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## A COMPARATIVE STUDY OF SELECTED TEACHER EDUCATION PROGRAMS OF TRADITIONAL AND OPEN UNIVERSITIES

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### ABSTRACT :

**T**he present study is a kind of discovery of ideas and events related to comparison of teacher education programs of traditional and distance mode. The researcher has sort out the distinct teacher education programs through this study. The researcher has find out the different modes through which the teacher education is imparted in our country. The present study will enable the teacher educators, scholars and administrators for effective implementation of teacher education programs in their respective institutes. . The present study advocates a new academic educational plan which can be helpful in improving and creating new aims, objectives, methods, and leadership traits such as hard work, risk taking, discipline, trust, courage, observation, team spirit, creativity and decision making for developing quality teacher education and institution as well.

**KEYWORDS :** Comparative Study, Teacher Education, Traditional University, Open University.

### INTRODUCTION:

Research is the most important process for the human development. Research opens the gate of knowledge for the welfare of humankind. Research seeks answers to certain questions which have not been answered so far. Research provides the solution of our complex problems in a scientific way. The present research is a kind of discovery of ideas related to teacher education system, which is based on the comparative study of teacher education system of traditional and Open University. The comparative study helped to understand the similarities and differences of both the system. The present study helped to understand the aims, goals, concept, process, methods, of teacher education of both the system. This research also enables school teachers, future teachers, teacher educators, and principals of schools and teacher education institutes to understand the process from admission to result to prepare quality teachers for our country.

The present study advocates a new teacher education system which can be very helpful in improving the quality of education and teacher education as well, which in turns satisfy the needs of future teachers and society, and there by contributes in the evolution of learning society. This study will also help in developing new aims, admission process, curriculum, transactional methodology, evaluation process, and certification to develop 21st century quality teacher. This research will provide proper guideline and will become a torch-bearer for open and traditional universities for the effective implementation of teacher education program.

### OBJECTIVES OF THE STUDY

- + To compare the traditional and open teacher education system.

- ✦ To find out the common aspects of teacher education from both the system.
- ✦ To find out the differences from both the system in the context of teacher education.
- ✦ To study and discuss in detail the processes from admission to result of teacher education of traditional and open system.

### RESEARCH QUESTIONS

As this is a qualitative comparative study, the researcher has framed nine research questions for this study. The researcher has tried to answer these questions through this study.

- ✦ What are the common elements of teacher education system of traditional and Open University?
- ✦ To what extent the teacher education system of Open University is different from the traditional?
- ✦ To what extent the teacher education system of both the system is tool for change?
- ✦ To what extent the goals of teacher education get fulfilled?
- ✦ How far the teacher education system caters the needs of changing society?
- ✦ How far the distance mode of teacher education is relevant in a country like India?
- ✦ What are the advantages and disadvantages of both the system?

### SCOPE OF THE STUDY

- ✦ This research is based on the comparative study of teacher education programs of selected traditional and open universities.
- ✦ This research covers the aims, objectives, principles, and methodology of teacher education of both the system.
- ✦ This research covers the entire process from admission to result of teacher education of both the system.
- ✦ The teacher education system of traditional and open university is analyzed through content analysis method.
- ✦ The details are not interpreted numerically or statistically.
- ✦ The characteristics of quality teacher education of both the system is taken into consideration.
- ✦ The concept of traditional and open university is also taken into consideration.
- ✦ Teacher education for secondary school teacher is taken into consideration.

### POPULATION FOR THE STUDY

In order to study and compare the teacher education system of traditional as well as Open University the investigator used to collect the exact lists of the population. The population of this study is comprised of the Secondary level Teacher Education Programs run by all the Open Universities of India and all the traditional Universities of Gujarat.

### SAMPLE OF THE STUDY

A sample is a representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. The population is properly defined so that there is no ambiguity as to whether a given unit belongs to the population. If a population is not properly defined, an investigator does not know what units to consider when selecting the sample. In order to select a sample from a given population it also necessary to have a complete, accurate and up-to-date list of all the units in the population, such a list known as sampling frame. Hence, the representative units which formed the sample of a particular study and inference can be made for the whole population. So the investigator needs to prepare a plan for framing the sample.

