Quality Initiatives in Teacher Education Programme -A Case Study

[1]N.Evelyn Thayamani, [2]M.Parimala Fathima, [3]S.Mohan

[1]Meston College of Education, Chennai, Tamilnadu, India.

[2]Alagappa University College of Education, Karaikudi, Sivaganga dist, Tamilnadu, India

[3]Director,Centre for Research in Education,, Kundrakudi, Sivaganga dist, Tamilnadu, India

Abstract - The demand for qualified and quality teachers had been continuously increasing all over the world It is an essential fact that the teacher education provided must make them useful to the society. In the architecture of teacher education, the quality forms the base. This paper attempts to explain about the quality initiatives in teacher education programme based on NAAC as a case study. The quality initiatives were planned on the basis of the vision and mission of the institution which were based on the operational indicators of NAAC, and the competencies of process based teacher education as given by NCFTE-2009 and curriculum of Tamilnadu teachers' education university. The major findings were, for the prediction of quality the contribution of teaching learning and evaluation was more compared with other dimensions. It was found that there was a relationship between teaching learning and evaluation and all other dimensions.

Keywords: Quality, Initiatives, Teacher Education

I. INTRODUCTION

Teachers are the greatest assets of any education system. They stand in the inter face of the transmission of knowledge, skills and values. They are considered as the backbone of education system.. The most effective way to develop good teachers is to begin with a well - developed pre-service education programme. Therefore, it is a need to produce quality pre-service education. Nowadays educational institutions have a tendency to measure their quality in terms of student's academic achievement. The assumption is that if the results of the institution are on the increase, its quality must be good. But academic achievement is not the only criterion to evaluate the educational quality. Quality education depends on quality teachers. Each teacher education institution must implement various programmes to develop competencies with focus on the production of qualified student teachers For that we need to develop quality intiatives. This research focuses on the quality initiatives in teacher education programme. The quality initiatives were planned on the vision and mission of the institution, which were based on the operational indicators of NAAC, competencies of process based teacher education and curriculum of Tamilnadu teachers education university. In this study, quality refers to the development of student teachers in various missions according to the vision of college of education and an initiative refers to the programmes designed for the fulfillment of missions.

II. REVIEW OF RELATED LITERATURE

Studies of Buank,BeryldaHedipati (1989),Helena(1993) Joseph kessels &Tjeerdplomp (1999),Mehra andMondal (2005)Uchennaudeani and Philomena okafor.N (2012),Ashhansabllan, AhmetNacicoklar (2013).Marcia Baxter Magold (2001),of Ganganprathap; Rekha Mittal (2010) Ahamed Marina et.,al., (2012) Ghasemazadi (2012),Amanda Stevens.C (2010) Veronica Karimi Nyaga (2011) Bhupinderpalsingh (2011) . Kelley (2005) Singh Manjeet (2009),.Mani, Jacob (1987) Vishnupriyan.S Govindarajan L et.,al (2008). reflect the operational indicators of NAAC. Studies of Chardenas (2000), Kumarasamy and sutha (2004),.Cawley and Zimmarao (2000), ChrisintRubie-Davis (2009) Joshua Engelhart M (2009) ,G.sanders (2009) NordinAbdRazaket.,al (2009) Elaine Muntheet.,al (2011) LanMenter & MoriaHulme (2011) reflect on teacher education.

From the above studies, it is understood that the quality initiatives when applied produces good outcomes and also from the studies based on teacher education, it is seen that for an effective teacher, teacher aptitude, teacher competence and teacher self-concept plays an important role. Hence, the teacher education should focus on all those aspects in their system of education. From the above research studies, it was understood that many quality initiatives have been studied based on higher education. Very few studies were only available on initiaties for quality teacher education, quality initiatives based on

NAAC Criteria. This research gap was identified and the research based on quality initiatives in teacher education was attempted.

