

A Study of Reflective Views of Teacher Educators on Quality Assurance of Teacher Education Programmes Offered by Aided and Unaided B. Ed Colleges

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Abstract

Colleges of Education have to play a vital role in improving the standards of the system of education by preparing competent and effective teachers. Preparation of qualified and able teaching personnel in the 21st century is one of the most significant functions of the Colleges of Education. The efforts have to be more localized depending on the environment to improve the quality of teacher education across the country. In order to understand the preparedness on the part of the teacher educator community, a research work was undertaken to study the reflective views of teacher educators on quality assurance of teacher education programmes offered by B.Ed. Colleges. The descriptive survey method was used for the purpose of this study. The data was collected from 185 teacher educators teaching in aided and unaided B.Ed. Colleges affiliated to University of Mumbai. Findings of the study revealed that aided B.Ed. Colleges provide much better foundational knowledge and skills programme as compared to the unaided B.Ed. Colleges, but the overall quality training programme does not significantly differ in aided and unaided B.Ed. Colleges affiliated to University of Mumbai.

KEYWORDS: Reflective views, Teacher Educators, Quality Assurance, Teacher Education Programmes Aided and Unaided B. Ed Colleges

The National Council for Teacher Education (NCTE) was established in August 1995 with a view to achieve planned and co-ordinated development of teacher education system throughout the country and for regulation and proper maintenance of norms and standards of teacher education. Some of the major functions of NCTE are laying down norms for various teacher education courses, recognition of teacher education institutions, laying down guidelines in respect of minimum qualifications for appointment of teachers, surveys and studies, research and innovations, prevention of commercialization of teacher education, etc.

To improve the teacher education system in the country, National Council for Teacher Education (NCTE), is conducting a nationwide study on the demand and supply of teachers and teacher educators at the school level, for the years 2007-08 to 2016-17. Also, to upgrade the B. Ed. curriculum and other teacher-training programmes, a revised National Curriculum Framework for Teacher Education (NCFTE) in synchronization with the NCF 2005 is being finalized by the NCTE.

NCTE also is emphasizing on the need for continuous professional development and skill upgradation among teachers and teacher educators. The NCF that is being prepared also contains a full chapter on Continuous Professional Development (CPD) of teachers. "There should be a chain of professional development centers, supported by the government, devoted to Continuous Professional Development (CPD). There is need to develop and design a cumulative model for teacher education and development and ensure the quality assurance for teacher training programmes.

On ICT in education for teachers, NCTE recently launched a project to integrate technology in teacher education — X-elerated Professional Development in the Integration of Technology in Teacher Education (XPDTTE) in collaboration with Intel Teach Program. The programme aims to help teacher educators learn how to integrate technology to improve teaching and learning and to make student teachers ICT savvy in their own classrooms. Therefore it is very important to maintain and enhance the quality of teacher education programme. Quality assurance in teacher education plays the central role in the total quality management mission of the system. Quality assurance can be ensured by its application in all parts of customers. The main focus is on primary customers i.e. learners.

Colleges of Education have to play a vital role in improving the standards of the system of education by preparing competent and effective teachers {fit for teaching in 21st century in secondary schools as per the needs and aspiration of secondary schools.} Unfortunately quality of Colleges of Education has remained with a few exceptions, either mediocre or poor. Preparation of qualified and able teaching personnel in the 21st century is one of the most significant functions of the Colleges of Education. The efforts have to be more localized depending on the environment to improve the quality of teacher education across the country. Every institution has to become the base for change and quality improvement.

The rate of expansion of the knowledge appears to be increasing and teaching has enhanced access to information worldwide. Education for 21st century therefore needs to enhance and individuals ability to assimilate, evaluate and apply the available information. Globalization is affecting the economy, culture and information, internationalization, mobility of individual communications, and media. This is a challenge to the system of education as well as the teachers. Thus globalization in 21st century calls upon Colleges of Education to change their roles to meet the future demands of the secondary schools and society.

The Colleges of the Education are the main source of providing trained teachers to secondary schools. That way colleges of Education act like a production house for the secondary schools and secondary schools act as customers of Colleges of Education. Since the secondary schools demands are increasing due to globalization and in the changing scenario in secondary school education.

The Colleges of Education has remained as production houses following an old process, rather than a process implying training of teachers fit for teaching in 21st century. Empirical evidence is required to identify gap between the expectation of customer i.e. secondary schools and training i. e services provided by the Colleges of Education. Keeping this aim in the mind the researcher decided to conduct a research on the topic, “A comparative Study of quality assurance of teacher training programmes offered by aided and unaided B. Ed Colleges.”

