

## **TEACHER EDUCATION IN UNION TERRITORY OF DAMAN & DIU**

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*This paper is a survey of teacher education programme of the Union Territory of Daman and Diu. It analyses problems and suggests a few measures for improvement.*

### **INTRODUCTION**

The Union Territory of Daman and Diu has a total area of .72 sq. kms. Physiographically, Daman is a small part of the South Gujarat coastal land. The Damanganga river divides the town into the Moti Daman in the south and the Nani Daman in the north rises from the Sahyadri hills. Primarily the economy is based on fishery, agriculture, tourism and growing industries around. The UT boasts of a multifaceted cultural heritage of tribal, urban, European and Indian culture. It came into existence on 30th May, 1987 after delinking from the erstwhile Union Territory of Goa, Daman and Diu. In 1993, the first college for the training of teachers was started in Daman and that was the College of Education, Nani Daman.

### **INITIAL TEACHER TRAINING PROGRAMME FOR ELEMENTARY SCHOOLS**

There is no DIET in Daman. The two PTC colleges conduct their training programme with the help of DIET of Valsad district which is under GCERT of Gujarat State. The teachers are given short and medium term courses and training from time to time. The examination process and evaluation of the trainees of the P.T.C course is conducted by the Gujarat State Examination Board.

### **PTC Course**

The structure of the F.Y.PTC course has already been changed from academic year 2008-09. The subjects are : 1. Educational Psychology (100 Marks ), 2. Measurement and Evaluation (100 Marks), 3. Teaching of Gujarati (100 Marks), 4. Teaching of Mathematics (100 Marks), 5. Teaching of Environment (100 Marks), 6. Teaching of Hindi (100 Marks ), 7. Teaching of English (100 Marks), and 8. TLM and Computer Education (100 Marks): Total 800 marks. The present course structure for S.Y. PTC consists eleven subjects, which are: 1. School Administration and Management (100 marks ), 2. Measurement and Evaluation (100 Marks), 3. Problems and Trends of Primary Education (100 Marks), 4. Teaching of Gujarati (100 Marks), 5. Teaching of Mathematics (100 Marks), 6. Teaching of social study (100 Marks), 7. Teaching of science(100 Marks), 8. TLM and computer education (50 Marks), 9. Teaching of English (50 Marks), 10. Teaching of Hindi (100 Marks), and 11. Teaching of Sanskrit (50 marks): Total 1000 marks. The trainees are given practice teaching with 40 lessons (20+20) for both years and weekly co curricular activities are organized compulsorily like, creative activities, project works, student exhibitions etc. so that the trainees get enough experience in teaching and organizing activities and have all round development. Hostel stay is not compulsory now. The amount of fee a candidate pays as annual fee for this two year programme is Rs. 17,280 /- in each term excluding of the hostel charges.

### **INITIAL TEACHER TRAINING PROGRAMME FOR SECONDARY & HIGHER SECONDARY SCHOOLS**

The Union Territory has two teacher training institutions. After the establishment of first B.Ed. college in 1993, only one college has been established in last 16 years. The earlier one is Grant-in-aid College and the later one is self-financed college. The grant-in-aid college is affiliated to Veer Narmad South Gujarat University, Surat, Gujarat and the self financed college is affiliated to S.N.D.T. Women University, Mumbai, Maharashtra. Thus, both the colleges have affiliation

with the universities in the neighbouring states. The total intake of the grant-in aid college is 60, while that of the self-financed is 100 in which 20 seats as management quota.

### **Course Structure and Evaluation Pattern**

The grant-in-aid college is having the curriculum construction based on 50-50 % weightage of internal and external evaluation. The courses of study of Veer Narmad University, Surat is followed by this college, updated in 2006-07, has five theory papers containing 2 sections in each. The papers are:

- I Education in Emerging Indian Society, and Educational Technology.
- II. Educational Psychology and Modern Trends and Current Problems of Education in India
- III. Elements of School Management and Educational Measurement and Evaluation
- IV Methodology of Teaching (Two Special subject Sections)
- V Content of Teaching (Two Special subject Sections).