Now days, there are 14 open universities in the India in which teacher education program is offered through distance mode. And 6 open universities out of it were selected as sample for this study. The investigator has adopted simple random sampling technique for this study. There are 248 Bed collages in Gujarat state in which teacher education runs through traditional mode. And out of it the investigator has selected 6 Bed collages as sample for this study. Proper care has been taken for selecting the sample. For developing a model varieties of

teacher education institutions have been chosen. The researcher has included government institutions, private institutions and autonomous institutions also for this research.

### Open Universities from India are-

Sr.No	Name
1	Indira Gandhi National Open University (I.G.N.O.U – New Delhi)
2	Madhya Pradesh Bhoj Open University (M.P – Bhopal)
3	Sastra University (Tamilnadu)
4	Baba Saheb Ambedkar Open University (Ahmadabad – Gujarat)
5	Annamalai University (Tamilnadu)
6	Kurukshetra University (Kurukshetra)

### Bed collages of Gujarat (Traditional Mode)

Sr.No	Name
1	Centre for Advance Study in Education (C.A.S.E – M.S.U Baroda)
2	Department of Liberal Studies and Education (Navrachna University – Baroda)
3	Waymade Collage of Education (S.P.University V V Nagar)
4	A G Teacher’s Collage (Gujarat University – Ahmadabad)
5	Calorx Teacher’s University (Ahmadabad)
6	Indian Institute of Teacher Educations (I.I.T.E – Gandhinagar)

## RESEARCH TOOL

In any research the investigator requires many data. And for collecting such data the investigator has to develop many data-gathering tools or techniques. Each tool is appropriate for the collection of certain type of evidence or information. In case, non-availability or readymade tools, the investigator has to prepare tools which will be suited the purpose of the study.

For comparing the teacher education system of traditional and open universities the investigator has made use of interview schedule for collecting relevant data for this study. The investigator has prepared a self made interview schedule and also validated it from three experts of this field. The great care has been taken while preparing this interview schedule by the investigator. Interview was conducted to collect the data from the Principals/Heads of the Education Department of respective teacher education institutions.

For clarity in understanding the nature of teacher education system through distance mode the investigator has gone through the detailed information that was there on the websites of respective open universities. The investigator had downloaded the relevant information regarding teacher education of Open University and analysed it thoroughly. Detailed information of all the documents analyzed has been provided in the next chapter.

## DATA COLLECTION

For this particular research, two types of data have needed. First, the data related the selected teacher education system of open universities. And second, the data related to teacher education through traditional mode. The data were collected in three phases:

**Phase – 1:** In the first phase of data collection the investigator collected data from the websites of respective open universities. The investigator goes to the websites of selected open universities and downloaded relevant data regarding teacher education system.

**Phase – 2:** In the second phase the investigator identified the elements which he wanted to compare in this research. This identification was done based on the data collection in phase 1. The investigator personally visited the identified teacher education institutes of Gujarat state, and conducted interview with the Principals/Heads

of Education Departments to know and understand the system of teacher education in traditional institutions.

**Phase – 3:** In the third phase, the investigator has read many reference materials such as books, magazines, journals, articles, educational reports and reviewed previous researches and derived relevant data for this research. The investigator has reviewed 11 thesis, 6 books, 12 articles and collected relevant data for this research.

### **DATA ANALYSIS TECHNIQUE**

This is a qualitative study and the researcher has adopted the content analysis method for this research.

### **CONTENT ANALYSIS DESIGN FOR THE PRESENT STUDY**

For deriving the similarities and differences of teacher education system from both the systems the investigator has adopted and followed certain steps. They are as under:

#### **1) Understanding the Concept and system of Teacher Education, of Open University and Traditional University**

For understanding the scope and nature of teacher education the investigator has learned the concept of teacher education, traditional university and Open University through various books, articles, research papers, thesis and reports. The investigator has also understood the current system and practices of teacher education of traditional and Open University as well. The investigator has found out the concept and system of teacher education, of traditional and Open University from various books. The investigator has gone through the concept of teacher education, traditional university and Open University and understood it very well.