III.   QUALITY INITIATIVES

In this present study ,the investigator selected the quality initiatives based on the literature survey and on the operational indicators of NAAC and on the competencies of process based teacher education as given by NCFTE-2009.Every teacher education institution should have a vision and mission. A quality aspect of teacher education is to have so. The researcher analyzed the SWOT map of the previous academic year(2012-2013).The institution Thavathiru Kundrakudi Adigialar College of Education for women comes under Tamil Nadu Teachers Education University .Hence it was planned to have programmes as given in the curriculum. First,the competencies as given by NCFTE-2009 were matched with those in the teacher education curriculum.Then based on the missions of the institution and operational indicators of NAAC ,the initiatives were designed. After designing it was grouped into seven .These initiatives were planned with focus on whether they should be regularly given or at specific time intervals.A macro plan was designed. According to that, certain programmes were given in regular timetable, some programmes were given as yearly programmes.These programmes are called as quality initiatives by the researcher
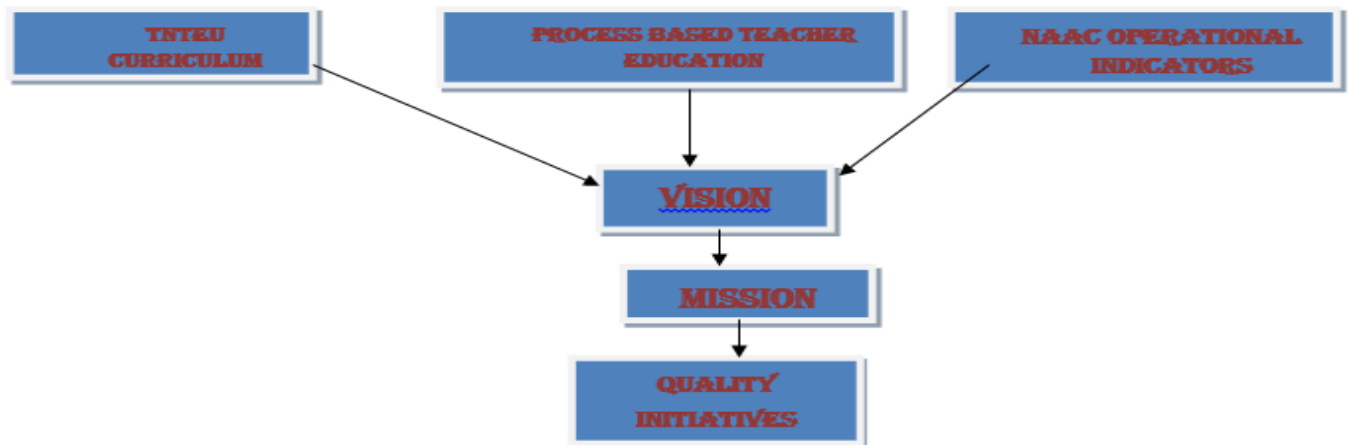

Fig:1 Quality initiatives –Flow chart

Objectives

The objectives set by the investigator were based on the research questions and assumptions of the research study .It was aimed to develop quality initiatives to enhance the quality of the institution

- To identify the vision of the institution based on NAAC's criteria of assessment
- To identify initiatives based on the vision and mission of the institution.
- To develop missions to attain the vision of the college of education.
- To develop the quality initiatives model based on the specified missions
- To implement quality initiative model for implementing programmes based on mission.
- To develop and validate research tools on assessing the effect of quality initiatives implementation in the college of Education
- To identify the effect of quality initiatives being implemented in the college of education based on student/opinion/observation/reflections/questionnaire.
- To suggest of programme of action strategies on enhancing/sustaining the quality initiatives programme in the college of Education.

Hypotheses

- Students' views differ significantly in their perception of satisfaction on Curricular   Aspects, Teaching Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning resources, Student support and progression, Governance and leadership and Innovative practices.
- Students' view on implementation of Quality Initiatives could be predicted from Curricular aspects ,Teaching learning and evaluation ,Research Consultancy and Extension ,Infrastructure and learning resources ,Student Support and Progression, Governance and Leadership ,Innovative Practices.

IV.   METHOD OF STUDY

Case study method was adopted .The sample was Thavathiru kundrakudi adigalar college of education for women and Purposive sampling technique was used. The following research phases were followed: diagnosis of SWOT, planning for quality initiatives , desigining of quality initiatves, grouping of quality initiatives ,implementation of quality initiatives, evaluation of quality initiatives, developing action programmes for sustaining quality initiatives. In order to collect data from student teachers, the research tools: students view on

implementation of quality initiatives, students views on occurrence of quality initiatives were designed. Also the researcher used feedback and observation.students view on implementation of quality initiatives consisted of 50 statements which was designed as four point scale .Students views on occurrence of quality initiatives consisted of 121 yes or no type close ended questions. The researcher validated the tool by using Cronbach alpha method for reliability .The reliability coefficient for students views on implementation of quality initiatives was 0.94and for students view on implementation of quality initiatives was0.86.Both the tools were validated by the experts and content validity was established.The data was collected from the students of thavathiru kundrakudi adigalar college of education.The data was collected after the implementation of all the quality initiatives.In this study descriptive analysis, correlation analysis and regression analysis were used.

