure. Teaching skills are specific instructional technique and procedure that a teacher may use in classroom (Gage, 1968). Teacher training programmes build basic structural idea for the effective classroom teaching.

The teacher education is meant to help the individual teacher to grow and develop as a person and provide him with the skills and professional abilities to motivate children to learn and assist them in acquiring, the right types of understandings, concepts, values and attitudes needed not only to manage classroom instruction, but also in the society in which they are born, grow and live. Understanding the skill of teaching and learning is the best way to enhance good instruction through teacher education programme.

The teaching profession has expanded dramatically, with a fivefold increase in two generations. Programmes to train teachers have grown nearly as fast. With that rate of growth, teacher education has, inevitably, been criticized on grounds of quantity and quality. There is only modest evidence of the
effectiveness of teacher education and its curriculum and expectations are often not well matched with students' own background and the culture of the schools in which they are going to teach.

Most teachers have received some training, although the length, quality and duration vary widely. However, the effectiveness of teacher education has been criticised around the world, by researchers and practical educators alike. The research evidences are mixed. Little evidence shows that pre-service teacher education provides skills and develops attitudes that carry through into a better education for pupils in school. Three overviews of the research data (Husen, Saha and Noonan 1978, Avalos and Haddad 1980, Schiefelbein and Simmons 1981) found only modest evidence of the effectiveness of teacher education.

UNICEF suggests that, ‘in different parts of the world, education programmes that operate with under qualified and para-professional staff are often showing equal or even better student results than those operating with professional, certified teachers’ (Torres, 1996). There have been two kinds of responses to these findings. One response, mainly from practitioners, has been to develop proposals for raising the quality of teacher training (Dove, 1986 and Hawes and Stephens, 1990). Another response has been to argue for reducing the length of teacher training and put training which amounts to the equivalent of secondary level education back where it belongs in the secondary schools (Lockheed and Verspoor, 1991).

Teacher education probably needs to concentrate more on classroom processes and practice (Beeby, 1966). The curriculum of teacher education has been criticised for its narrowness. Centrally designed programmes have been
conceived as a way of inculcating prescribed skills and attitudes. Trainees are expected to master a curriculum which is limited in scope (e.g., to a body of professional content knowledge and teaching skills) and is fully determined in advance by others often on the basis of research on teacher effectiveness. The prospective teacher is viewed primarily as a passive recipient of this professional knowledge and plays little part in determining the substance and direction of his or her preparation program (Zeichner, 1983). In contrast some teacher educators have been stressing the need to develop trainees’ capacity not only in the technical skills of teaching but also in reflecting on their own work and in gaining the ‘inclination and skills’ to analyse what they are doing in terms of its effects upon children, schools and society. Within teacher education there is often a psychological distance, sometimes open hostility, between the colleges that teach teachers and the schools where they go to work.

Every system needs specific review and renewal in its objectives, structure, process and evaluation. This enables to cope with the drastic changes take place in the social environment. The changes in the objectives, structure, content, methods, etc of the teacher education programmes finally reflects in the quality of general education. Hence, a qualitative approach in the management of academic activities of teacher education colleges will help to accelerate the quality improvement activities in general education.

1.2. ACADEMIC MANAGEMENT OF TEACHER EDUCATION:

Kothari commission (1964-66) observed, “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of the teacher are
undoubtedly most significant.” The quality of education depends on the quality of management practices of teacher education institutions.

Managing teacher education institutions is a complex task that involves dealing with people whose preconceptions; experiences, concerns and uncertainties need clarification. Management practices influence the potential for success of all educational activities. In the intervening period and subsequent to National Policy on Education (NPE, 1986) several initiatives have been taken to improve upon the existing systems.

The success of teacher education programmes rests on various activities designed and executed in the colleges of teacher education. The quality of various activities organised is determined by one factor viz. management. The better management structure of the academic programmes help to attain successfully the objectives.

Institutions of teacher education are always under pressure to become more efficient and effective. In response, many have attempted (either voluntarily or under mandate) to adopt new management systems and processes that were originally designed to meet the needs of (presumably) more efficient business or governmental organizations. This points out that the organisation and administration of teacher education institutions should be in keeping with its dignity as a major administration function.