#### **2) Primary Reading of the Text**

Primary reading of the text give only a gestalt view regarding the specific idea. The investigator has prepared and read the preliminary note of the data regarding teacher education of traditional and open universities, which he has collected from the interview and websites of respective open universities. The investigator has derived the general idea about the comparison and concept of teacher education, traditional university and Open University as well.

#### **3) Identifying the Elements of Comparison**

After primary reading of the text, the investigator has identified the elements that he wants to compare for developing the model of teacher education. The investigator has come up with the element such as admission procedure, eligibility criteria, objectives, curriculum, teaching methods, evaluation and co-curricular activities and in a position to compare them with each other. This comparison helped the investigator to understand the system of teacher education of both the modes.

#### **4) Second Reading of the Text**

The investigator got the overall view of teacher education system of both the modes from the primary reading. He also identified the elements of comparison of teacher education system. He further compared the teacher education of both the modes. Now for further interpretation the investigator gave the text, a second reading. Second reading helped the investigator in interpretation and analysis of data. Second reading of the text enables the investigator to generate new ideas regarding the model of teacher education.

#### **5) Consulting the Reference Materials**

For understanding the system, concept and process of teacher education and to compare the teacher education of both the modes and to develop a new model of teacher education the investigator has referred some reference materials. These reference materials helped him for better understanding regarding the process of implementing the teacher education program at institutional level. . During this research, the investigator has gone through various books, magazines, journals and reports of government and private committees. The investigator has also visited certain teacher education institutes and collected relevant material for this research. The investigator also visited websites such as [www.google.com](http://www.google.com), [www.wikipedia.com](http://www.wikipedia.com), [www.baou.edu.in](http://www.baou.edu.in), [www.ignou.edu.in](http://www.ignou.edu.in), [www.spuedu.in](http://www.spuedu.in), [www.waymade.edu.in](http://www.waymade.edu.in) etc.

### **FINDINGS**

Similarities between B.Ed Programs of Traditional and Distance Mode

- + There is a similarity in vision and mission of teacher education of both the systems (Traditional Mode & Distance Mode) as they both (Traditional Mode & Distance Mode) emphasized on over all development of trainees and thereby contributing in national development by producing quality teachers for our nation.
- + There is a similarity in some objectives of teacher education of both the systems. Some objectives of both the systems have stressed upon developing certain skills and knowledge requires being good teacher for secondary schools of our country.
- + The eligibility in terms of minimum qualification for B.Ed program admission is similar in both the systems as it requires minimum graduate or post-graduate degree for the admission. There is a similarity in terms of minimum percentage requires for the B.Ed admission in both the systems, as for admission to B.Ed course the candidate has secured minimum 50% marks at graduate and post-graduate level. The reservation policy for ST, SC and OBC is also similar in both the systems.
- + There are many similarities in the admission process of B.Ed programs of both the systems. As in both the system, Universities have Centralized Admission Committees. The admission process of both the mode is online. For admission to B.Ed program the candidate has to apply online mode only through the university websites. Both the universities prepare the merits and the admission to B.Ed course is given on the basis of merit only in traditional and open universities as well.

The course structure for traditional and Open University B.Ed programs have mostly similar to each other, as both the B.Ed systems have four groups for their course implementation as follows;

- + Group A: Core Courses
- + Group B: Content Based Methodology Courses
- + Group C: Special or Elective Courses
- + Group D: Practical Works or Practice Teaching

The course structure for B.Ed programs in traditional and open universities are prepares keeping in mind the judicious mix of theoretical as well as practical aspects of teacher training.

