

## DECLARATION

---

*I, the undersigned hereby declare that this dissertation entitled, A Case Study of B.Sc. B.Ed. Program of Navrachana University of Vadodara, Gujarat, India is my own work and all the sources that I have used or quoted have been indicated or acknowledged by means of complete references.*

May, 2015

Place: Vadodara

Ms. Pooja Shah



## **ACKNOWLEDGEMENT**

Though only my name appears on the cover of this dissertation, a great many people have contributed to its production. I owe my gratitude to all those people who have made this dissertation possible and because of whom my learning experience has been one that I will cherish forever.

First and Foremost, I take this opportunity to thank almighty god for bestowing me with inner strength in accomplishing the desired goal.

No amount of words can express my gratitude to my guide Dr. Mandira Sikdar for her valuable guidance. I have been amazingly fortunate to have a guide who gave me the freedom to explore on my own and at the same time the guidance to recover when my steps faltered. Her patience and support helped me overcome many intricate situations and finish this dissertation.

I convey my thanks to Dr. P.V. Xavier, Principal, School of Science and Education, for his managerial support. A special thanks to Dr. Vandana Talegaonkar, M.Ed. Coordinator for acquainting me with the Academic Writing Skills.

I would like to acknowledge the faculty of School of Science and Education for their valuable inputs. I specially thank Dr. Archana Tomar, Mr. Rishi Raj Balwari and Ms. Valli Pillai for upgrading me with the knowledge of innovative research techniques.

I would like to acknowledge Ms. Pratibha Gupta for helping me with her technical knowledge. I am thankful to the experts who critically evaluated and validated my tools by providing valuable suggestions.

I am also thankful to the teachers and students of B.Sc. B.Ed. program for their generous support. A special thanks to the Academic Advisory Board members for providing essential information related to program, despite their busy schedule.

A very special thanks to my friends for their support and care that helped me overcome setbacks and stay focused on my study.

Most importantly, none of this would have been possible without the love and patience of my family. My mother, to whom this dissertation is dedicated to, has been a constant source of love, concern, support and strength. I would like to express my heart-felt gratitude to her.

**May, 2015**  
**Vadodara**

**Ms. Pooja Shah**

## INDEX

<b>TABLE OF CONTENTS</b>	<b>PAGE NO.</b>
Certificate.....	ii
Acknowledgement.....	iii
Table of Contents.....	iv
List of Tables.....	ix
List of Figures.....	ix
<b>CHAPTER 1 : CONCEPTUAL FRAMEWORK</b>	<b>1 – 18</b>
1.0. Introduction	1
1.1. Higher Education System of India.....	2
1.1.1. Evolution of Higher Education System in India.....	2
1.1.2. Evolution of Teacher Education System of India.....	3
1.2. Inception of Integrated Teacher Education Program.....	4
1.2.1. Meaning of Integrated Course.....	4
1.2.2. History of Integrated Program in Teacher Education.....	5
1.2.2.1. The period of 1960's in Education.....	5
1.2.2.2. Kurukshetra Experiment.....	5
1.2.3. Need for Integrated Courses in Teacher Education.....	6
1.2.4. Policy's and Commission's Recommendations.....	7
1.2.5. Reflections on four-year Integrated Teacher Training Program as per NCFTE 2009.....	8
1.2.6. Recent issues and developments in Integrated Teacher Education Programs.....	10
1.3. About Gujarat.....	11
1.3.1. About GCERT.....	11
1.3.2. Higher Education scenario of Gujarat.....	12
1.3.3. About Vadodara.....	13
1.3.3.1. Maharaja Sayajirao University of Vadodara.....	13
1.3.4. About Navrachana Education Society.....	14
1.3.4.1. Navrachana University.....	15
1.3.4.2. Schools of Science and Education.....	16

1.3.4.3. About B.Sc. B.Ed. Program.....	16
1.3.4.4. The Case.....	16

<b>PARTICULARS</b>	<b>PAGE NO.</b>
--------------------	-----------------

<b>CHAPTER 2 : REVIEW OF RELATED LITERATURE</b>	<b>19-32</b>
---	--------------

2.0. Introduction.....	19
2.1. Case Studies of Institutions/Schools.....	19
2.2. Attitudes of Teachers towards Teaching Profession.....	21
2.3. Professional Development of Teachers.....	23
2.4. Effectiveness of Teacher Education/ Teacher Training Programs.....	24
2.5. Implications for the Present Study.....	28
2.6. Rationale for the Study.....	29

<b>PARTICULARS</b>	<b>PAGE NO.</b>
--------------------	-----------------

<b>CHAPTER 3 : METHODOLOGY</b>	<b>33-38</b>
--------------------------------	--------------

3.0. Introduction.....	33
3.1. Statement of the Study.....	33
3.2. Research Questions.....	34
3.3. Objectives of the Study.....	34
3.4. Methodology of the Study.....	35
3.5. Sample of the Study.....	35
3.6. Preparation of the Tool.....	35
3.7. Validation of the Tool.....	36
3.8. Data Collection.....	37
3.9. Procedure of Data Analysis.....	38

