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2.1  INTRODUCTION

The conceptual framework will enable the researcher to be definite and specific about research perspectives. The scientific approach enables the researcher to identify the variables and to deduce the phenomena from their antecedents, which is the ultimate aim of theory.

2.2  MEANING OF HUMAN RIGHTS

The natural rights of all human beings is to be happy at every stage and in every aspect of life. It is a natural human right, for without happiness life becomes meaningless. The right of every individual to happiness has been recognized in the Indian culture since ancient times. This being the most important and comprehensive human right, it includes every right, the fulfillment of which leads to happiness. Human rights, therefore, can be defined as the right of every individual to be happy, mentally, physically, psychologically, socially and educationally.

2.3  HUMAN RIGHTS EDUCATION

Education plays a key in fostering human rights. Human rights education spreads human rights culture. Values are the basis for developing human rights culture. The goal of evolving human rights culture requires operating at various levels such as:
i) Awareness among them makes about their rights and also their duty for respecting the rights of others.

ii. Creating awareness among the masses and also developing confidence among them to stand for preservation and protection of their rights.

iii) Reform many to shed their prejudices at and developing an attitude to respect others’ rights.

Human rights education is essential for building a free, just and peaceful society. Human rights education is a process that basically deals with a cognitive and moral transformation, a shaping of students’ consciousness and conscience which thereby, leads to have a change in students’ feelings, thinking and understanding, behaviour patterns attitude and activities.

2.4 HUMAN RIGHTS ENVIRONMENT (HRE)

From the foregoing description, the role of education in inculcating human rights is clear. This means that the environment in the educational institutions must be conducive for the development of human rights in the children. The human rights environment is an aggregate of social and cultural conditions that influence the development of human rights.
The human rights environment in the educational institutions is of paramount importance in developing human rights in the children. Various activities in the schools and colleges such as teaching-learning of the subjects, sports activities, cultural activities, the classroom environment etc. directly influence development of human rights in children. The attitude of teachers towards human rights is also important. Teacher educational institutions exert great influence in developing an attitude of human rights in the teacher trainees. The type of training the teacher trainees get during their training period has a great impact on them which in turn, influences their professional life.

Today, there are different types of teacher educational institutions, B.Ed colleges, to train student teachers.

2.5 GENESIS OF TEACHER EDUCATION INSTITUTIONS IN KERALA

Training of teachers in the Kerala State seems to have received attention first, in the Malabar area. As part of the Madras presidency, Malabar took advantage of the normal schools established in Madras in 1856. It is perhaps well-known that Madras was the first State to institute a university degree for teaching (1885). It may also be recalled that, what later came to be known throughout the western world as the Lancastreian and Monitorial system, was really the Madras system evolved by Dr. Andrew Bell in the Madras Male Asylum.
In 1866-67, a Normal School was opened in Trivandrum. In 1885, a Normal School for the training of vernacular teachers and in 1894, an English Normal School were established in Trivandrum.

By 1903-1904, there were two government training schools, five aided-training schools and one unaided-training school in the erstwhile Travancore. By 1917, ten more training schools were opened. Teachers took their licentiate degree (L.T degree) from these colleges.

The rapid expansion of education in the Travancore-Cochin State necessitated the immediate provision of increased facilities for the training of teachers. Private training colleges had to be permitted to cope with the situation and the first one was started in 1953-54, the second in 1954-55 and the third in 1956-57. The L.T. degree was changed to Bachelor of Teaching (B.T).

2.6 TEACHER EDUCATION IN THE PRESENT KERALA STATE

There was a great expansion of secondary education in Kerala from the time of its formation in 1957 to 1965. Consequently, there was a corresponding increase in the number of teacher training colleges. The colleges now, began to offer revised courses for
teacher education. The Bachelor of Teaching degree (B.T) was rechristened Bachelor of Education (B.Ed). The number of training colleges in the state increased from 6 in 1956-57 to 19 in 1965-66.

In 1992-93, the number of B.Ed colleges further increased to 78. All the 78 B.Ed colleges were affiliated to various Universities in Kerala. During that time there were only 7 B.Ed colleges affiliated to the Mahatma Gandhi University. All of them were government-aided private colleges.

In 1994, there was a shift in the government policy. Government gave permission to start B.Ed colleges in the unaided sector. This resulted in the steep increase in the number of B.Ed colleges. Nine unaided B.Ed colleges got affiliation to Mahatma Gandhi University against the already existing seven aided colleges. Thus, the total number of B.Ed colleges in Mahatma Gandhi University alone rose to 16.

Further increase in the number of B.Ed colleges took place in 2004. Sanction was accorded to start 22 more self-financing colleges in Mahatma Gandhi University. It resulted in the steep increase in the number of B.Ed colleges affiliated to Mahatma Gandhi University. The total number of B.Ed colleges now, in the university is 38 against 16 in 1994. The notable feature in the increase is that all the new colleges are in the private unaided sector and none in the government or government-aided sector.
2.7 B.Ed CORRESPONDENCE COURSE

Before the establishment of the private unaided colleges, there was correspondence course for B.Ed. But since there were a lot of complaints against this correspondence courses regarding their quality, and also pressure from NCTE, universities stopped the correspondence course. To meet the demand for a large number of trained teachers private unaided colleges were established.

2.8 GOVERNMENT B.Ed COLLEGES

In Mahatma Gandhi University, there is no government B.Ed College. The total number of government colleges in Kerala is only four, one in Kerala University, two in Calicut University and one in Kannur University. In government B.Ed Colleges, admission of the students and appointment of the staff are done by the government as per the rules. All the students are admitted on the basis of merit. The complete day-to-day expenditure of the colleges and salary to the staff are paid by the government. No money is collected from the students or staff.

2.9 GOVERNMENT-AIDED B.Ed COLLEGES

Mahatma Gandhi University has seven government aided B.Ed colleges right from the time of its establishment in 1983. There is no addition of government aided B.Ed colleges over the years.
Government-aided colleges are partially under the control of government. Land, building and other basic infrastructural facilities are established by the private agency that runs the institution. All the teaching and non-teaching staff are appointed by the management. This appointment is made on the basis of the recommendation of a duly appointed committee comprising government and management nominees. Salary of the staff are fully paid by the government. Government also provides maintenance grant.

Admission of the students is generally on the basis of certain norms *i.e.* Eighty per cent of seats are filled on the basis of merit. The remaining twenty per cent of seats are filled by the agency that runs the institution. The agency is free to admit anyone who possesses minimum educational qualification prescribed by the University.

In short, in government-aided colleges, initial infrastructure facilities are provided by the management and the rest of the day-to-day expenses are met by the government.

### 2.10 SELF-FINANCING B.Ed COLLEGES

As pointed out earlier self–financing colleges were established in 1994. Here, the management is providing all infrastructural facilities
like building, laboratory, library etc. The employees, both teaching and non-teaching, are appointed by the management. The government or university has no say in their appointment. They can appointment anyone who possesses minimum educational qualifications prescribed by the university and National Council for Teacher Education (NCTE). Salary to the staff are paid by the management.

The admission of the students are on the basis of merit as well as payment. Fifty percentage of the seats are filled on the basis of merit in the qualifying examination and remaining 50 per cent are filled by the management at their discretion provided they possess the minimum qualification prescribed by the university.

In short, government or university has no control over the self-financing colleges except in matters of academic quality.

2.11 CONCLUSION

In this chapter, concepts of human rights, human rights environment, genesis of teacher education institutions in Kerala, and origin of self-financing colleges are explained. The next chapter, chapter III, deals with review of related literature.