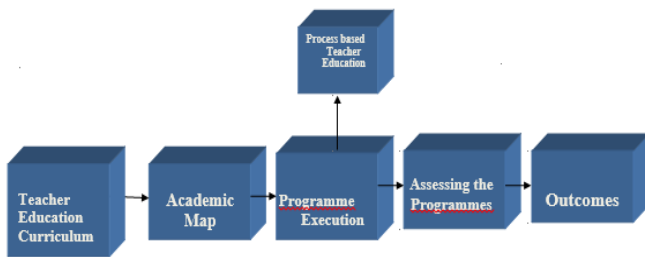**Model of Implementation of Process based Teacher Education Results**

Fig-2 Model of Implementation of process based teacher education

Table-1 Mean and Standard Deviation Scores for Students views on Implementation of "Quality Initiatives in all Dimensions"

S.No	Dimensions	Max Score	Mean	Standard deviation
1	Curricular Aspects	27	20.00 (74.07)	4.62
2	Teaching, Learning & Evaluation	39	28.95 (74.23)	6.50
3	Research, Consultancy & Extension	15	11.19 (77.6)	2.94
4	Infrastructure & Learning Resources	27	16.99 (62.93)	5.23
5	Student support and Progression	21	12.81 (61.00)	3.76
6	Governance & Leadership	15	11.66 (77.73)	2.73
7	Innovative Practices	6	04.44 (74.00)	1.39

(Percentage in Parenthesis)

The mean scores of all the dimensions are slightly varied.This shows that the quality initiatives had been implemented in all the dimensions

Table-2 Mean and Standard Deviation Scores for Students' views on Occurrence of "Quality Initiatives in all Dimensions"

S.No	Dimensions	Max Score	Mean	Standard deviation
1	Curricular Aspects	19	13.31(70.1)	2.85
2	Teaching, Learning & Evaluation	25	17.03 (68)	3.24
3	Research, Consultancy & Extension	14	9.08 (64.9)	2.3
4	Infrastructure & Learning Resources	25	17.03 (68.12)	3.24
5	Student support and Progression	25	17 (68)	3.18
6	Governance & Leadership	7	4.8 (68.6)	1.39
7	Innovative Practices	6	3.69 (61.5)	1.26

(Percentage in Parenthesis)

The mean scores of all the dimensions are slightly varied.This shows that the quality initiatives had been occurred in all the dimensions.

Table-3 Correlation between the Dimensions on Occurrence of "Quality Initiatives"

	D1	D2	D3	D4	D5	D6	D7
D1	1.00	-	-	-	-	-	-
D2	0.83	1.00	-	-	-	-	-
D3	0.400	0.68	1.00	-	-	-	-
D4	0.83	1.00	0.68	1.00	-	-	-
D5	0.81	0.95	0.59	0.95	1.00	-	-
D6	0.13	0.12	0.02	0.12	0.17	1.00	-
D7	0.16	0.14	0.02	0.14	0.19	0.98	1.00

It is observed that there is a relationship between Teaching Learning and Evaluation (D2) and all other dimensions (ie) Curricular aspects (D1), Research Consultancy and Extension (D3), Infrastructure and Learning Resources(D4), Student Support and Progression (D5), and Governance and Leadership(D6).

Table-4 Correlation between the Dimensions on Students view on Implementations of "Quality Initiatives"

	D1	D2	D3	D4	D5	D6	D7
D1	1.00	-	-	-	-	-	0.46
D2	0.73	1.00	-	-	-	-	-
D3	0.55	0.75	1.00	-	-	-	-
D4	0.63	0.78	0.60	1.00	-	-	-
D5	0.58	0.65	0.46	0.72	1.00	-	-
D6	0.66	0.85	0.68	0.61	0.48	1.00	-
D7	0.46	0.66	0.51	0.65	0.52	0.58	1.00

There is a relationship between Teaching Learning and Evaluation (D2) and all other dimensions (ie) Curricular Aspects (D1), Research Consultancy and Extension (D3), Infrastructure and Learning Resources (D4), Student

Support and Progression (D5), and Governance and Leadership(D6).