The objectives of the research were as follows:

1. To study the reflective views of teacher educators on quality assurance of teacher training programmes offered by the aided and unaided B.Ed. Colleges affiliated to University of Mumbai.

2. To compare the reflective views of teacher educators on quality assurance of teacher training programmes offered by the aided and unaided B.Ed. Colleges affiliated to University of Mumbai with respect to...
 - a. Foundational knowledge and skills
 - b. ii. Content-area and methods knowledge
 - c. iii. Pre practice teaching
 - d. iv. Internship including Practice Teaching

Research Design: The method of the study was descriptive survey method. The systematic stratified random sampling was used for the purpose of data collection. In the first stage of sampling the stratified factor was the types of colleges as aided and unaided colleges of education. The sample was divided into two homogeneous disjoint strata based on the types of colleges, namely aided B. Ed. Colleges and unaided B.Ed. colleges affiliated to University of Mumbai.

The researcher collected data from 185 teacher educators teaching in aided and unaided B.Ed. colleges of University of Mumbai. The researcher covered different areas of Mumbai, Navi Mumbai and Thane District.

The researcher developed the tool to collect the data from teacher educators teaching in B.Ed. Colleges affiliated to University of Mumbai. The tool contained two section one objective and other subjective. In order to establish the validity of the prepared tool the researcher did the item analysis and of the composite tool item analysis was carried out in order to determine item validity by computing the index of discrimination. The reliability of the questionnaire was 0.89.

Findings of the study:

1. Aided B.Ed. Colleges give much more emphasis on the foundational knowledge and skills in comparison to the unaided B.Ed. Colleges.
2. Aided B.Ed. Colleges give much more emphasis on Content-area and methods knowledge in comparison to the unaided B.Ed. Colleges.
3. Aided B.Ed. Colleges give much more emphasis on Pre-Practice teaching programme in comparison to the unaided B.Ed. Colleges.
4. Aided B.Ed. Colleges give much more emphasis on Internship and Practice teaching programme in comparison to the unaided B.Ed. Colleges.
5. Aided B.Ed. Colleges give much more emphasis on overall training programme in comparison to the unaided B.Ed. Colleges.
6. Aided B.Ed. College provide much better foundational knowledge and skills programme as compared to the unaided B.Ed. Colleges.
7. The quality of training programme in content area and methods knowledge do not significantly differ in aided and unaided B.Ed. Colleges affiliated to University of Mumbai.
8. The quality of training pre-practice training programme do not significantly differ in aided and unaided B.Ed. Colleges affiliated to University of Mumbai.
9. The quality of Internship and practice training programme do not significantly differ in aided and unaided B.Ed. Colleges affiliated to University of Mumbai.
10. The overall quality training programme does not significantly differ in aided and unaided B.Ed. Colleges affiliated to University of Mumbai.

The reflective views of teacher educators were also studied; the outcome/inferences of such views are described as under:

1. It was observed many of the teacher educators could not give the specific feedback in terms of mentioning the various strategies comprehensively used by B.Ed. colleges to maintain the quality of its curricular and co-curricular. It was observed that they do take the feedback to maintain the quality of activities curricular and co-curricular programmes of B.Ed. Colleges but that feedback needs to well defined and systematic.
2. Majority of teacher educators were of the view that they organize talent search programme in the beginning of the year to identify and tap the talents of the student teachers.
3. The teacher educators utilize student teachers talents and their resources by assigning them tasks and delegating various responsibilities as group leaders, take their help in organizing cultural programmes & celebrating important days and use their talents to promote peer learning and peer tutoring by involve them in organizing all colleges activities and take their all kind of help in organizing college events.
4. Majority of teacher educators viewed that they celebrate 26th January and 15th August, Gandhi Jayanti, Religious days, Teachers' day, Guru Purnima and all other important international days by organizing the various programmes in the college. The purpose of celebration/observation of such programme is to pass on the message to promote national integration, inculcate organizational skills in them, to create awareness, to inculcate patriotism, to inculcate social, societal and personal values in student teachers.
5. No uniform pattern is followed by these B.Ed. Colleges to guide student teachers to do the research based project. The duration and quality of research based projects varies a lot.
6. 50% teachers educators use power point presentation, very less use U-tube & other educational resources in their classrooms, most use computers to undertake research projects, very few use documentary or educational films, almost half of them use LCD's for conducting seminars and very few use Over Head Projectors for curriculum transactions. Some of the teacher educators have mentioned that they browse internet for collecting information and study material from NET, some of them also have mentioned that they use other online sources like email, chat and social networking sites to guide student teachers.
7. It has been found, on average 4 to 5 indoor games and 8 to 10 outdoor games are organized by B.Ed. colleges. The indoor sports conducted are Chess, Carom, Table Tennis etc. and outdoor sports conducted are Running Race, Long Jump, High Jump, Short put, Kho-Kho, Kubbadi etc.
8. Most of teacher educators agreed that they organize remedial programmes for weaker students and many are of the view that it is an ongoing process which takes place throughout year. The purpose of organizing such programmes is to improve communication skills of student teachers, build their confidence and improve their academic performance.
9. The teacher educators were of the opinion that they organize tutorials for student teachers to help them to improve their academic scores. The purpose of organizing such tutorials is to clarify their doubts, build their confidence and improve their academic performance. Half of the teacher educators of the opinion that they organize tutorials twice in a year and very few were of the opinion that they