<b>PARTICULARS</b>	<b>PAGE NO.</b>
<b>CHAPTER 4 : ANALYSIS</b>	<b>40-79</b>
4.0. Introduction.....	40
4.1. Analysis and Interpretation of Data obtained from Documentary Analysis.....	40
<b>4.1.1. Analysis related to Objective 1.....</b>	<b>40</b>
4.1.1.1. Analysis of data related to the objective, inception and evolution of B.Sc. B.Ed. Program...	41
4.1.1.2. Analysis of data related to the Profile of the functionaries of B.Sc. B.Ed. program.....	44
4.1.1.3. Interpretation of Objective 1.....	45
4.2. Analysis and Interpretation of Data obtained from Checklist and Questionnaire.....	46
<b>4.2.1. Analysis related to Objective 2.....</b>	<b>46</b>
4.2.1.1. Analysis of data related to the Infrastructural facilities of B.Sc. B.Ed. program.....	46
4.2.1.2. Interpretation of data related to the Infrastructural facilities of B.Sc. B.Ed. Program.....	49
4.2.1.3. Analysis of data related to the Administrative aspects of B.Sc. B.Ed. Program.....	49
4.2.1.4. Interpretation of data related to the Administrative aspects of B.Sc. B.Ed. Program.....	53
4.2.1.5. Analysis of data related to the Curriculum and transaction of B.Sc. B.Ed. Program.....	54
4.2.1.6. Interpretation of Data related to the Curriculum and its Transaction.....	61
4.3. Analysis and Interpretation of data obtained from the Semi-Structured Interview.....	62
<b>4.3.1. Analysis related to Objective 3.....</b>	<b>62</b>
4.3.1.1. Analysis of data obtained from the Semi-Structured Interview conducted with the Teachers of the B.Sc. B.Ed. Program.....	62
4.3.1.2. Analysis of data obtained from the Semi-Structured Interview conducted with the Coordinator of the B.Sc. B.Ed. Program....	65

4.3.1.3. Interpretation of data obtained from the Semi-structured interview conducted with the teachers and the coordinator of the Program....	66
4.3.1.4. Analysis of data obtained from the Semi-Structured Interview conducted with the members of Academic Advisory Board.....	67
4.3.1.5. Interpretation of data related to Semi-Structured Interview conducted with the Members of Academic Advisory Board.....	67
4.3.1.6. Analysis of data obtained from the Semi-Structured Interview conducted with the Students of the Program.....	68
4.3.1.7. Interpretation related to Semi-structured Interview conducted with the Students of the Program.....	75

<b>PARTICULARS</b>	<b>PAGE NO.</b>
<b>CHAPTER 5 : SUMMARY</b>	<b>80-111</b>
5.0. Introduction.....	80
5.1. Background of the Study.....	80
5.2. Higher Education System of India.....	81
5.2.1. Evolution of Higher Education System in India.....	81
5.2.2. Evolution of Teacher Education System of India.....	82
5.3. Inception of Integrated Teacher Education Program.....	83
5.3.1. Meaning of Integrated Course.....	83
5.3.2. History of Integrated Program in Teacher Education.....	83
5.3.2.1. The period of 1960's in education.....	83
5.3.2.2. Kurukshetra Experiment.....	84
5.3.3. Need for Integrated Courses in Teacher Education.....	85
5.3.4. Policy's and Commission's Recommendations.....	86
5.3.5. Reflections on four-year Integrated Teacher Training Program as per NCFTE 2009.....	87
5.3.6. Recent issues and developments in Integrated Teacher Education Programs.....	89
5.4. Higher Education scenario of Gujarat.....	90
5.4.1. About Vadodara.....	90
5.4.2. Higher Education in Vadodara .....	91
5.4.3. The Case.....	92
5.5. Review of Related Literature.....	93

5.6.	Rationale for the Study.....	96
5.7.	Statement of the Study.....	99
5.8.	Research Questions.....	99
5.9.	Objectives of the Study.....	100
5.10.	Methodology of the Study.....	100
5.11.	Sample of the Study.....	100
5.12.	Preparation of the Tools.....	100
5.13.	Validation of the Tools.....	102
5.14.	Data Collection.....	102
5.15.	Procedure of Data Analysis.....	103
5.16.	Major Findings of the Study.....	104
5.17.	Implications of the Study.....	109
5.18.	Discussion.....	110
5.19.	Suggestions for further Studies.....	111
	 BIBLIOGRAPGY	 112-115
	APPENDICES	116-129



## LIST OF TABLES

TABLE NO.		PAGE NO.
1.	Overview of the Data Collection and Analysis.....	39
2.	Seven Points Scale Showing Quantitative and Qualitative Equivalents.....	51
3.	Credit Structure of B.Sc. B.Ed. Program.....	55
4.	Credit Distribution of B.Sc. B.Ed. Program.....	57
5.	Responses of Students regarding the Reasons for joining the Program.....	68
6.	Responses of Students regarding the Sources that helped them to make their content strong.....	69
7.	Responses of Students regarding how the program helped them to become a better teacher and a better individual.....	71
8.	Responses given by Students regarding their Areas of Improvement.....	73

## LIST OF FIGURES

FIGURE NO.		PAGE NO.
1.	Diagrammatic Presentation of Integration of Content and Pedagogy.....	18
2.	Credit Structure of B.Sc. B.Ed. Program.....	56
3.	Responses of Students regarding the Reasons for joining the Program.....	68
4.	Sources that helped the Students to make their content strong...	69
5.	Difficulties faced by students at the initial stage of the program.....	70
6.	Learning of the Students from the program that helped them to become a better teacher.....	71
7.	Learning of the Students from the program that helped them to become a better person.....	72
8.	Responses given by Students regarding their Areas of Improvement.....	73