Table-5 Regression Analysis on Student views of Implementation of "Innovative Practices"

Dimension	Un standardized Coefficient		Standardized coefficient
	B	Std error	Beta
A (Constant)	1.18	0.00	
X1	1.00	0.00	0.20
X2	1.00	0.00	0.28
X3	1.00	0.00	0.13
X4	1.00	0.00	0.23
X5	1.00	0.00	0.16
X6	1.00	0.00	0.12
X7	1.00	0.00	0.06

The prediction on the quality (y) is dependent on Curricular Aspects, Teaching, Learning and Evaluation, Research Consultancy and Extension, Student Support and Progression, Governance and Leadership, Innovative practices as revealed by beta co efficient. The maximum predictive power indicated the maximum predictive power of Teaching Learning and Evaluation. It clearly shows that Teaching Learning and Evaluation will certainly predict the quality.

Table-6 Regression Analysis on Student views on Occurrence of Quality Initiatives on Governance and Leadership

Sl.No	Dimension	Un standardized coefficient		standardized coefficient
		B	Std error	Beta
1	A(Constant)	1.38	0.00	
2	X1	1.00	0.00	0.21
3	X2	2.00	0.00	0.48
4	X3	1.00	0.00	0.17
5	X5	1.00	0.00	0.24
6	X6	1.00	0.00	0.10
7	X7	1.00	0.00	0.09

The prediction on the quality (y) is dependent on Curricular Aspects, Teaching, Learning and Evaluation, Research Consultancy and Extension, Student Support and Progression, Governance and Leadership, Innovative practices as revealed by beta co efficient. The maximum predictive power indicated the maximum predictive power of Teaching Learning and Evaluation. It clearly shows that Teaching Learning and Evaluation will certainly predict the quality.

Major findings are,

➢ The mean scores vary in all the dimensions and hence it is understood that the quality initiatives had been implemented and occurred.

➢ There is relationship between teaching, learning and evaluation and all other dimensions.

➢ The prediction on the quality is dependent on teaching, learning and evaluation. This may be due to the quality initiatives applied in this dimension.

Educational implication

From the findings it is revealed that when quality initiatives were planned and executed, according to the NAAC indicators, competencies of process based teacher education and curriculum of tamilnadu teachers education university, the student teachers were able to develop the necessary skills and competencies in all the missions of the institution. The investigator suggests the following recommendations for ensuring quality

➢ An academic map must be redesigned in such a way to alleviate the short falls noted by the student teachers.

➢ The academic map should reflect the mission and vision of the institution.

➢ A macro plan based on academic Map with month wise/ week wise implementation must be developed.

➢ A monitoring mechanism must be developed to check the execution of programmes.

➢ Latest updated of technology must be executed in governance set up.

➢ Articulation and Reflection chart for over all evaluation can be drawn regularly for each exam.

V.   DISCUSSION

The results indicate that the various quality initiatives planned were executed and also the study shows the relationship between teaching learning and evaluation and all other dimensions..As such when quality initiatives are implemented it will help to imprve the quality f teacher education institution.Based on the research findings,the following research could be attempted

❖ Enhancing quality in teaching learning process in teacher education programme

❖ Developing valued based programme in teacher education programmes on personality development.

❖ Effect of pedagogical and technological intervention integration program on quality initiation in teacher education program.

❖ Effect of implementing innovative practices in teacher education programme on sensitizing teacher trainees.

❖ Cultivating research aptitude on learning process among student teachers.

VI.   CONCLUSION

In this research work, the quality initiatives were developed, based on the NAAC operational indicators such as curricular aspects, teaching learning and evaluation, research consultancy and extension, Infrastructure and learning resources, student support services, governance and leadership and innovative practices and were

implemented and found out the effectiveness. The quality initiatives were developed based on the vision and mission of the institution It was found that there was a relationship between teaching learning and evaluation and all other dimensions. On the whole, the initiatives applied many essential skills, which will be helpful for the student teachers in future. Therefore it is understood that any teacher education institution should not only focus on the academics but also importance must be given to their co-curricular aspects ,which constitutes the quality.From the research findings, the articulation aspects are well required in every aspect of quality initiatives of the institution. Quality initiatives are always subjected to scaffolding because of the continuous, social, ecological, philosophical changes in the behavioral aspect of teacher & student in every instant

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