

'An analytical study of aspects of quality improvement in BEd. Teacher Education Institutions'

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Abstract: Quality Indicators in the field of teacher education, the major quality indicators namely- curriculum design, curriculum transaction, evaluation system, research and development, infrastructure and learning resources, student support and progression, organization and management etc. have been identified by researchers. Teacher is considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. The objectives of the study are to Study the difference in the opinion of Student Teachers towards Quality Enchantment aspects like, Ethical Value, Curricular aspects, Teaching – learning and evaluation, Infrastructure and learning resources, Organization and management, Healthy practices and Internship program with respect to gender. And, to Study the difference in the opinion of Teacher Educators towards Quality enchantment aspects like Multidisciplinary teaching strategies, Curriculum design & transaction, Infrastructure and Instructional facility, Professional competency of teacher educator and Organization and management with respect to Gender. The results revealed that there is a significant difference in the opinion of male and female Teacher Educators towards Quality enchantment aspect of Multidisciplinary teaching strategies, Curriculum design & transaction, infrastructure and Instructional facility, Professional competency, Organization and management with respect to Gender.

Key words: Quality Indicators, infrastructure and Instructional facility, Professional competency, Organization and management.

1. INTRODUCTION

The concept of quality management was introduced mainly to improve the quality of the industrial product, its relevance in the area of academic institutions was also achieved by educators. Particularly in the field of teacher education, its effective implementation might ensure a better possibility of increased involvement of various stake holders, more team work, the process of redesign, competitive benchmarking, constant measurement of the outcomes, long range vision, team-based problem solving, and closer relationship with community (Kaun, 1996). Various essential necessary criterion and steps to be taken for an effective quality management program in teacher education has been suggested by Singh, G (2009, in Yadavet.al., 2011). These are as follows.

- Commitment of management and governing body: Only profit-making approach of management and governing body of a teacher education institute is a major cause of qualitative downfall of teacher education. Management should be accountable and committed to their service, have adequate concern of various quality aspects and norms in the field of teacher education.
- Identification of Quality areas: Areas to which quality improvement is required are necessary to identify. Teacher education institutions may consult various parameters identified by apex bodies like NAAC (namely curriculum design and planning, curriculum

transaction and evaluation, research-development extension, infrastructure and learning resources, support system and progression, and, organization and management; NAAC: 2005) in this regard.

- Appointment of Quality Assurance Cells: Teacher education institutions should have its own internal quality assurance cell. It consists of a number of faculty members and the management personnel in order to monitor various functions of the institution and suggest for the necessary improvements.
- Establishment of various steering committees: Identification of quality areas will lead to the subsequent identification of various tasks and to analyze those in view of their priority. Various committees may be formed in this regard and the tasks may be distributed among them.
- Design of Process and Objectives: Objectives of each steering committee need to be formulated and operationalized in terms of achievable outcomes. Depending upon this, process of functioning of each committee may be decided.
- SWOT analysis: It is one of the most essential functions of various steering committees to identify strength-weakness-opportunity-threaten the related fields and to prepare the necessary plan of action in this regard.
- awareing quality aspects: Assurance of quality is a team work. It is not possible without adequate awareness and involvement of all the concerned persons. Therefore, all the stakeholders should be well informed about the quality criterion and various efforts planned and acted upon by the management to raise the quality standard of institution.

The main indicator of the quality of teacher education can be visualized in terms of its products the learner's achievement both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values and life skills necessary for becoming a good citizen. The need of teacher man power planning has resulted in mushrooming growth of teacher education throughout the country.

Quality Indicator in Teacher Education:

The core quality indicator in teacher education program developed by NAAC –

- Total Quality Management
- Innovations
- Value based education
- Social responsibility and citizenship roles
- Institutional ambience and
- Overall development

NAAC identified 5 core values for quality development of higher educational institution –

- Contribution to National development
- Fostering Global Competencies
- Inculcating a value system
- Promoting the use of technology
- Quest for excellence

NAAC assess 7 criteria for quality enhancement in educational institution's programs –

- Curricular aspects
- Teaching – learning and evaluation

- Research, consultancy and extension
- Infrastructure and learning resources
- Student support and progression
- Organization and management
- Healthy practices

Quality Indicators in the field of teacher education, the major quality indicators namely- curriculum design, curriculum transaction, evaluation system, research and development, infrastructure and learning resources, student support and progression, organization and management etc. have been identified by researchers. Special emphasis is also given on internship program, though it is considered under the broad category of curriculum.

Thrust Areas of Teacher Education requiring Quality improvements:

The following major thrust areas of Total Quality Management in Teacher Education,

- **Multidisciplinary teaching strategies**
- **Self-regulated learning**
- **Conceptual orientation**
- **Self and Social expectation**
- **Curriculum design**
- **Curriculum transaction and translation**
- **Evaluation**
- **Infrastructure facility**
- **Internship program**
- **Professional competency of teacher educator**
- **Ethical Value**
- **Modern Trend of Teacher Education**
 - **Quality learning in teacher education (technology based):** ICT Skills, E - Learning, M-Learning:
 - **Quality up gradation through challenge and practice:** Total quality management (TQM), Diversify curriculum system, Reflective Teaching, Lifelong learning.