Academic management constitutes five major elements. The elements include curricular, evaluation, co-curricular, staff improvement and community relation. Proper planning, execution, evaluation and feedback are the strong bases
of the success in management of academic activities. The following figure provides a thumbnail to the academic management.

**Dimensions of Academic Management**

![Diagram of Academic Management]

**Figure 1.1**

Teacher training institutions are often isolated from the education systems where their graduates will have to teach. In many countries, the plans and programmes of teacher preparation do not match what teachers are expected to teach in elementary and secondary education (Villegas Reimers and Reimers, 1996). Several factors contribute to the problem. Often those working in teachers’ colleges have, themselves, limited experience of secondary education even when training teachers to work at that level. Newly trained teachers need to feel comfortable in the schools where they are. Where teachers’ colleges have developed ideas and approaches that are unfamiliar to schools, perhaps as part of a programme of educational innovation, newly trained teachers are likely to find there is a conflict between the culture of the colleges from which they have come.
and the school to which they are going. If the culture of education is to change, it needs to change at all levels of the system and it is unreasonable to expect the most recently trained teachers to be isolated but harbingers of change. All these explanations points out the need of effective leaders who can lead the teacher education activities into the right direction according to the raising demands of the society.

1.3. LEADERSHIP IN TEACHER EDUCATION INSTITUTIONS:

Leadership is generally perceived as what one does when taking charge. The term "leadership" connotes position, power and a role that includes title and formal authority. The leader is set apart from those who are led, elevated by station, power and ultimate responsibility.

The Indian system of teacher education has become quite conscious regarding the improvement of the quality of education. Efforts have been made to improve the effectiveness of teacher education institutions. Principals are the key factors in assuring the effectiveness and productivity of the teacher education institutions. Principal as manager manages the results. Management practices influence the potential for success of all educational change initiatives.

The effectiveness of the heads very much related to their personality. The ability of heads as a public speaker, social qualities, charm and tact, personal appearance, the confidence, egotism or lack of it, ability to subordinate for the good of the organisation, and character and personal examples are all significant factors in educational statesmanship. The best test of an effective leader is whether he maintains a good institution, one which fits to the needs and problems of the community, one in which the student teachers engage in their teaching
learning activities with pleasure, and one in which a spirit of confidence is maintained. In any educational institution especially in teacher education institutions the heads have to come into close contact with three inseparable elements viz. the staff, student teachers and community. The heads of the institutions have to act as a responsible leader in finding and solving the problems ensuring the participation of these three active elements.

There are several converging factors which are transforming the role of educational administrators. The performative ethos has moved the work of administrators away from leadership and towards management. The separation of bargaining units for administrators and teachers has exacerbated work divisions and made it more difficult for administrators to provide instructional leadership. The entry-level positions are increasingly unattractive for potential candidates because principals are being positioned politically between Ministries of Education who are cutting resources, boards who are being asked to do more with much less, and teachers who have had their workload increased while professional autonomy has been decreased (Janice Wallace, 2004). New leadership strategies will result in a willingness by followers to put in extra effort, satisfaction among followers with the leader and followers who are more likely to regard the leader as effective (Bass and Avolio, 1997).

Different types of approaches to leadership are increasingly advocated for teacher education institutions as they continue to face the challenges of restructuring of teacher education. It has been argued that transformational forms of leadership are well suited to such challenges because of their potential to bring about the changes being demanded of schools and for building motivation,
commitment and developing the capacity teachers will need to overcome the challenges associated with restructuring (Leithwood and Jantzi, 1997; Yukl, 1998). In addition, research evidence has suggested that the effect of leadership on student learning outcomes is mediated by institutional conditions including, purposes and goals, structure of institution and social networks, people and institution culture.

It is evident, that a principal is in a unique position to influence the norms, values and beliefs that shape policies, practices and procedures in an educational institution. The functional styles of principals of the educational institutions significantly influence the personality characteristics of their subordinates especially the self acceptance and the satisfaction of students.