Each section carries 50 marks. Theory and practical aspects have balanced weightage. The total marking is of 1000 in B.Ed. course in which 500 marks are for theory papers of external examinations. The course of study has 3 compulsory papers and 2 papers for method and content of the respective two methods of teaching. The total weightage of practice teaching is of 300 marks and remaining 200 marks are for other co-curricular activities and practical submissions like project, teaching aids and small scale researches like surveys, case studies and action researches. The self-financed college follows the courses of study of S.N.D.T. Women's University, Mumbai, which has been revised in 2008. Theory and practical aspects have balanced weightage. Theory papers are: 1. Foundations of Management of Education as a System, 2. The Teaching Learning Process, 3. Current Concerns and Trends in Education, 4. Understanding and Developing the Learner, 5. Method and Content of Special Method – 1, 6. Method and Content of Special Method - 2. Each paper carries 100 marks weightage: Total marks 1200, in 600 marks for e theory papers of external examinations. The total weightage of practice teaching is of 300 marks, and remaining 300 marks are for internship, other co-curricular activities and practical submissions like research project, teaching aids and small scale researches like surveys, case studies, psychological experiments, seminars etc. Amount of fee in case of the grant-in aid college is annual fee of Rs. 4,280 /- (Rs. 2340/- first term, Rs. 1940/- second term). The fee in case of the self-financed college is 30,000/- (Rs. 15,000/- in each term).

### **CONTINUED PROFESSIONAL DEVELOPMENT PROGRAMME FOR ELEMENTARY SCHOOL TEACHERS**

Being a small Union Territory, Daman & Diu has only 1 Block Resource Centre and 3 Cluster Resource Centres for continued professional development programmes for elementary school teachers..

### **QUALITY OF TEACHER EDUCATORS AND ADMINISTRATION**

The quality criteria of teacher educators in the both teacher education institutions in U.T. of Daman & Diu differ in fundamentals. As the grant-in-aid college is affiliated to Veer Narmad South Gujarat University, Surat, they still follow the NCTE's earlier eligibility criteria for teacher educators i.e. minimum P.G. in concerned subject with 55 % and M.Ed. with 55 % from the recognized University and s/he has to clear SET/NET or obtain M. Phil. / Ph.D. Degree in Education before the completion of five year. The self-financed college has adopted the new eligibility criteria proposed by NCTE and they complete their staff by appointing P.G. and B.Ed. fresh candidates as faculty. Yet they give preference to M.Ed. candidates, but that is not mandatory for them. The self financed college is functioning with in-charge principal because they have not got any recognised principal after several attempts. The grant-in-aid college has recognised principal and the total approved staff. Salary structure of the grant-in aid college is as per the central government norms and that is paid by the Department of Education, U.T. of

Daman& Diu. The self financed college also follows the same scale of pay, but the salary is given by the trust only and that is from the fees collected from the trainees. Theoretically, the salary structure is uniform in both the colleges.

### **CURRICULUM TRANSACTION PROCESS**

The transaction of theory and practical aspects of curriculum is carried out as per the requirement of the course and local infrastructure. The analysis carried out during last two years shows that both the colleges differ slightly in the curriculum transaction as they have different affiliation and different status, experience and quality of faculty members. The grant-in-aid college has well established physical infrastructure and human resource. The overall academic progress of the college is satisfactory as in the sense that they have completed the process of NAAC accreditation and got the 'B' grade. The self financed college is still in growing phase. The process of curriculum transaction in this college is naturally at a different level as compared to the other college. Due to the inexperience and under eligibility of faculty members, the trainees face problems in comprehensive skill acquisition, practice teaching and overall perception of concepts. Evaluation process also differs in remarkable way that the students of the S.N.D.T. B.Ed. college gets higher marks in internal as well as external examination, while that of the college having affiliation of Veer Narmad South Gujarat University is always below level. This is a major point of discussion in Gujarat and U.T. of Daman & Diu that the trainees of self financed colleges get higher marks as compared to the grant-in-aid colleges. The quality of practice teaching lessons and demonstrations is exactly in opposite level in these colleges. This is probably due to the different attitudes and approaches of concerned university and college. As the colleges are affiliated to the universities of other States, they feel that in case of special projects and major co-curricular programmes, the process of approval becomes complex. If the process can be simplified, then the quality of teacher education programme may be improved. The special duties and projects assigned by the Department of Education and Government of Gujarat sometimes resist the mainstream programme of teacher education.

### **CONCLUSION**

The forces of globalisation and liberalisation have eroded the insularity of the education sector in U.T. and entire country. Effective teacher training programmes will help the teacher to become an enriched, dedicated and committed professional. In the rapidly changing scenario, teacher education institutions (TEIs) of U.T. need to be innovative to cater to the needs and challenges of schools, society and the whole education system.