Agencies of Quality Assurance Various agencies are involved for assuring in teacher education:

National Council for Teacher Education (NCTE): National Council for Teacher Education (NCTE) is an Indian government body set up under the National Council for Teacher Education Act, 1993 in 1995 is to formally oversee standards, procedures and processes in the Indian education system. This council functions for the central as well as state governments on all matter with regards to the Teacher Education. The NCTE became a statutory body by an act of Parliament in 1993. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country. It is also involved in the regulations and proper maintenance of norms and standards in the teacher education system. NCTE has taken number of steps for raising the quality of teacher education system. It has formulated norms and standards for twelve teacher education courses in all at pre-primary, primary, secondary, senior secondary, physical and distance education courses. It is amandatory for the existing and new institutions to seek NCTE recognition after fulfilling the

NCTE norms. Further these recognized institutions have to submit the Performance Appraisal Report (PAR) annually. On the basis of the PAR, actions are taken to withdraw the recognition in case of violation of norms and standards. In 2002, the Council also developed “Curriculum Framework for Quality Teacher Education” for upgrading the quality of teacher education programmes at par with international standards.

Universities: The university is responsible for providing affiliation to the teacher education institutions situated in its jurisdiction. It conducts combined entrance tests and grants admissions to students against non-management seats to these teacher education institutions. It also designs curriculum, coordinates for quality teaching, and conducts examination. It also prescribes norms for certification of faculties. It is also engaged in capacity building through faculty development programme and research.

Institutions of Teacher Education: Teacher education institutions create appropriate infrastructure for providing quality teacher education and grants admission against management seats. It organizes teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. It also coordinates with the affiliating university, NCTE and the State Govt. in all matters regarding teacher education.

2. NEED AND IMPORTANCE OF THE STUDY

Teacher is considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. Teacher is determining to a great extent the character, capacity and destination of a nation. The quality of nation depends upon the quality of educators. Teacher education plays a vital role in creating value-based mentors with competence and professionalism to facilitate preparation of the younger generations for a better future where they can realize the individual and societal aspiration. Teacher education is a process which helps to human enlightenment and empowerment for the achievement of better and higher quality life as a social person.

Teacher education plays vital role in reforming and strengthening the education system of any country. Training of teachers has emerging global trends in education and the overall needs and aspirations of the people in India. The concept of “quality in education” is an immensely significant concern for academicians and academia globally, and lately this notion has also treated the realm of Teacher Education in India. It is an accepted fact that there are a number of factors responsible for assuring quality in education both internal and external to an institution. This paper presents a theoretical framework the concept of Quality in Teacher Education by identifying the parameters which are central contributors towards quality of Teacher Education, major problems facing in present time and probable measures for improving quality of teacher education in India in their new roles and responsibilities of the 21st century.

Quality in Teacher Education is an established notion which is described vividly in terms of desirable characteristics of the activities undertaken, individuals involved, and infrastructure needed. Confronted with declining standards, primarily due to expansion of higher education system, the question of quality become critical. Teacher education system is not the exception of it. For the higher education scenario in the local context, quality is

achievable if the factors influencing quality are identified and then consciously manipulating these will allow quality to be induced in the education system in our country.

3. OBJECTIVES OF THE STUDY

- a) To Study the difference in the opinion of Student Teachers towards Quality Enchantment aspects like, Ethical Value, Curricular aspects, Teaching – learning and evaluation, Infrastructure and learning resources, Organization and management, Healthy practices and Internship program with respect to gender.
- b) To Study the difference in the opinion of Teacher Educators towards Quality enchantment aspects like Multidisciplinary teaching strategies, Curriculum design & transaction, Infrastructure and Instructional facility, Professional competency of teacher educator and Organization and management with respect to Gender.

4. HYPOTHESES

1. There is no significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Multidisciplinary teaching strategies with respect to Gender.
2. There is no significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Curriculum design & transaction with respect to Gender.
3. There is no significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Infrastructure and Instructional facility with respect to Gender.
4. There is no significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Professional competency with respect to Gender.
5. There is no significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Organization and management with respect to Gender.

5. VARIABLES OF THE STUDY

Opinion of student Teachers towards Quality Enchantment aspects like, Ethical Value, Curricular aspects, Teaching – learning and evaluation, Infrastructure and learning resources, Organization and management, Healthy practices and Internship program and also Opinion of Teacher Educators towards Quality enchantment aspects like., Multidisciplinary teaching strategies, Curriculum design & transaction, Infrastructure and Instructional facility, Professional competency of teacher educator and Organization and management.