- + All the universities provide self-instructional printed materials in the form of modules and handouts for effective implementation of course. Methods for curriculum transaction are similar in both the B.Ed course. As both the universities used Lecture Method, Discussion Method. Assignments, Subject related Task, Projects, Workshops, Seminars, Conferences and Practice Teaching (Open Universities arranged contact programs during long holidays and in vacation where guest lecturers are invited where they used lecture method and group Discussion Method for concept clarity of trainees). The pattern of practice teaching is more or less same in both the B.Ed systems, as they follow micro teaching, Simulation Teaching Practice, Block Teaching and Internship.
- + The evaluation process of B.Ed course of both the universities is mostly same, as the performance of a student in each course is evaluated in term of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher/Method Master as well as by an end semester examination and will be consolidated at the end of the course. Both the universities also conduct term end university exam for the theory and practical components of the B.Ed course.

#### **Differences between B.Ed Programs of Traditional and Distance Mode**

- + During the analysis and comparison of B.Ed programs of traditional and Open University the researcher has found many differences of conducting and implementing this program. The present section contains the information regarding the major differences between teacher education systems of both the mode. The major differences between both the teacher education systems are as under;
- + The researcher has found a significant different between these two teacher education system as open universities' vision is to Extend and Expand Higher Education by reaching the un-reached through various

flexible means suited to open and distance education mode using emerging information and communication technology. Whereas, traditional universities are aims at to nurture teachers of tomorrow with the transformative knowledge of Indian tradition and usher in a new era of teacher education, focusing upon the integral development of teachers, and thereby contributing in national development.

- ✦ There is a significant difference between the objectives of teacher education of traditional and open universities, as traditional universities' B.Ed program stressed upon the certain skills attitude and knowledge development of pre-service teacher, whereas, open universities' teacher education program stress upon the sharpen skills, update knowledge which requires for the professional development of in-service teachers.
- ✦ There is a significant difference between the eligibility criteria for admission in both the teacher education programs. As in traditional system the minimum qualification for B.Ed admission is graduate or post graduate degree with at least 45% of marks. Whereas, in Open University the minimum qualification for B.Ed admission, is to have at least 50% marks at graduate or post-graduate level. The major difference between both the system at eligibility stage is, for admission in B.Ed course through traditional mode the candidate does not requires any teaching experiences, while, in open university, the candidate must have at least two years teaching experience in government recognized primary, secondary or senior secondary level.
- ✦ The researcher has found the major difference at admission level in both the system, the selected open universities conducts entrance test for the selection of appropriate candidates, and the marks of entrance test have significant importance in preparing the merit list. Whereas, very few from the selected traditional B.Ed institutions have conducts entrance test. The researcher has found slightly difference in preparing the merit list of both the system.
- ✦ There is a slight difference between the B.Ed curriculum of traditional and Open University. The nature and numbers of core courses, content based methodology courses, special courses and practice teaching offered by traditional and Open University for B.Ed programs are quite different from each other. Some open universities assign numbers of practice teaching in the form of micro teaching and internship, while traditional universities offers 42 practice teaching lessons including internship during the whole year. There is a significant difference between the nature and numbers of co-curricular activities as offered by traditional and Open University.
- ✦ There is a significance difference between the methods of curriculum transaction of B.Ed programs of traditional as well as Open University. The traditional B.Ed institutes follow the methods such as Lecture Method, Group Discussion Method, Project Method, Action Research, Experimental Method, Case Study, Problem Solving, Peer Learning, and Educational Tour cum Visit which mainly requires face to face interaction between teacher and students. Whereas, the methods used by open universities are Conference, Seminar, Workshops, Summer Camp, Printed Materials, Video and Audio CD, Assignments, Projects, Tele-vision Broadcasting, Counselling Sessions, Personal Contact Programs and Video Conference etc, which are self learning materials in nature.
- ✦ There is a significant difference between the evaluation processes of B.Ed programs of both the systems. The evaluation process in traditional B.Ed program comprises internal and external evaluations in terms of written tests and term end external examinations. Whereas, the evaluation process of B.Ed through Open University comprises internal evaluation in the form of regular assignments and projects and annual examinations.

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