organize tutorials once in a month and they rarely organize tutorials for the student teachers.

10. The B.Ed. Colleges organize on an average two to three educational visits during an academic year. The purpose of organizing such educational visit is to create awareness about the geographical, historical and cultural background of such historical places among student teachers and for other educational purposes, whereas picnic is organized on an average once in a year. The purpose of the picnic is to rejuvenate their energy.
11. The majority of the teacher educators were of the opinion that, the duration of the community work is from 20 hours to 30 hours. The purpose of this is to create awareness among student teachers of their responsibilities towards the community. The programmes undertaken are Cleanliness drive programmes, Visiting orphanage child home, Celebration of festivals with orphan age and special children, Working with all kind of NGO and other community service centers for the welfare of the various socially disadvantage groups etc.
12. The majority of the teacher educators described good level of satisfaction in terms of infrastructural facilities their institutions has got. Very few teacher educators viewed that they have yet to get the building constructed. Otherwise in most of B.Ed. Colleges all other facilities are available.
13. The average duration of SUPW activities is two weeks, where it involves the process of orientation, conduction of workshop by faculty, guest speaker or student teacher itself, normally six to eight articles are made during these activities, later on exhibition of these articles is held during celebration of important days in the colleges.
14. Most of teacher educators were of the opinion that their college library provides reference books, educational journals, news papers, very few have internet facility and very few view that they have e-magazine and journals facility in their libraries.
15. More than 50% B.Ed. Colleges organize campus recruitment in a systematic manner by inviting the school supervisors and principals formally and the eligible and potential candidates can be selected during within campus itself.

Conclusion: Since aided B.Ed. Colleges provide much better foundational knowledge and skills programme as compared to the unaided B.Ed. Colleges, but the overall quality training programme does not significantly differ in aided and unaided B.Ed. Colleges affiliated to University of Mumbai. The unaided college needs to learn from B.Ed. Colleges and they shall also make all efforts to improvise the quality of its training programmes. Both aided and unaided colleges need to keep these suggestions in mind to enhance the quality of their training programmes:

1. Specific quality assurance mechanisms are to be identified and colleges have to plan and implemented the same so the quality of training programme can be enhanced.
2. There is need for all the teacher educators come together and decide unanimously the methodology and time schedule to bring uniformity in the quality of research projects undertaken by student teachers.
3. There is need to motivate these teacher educators to use technology and ICT resources optimally.
4. All the teacher educators' need to see that tutorials are organized at regular intervals so the learners can be kept on learning tracks, constant feedback and tutorials are the only means to take them to high level of academic achievement.

5. Equip your libraries with technology and promote usage of this technology among our student teachers.
6. Improvise infrastructural facilities integrating with ICT.
7. Strengthen network and collaborate with neighbouring institutions to provide sound campus recruitment facilities to student teachers.
8. Approach all kinds of boards of schools and provide experiential learning experiences to the student teachers to be competent to teach each level. Develop all such contact and relations and seek optimum help and coordinate training modules in line with win-win situation with practice teaching schools and your institution.
9. Prepare the teachers who are competent enough to be absorbed at all level of schools. Identify the competencies in demand, design the modules and include in the curriculum so the core competencies are developed in student teachers.
10. Promote use of ICT in all sorts of communication among student teachers and give more emphasis to train student teachers learn reflection and learn through positive reflection and action.

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