6. TECHNICAL TERMS OF THE STUDY

- **Descriptive Study:** A descriptive Study can use a wide variety of quantitative and qualitative methods to investigate one or more variables. Descriptive research is to describe the qualities, characteristics or facts of a given population, event or area of interest concerning the problem under investigation. Both Quantitative and Qualitative data were simultaneously collected, analysed separately for the purpose of establishing the facts.
- **Quality Enhancement:** Enhancement is a process of augmentation or improvement. Quality Enhancement ensures that an organization, product or service is consistent. “the process of taking deliberate steps at institutional level to improve the quality of learning opportunities. Quality enhancement is therefore seen as an aspect of institutional quality management that is designed to secure, in the context of the constraints within which

individual institutions operate, steady, reliable and demonstrable improvements in the quality of learning opportunities” (QAA 2006). In the Present Study Researcher will measure the Quality Aspects of Teacher Education Related to Teacher Educators and Student Teachers.

- **Teacher Education Institution/Programme:** Teacher Education (TE) or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The Teacher Education Institute, which includes programs in the area of Teacher Education. Teacher education institutions create appropriate infrastructure for providing quality teacher education and grants admission against management seats. It organizes teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. The duration of the course shall be two years comprising four semesters of six months each. The course of study shall be by regular attendance for the requisite number of lectures, practical training, field study and internship. It also coordinates with the affiliating university, NCTE and the State Govt. in all matters regarding teacher education. In the Present Study Researcher will be Selecting Two Year Bachelor of Education Colleges in Mysore and Bangalore Division.

7. RESEARCH METHOD

The Descriptive Survey Method will be applied in the present study. All these direct towards a proper understanding solution of significant educational problem. This specific type of inquiry requires the distribution of a survey instruments to gather data from Student Teachers and Teacher Educators of Teacher Education Institutions.

SAMPLING DESIGN: Sampling is the process of choosing the representative which is the right person or objects from the entire population (Sekaran & Bougie, 2012). Sampling is the procedure to make conclusions by using a small number of people or objects from the whole population (Zikmund, 2003). It is to ensure that to have a better understanding of the properties or characteristics and easily to generalize to the population elements. In the present study random sampling Technique will be used by the researcher. The Sample for the present study may consist of the teacher Educators of Secondary Teacher Education Institutions in Mysore Division.

Selection of Teacher Education Institutions: It is aimed at all the Teacher Educators and Student Teachers of Secondary Teacher Education Institutions in Karnataka State, but due to time, money and other factors it will be limited to only Sixty Secondary Teacher Education Institutions in Mysore and Bangalore Division of Karnataka State randomly.

Selection of Teacher Educators: Sample includes 300 Teacher Educators working in Government aided and self-financing Secondary Teacher Education Institutions of Mysore and Bangalore Division will be selected by using random sampling technique from Sixty Secondary Teacher Education Institutions. Sample size will be calculated according to the table provided by Krejcie and Morgan (1970).

Selection of Teacher Educators: Sample includes 300 Student Teachers Studying in Second Year in Government aided and self-financing Secondary Teacher Education Institutions of

Mysore and Bangalore Division will be selected by using random sampling technique from Sixty Secondary Teacher Education Institutions. Sample size will be calculated according to the table provided by Krejcie and Morgan (1970).

8. Major Findings of the study

1. It was found from the study that the obtained t-value 4.68 is greater than the table t-value at 0.05 level of significance. Hence, there is a significant difference in the opinion of male and female Teacher Educators towards Quality enchantment aspect of Multidisciplinary teaching strategies.
2. It was found from the study that the obtained t-value 2.98 is greater than the table t-value at 0.05 level of significance. Hence, there is a significant difference in the opinion of male and female Teacher Educators towards Quality enchantment aspect of Curriculum design & transaction.
3. It was found from the study that the obtained t-value 10.23 is greater than the table t-value at 0.05 level of significance. Hence, there is a significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Infrastructure and Instructional facility with respect to Gender.
4. It was found from the study that the obtained t-value 4.08 is greater than the table t-value at 0.05 level of significance. Hence, there is a significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Professional competency with respect to Gender.
5. It was found from the study that the obtained t-value 6.75 is greater than the table t-value at 0.05 level of significance. Hence, there is a significant difference in the opinion of Teacher Educators towards Quality enchantment aspect of Organization and management with respect to Gender.

Educational Implications

1. Students of Higher Education Institutions are highly motivated and if the opportunity is given, they would be able to certainly participate in the quality enhancement processes of the institutions in a very productive manner.
2. Students are highly communicative, with high expectations from institutions (including all components), are aware of the changing global educational needs and are willing to be a respectable part of the quality process of Higher Education Institutions.
3. Quality assurance framework of an institution needs to be owned by all the components. Therefore, institutions should engage in inclusive, informed, and intentional dialogues about the institutional quality enhancement mechanisms, with all the stakeholders in general and students in particular.
4. Students' views and opinions should form an increasingly important part of quality enhancement of an institution. Hence, management should honor the students' legitimate expectations of their educational experience in an institution and the learner community must work in partnership with the institution, in its efforts towards quality enhancement.

5. Students are able to give appreciable input on the quality of their institutional performance through participation in the quality assurance activities and reviews.
6. Educational services of an institution prosper in benevolent environments that provide the learners with appropriate levels of academic challenges and support.

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