1.4. SELF ACCEPTANCE

Teachers are arguably the most important group of professionals for our Nation’s future. Learning is a self actualizing process. The self acceptance of teachers influences their ability to function effectively in the educational situations. Self acceptance is the degree to which an individual, having considered his personal characteristics, is able and willing to live with them. The purpose of education is to achieve for children the most significant learning possible. The self acceptance of teachers has an impact in the learning of students.

Through one’s values, practices, and ways of being, the teacher educator is an example to the student teacher, and thus the teacher educator may be emulated and admired by the latter. As someone who promotes professionalism, the teacher educator may also use influence or professional contacts to help the student teacher in future insertion.
Reasonably good level of self acceptance is a necessary precondition to carry out own action perfectly. In human relationships, the mental health status of teacher produces a positive or negative classroom environment. One of the most important elements in the mental health is self-acceptance (Peck, Robert F. and Mitchell, James V., Jr. 1967).

Research supports the view that teachers' self acceptance play a pivotal role in the teaching behaviour and responsible for the effective teaching. The teacher educators must be aware of the factors other than the mental ability affect the student teachers development as a real teacher. The challenge for the teacher education institution would be to uncover many of the teachers’ beliefs and self acceptance and understand how these teachers’ self acceptance interact with the content and pedagogy of the existing teacher education programme and the extent of what and how they learn. Having acknowledged the importance of teachers’ self acceptance, constant deliberate attempts should be made to map out an authentic approach to develop top quality teacher education programme.

1.5. STUDENT SATISFACTION:

In the context of recent reform and restructuring of teacher education programs includes new practices such as student teacher satisfaction, relationships between all factors related to the facilities provided by the institution, teacher educators’ approach and organisation of different activities.

Student teachers having a positive view of the teacher education institutions, classroom climate and the proper functioning of the activities of the college are better motivate and help to achieve more according to their ability level than those who are not very satisfied with teacher education programme.
It is essential to know student teachers’ feelings towards the teacher education programmes in order to satisfy their needs and ultimately help them as young teacher professionals. Understanding student teacher’s experiences and satisfaction is important to enrich the student teacher experience and to make teacher education programmes more student teacher-centered.

This effort provides an overview and serves as a diagnostic tool to make improvements to the teacher education programs and services. The results will help to provide a quality experience for all student teachers. An understanding of student teacher satisfaction is valuable for teacher educators because they can exert some control in correctly informing student teacher’s expectations about a course.

1.6. SCOPE OF THE STUDY

The compatibility of teachers is mostly depending upon the quality of the teacher education programmes. To examine this compatibility from a general standpoint is a meaningful task, but to examine it from a specific frame of reference would add more meaning to an inquiry. The purpose of this investigation is to examine this compatibility of the programmes from the side of proper organisation and management of academic activities of the teacher education institutions. The investigation in academic management of teacher education institutions is helpful to understand the effectiveness of teacher education programmes and to make most suitable changes in the programmes.

Many of the assumptions to rationalize the process of teacher education may criticize or abandoned. The inappropriateness of rigid mandatory centralised management system can be evaluated and replaced by the modern management
principles. The investigation may foster sensible policy choices of the heads of the institutions and policy makers of teacher education programmes. The planners and administrators can become more aware of the quality of implementation strategies and about their changing role.

The results of enquiry will help to evaluate the effectiveness of experiences provided, changes made in training or procedures, or the general progress of program implementation. The results can help to improve program design and implementation, daily procedures of pre-service teacher education programmes and support services. It is the need of our time to examine the effectiveness of the teacher education programmes and to provide the right directions for the quality improvement, which will significantly reflect in general education.

A significant study of the management of academic activities of teacher education institutions can investigate the existing conditions that are likely to influence outcomes of teacher education programmes.

The quality improvement of teacher education need special attention as it has a deep impact in the general education. Proper, goal oriented approach in the organisation and management of activities in the institutions ensure the quality of teacher education programmes. A change from the traditional track of managing the activities in the teacher education institutions to modern and scientific track will help to boost the quality of teacher education programmes.

There is dearth of researches related to problems of academic management even the once completed are not directly related to the management problems in colleges of education and university colleges of education. Hence, the investigator
feels that it will be of much importance to study the management of academic activities of colleges of education.

The investigator keeping in mind the scope, collected empirical studies related to this area. Details are presented in the next chapter “Review of Related Literature.”