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Influence of Teacher Education Syllabus on the Quality of Teacher Education: A Perception Study with special reference to Teacher Education in Goa.

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Introduction

Teacher Education is an important area of concern in our Educational system. Numerous committees and commissions were established to improve and change the status of teacher Education. There is a growing concern of assuring quality at all levels of education in the present educational scenario. It hardly needs to state that the status of teachers has got a direct bearing on the quality of education. Emphasizing the role and status of teacher and teacher education, the Education Commission (1964-66) had rightly stated that of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than recurring a sufficient supply of high quality recruits to the teaching profession.

The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teacher 'professional training'.

Various attempts have been made to improve the status of teacher education in India. The National policy on Education (1986) has suggested establishing District Institutes of Education (DIETS), Colleges of Teacher Education (CTE) and Institutes of Advanced Studies in Education (IASE's) for providing teacher education at different levels. DIETS cater to the pre- service and in-service education of the elementary School teachers for each district level, whereas the CTE's and IASE's are responsible for Teacher Education at the Secondary and Higher Secondary levels.

Delors Commission (1996) States "rethinking of teacher education is necessary in order for it to bring out in future teachers precisely those human and intellectual qualities that well facilitate a fresh approach to teaching"

The official mechanism of NCTE, UGC, and NAAC and other policy makers and stakeholders are continuously trying to improve quality. According to NCTE "Teachers are torchbearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for accelerating role of education. No nation can even marginally slacken its

efforts in giving necessary professional inputs to its teacher and along with that due status to their stature and profession” (NCTE 2000).

In order to assess the quality of teacher education institutions, certain quality indicators are to be considered. NAAC (2004) has identified seven core indicators for quality teacher education follows.

- a. Curriculum planning and design, which includes goal, orientation, curriculum development, programme options, academic flexibility and feedback mechanism.
- b. Curriculum transaction and evaluation which includes admission process, catering to diverse needs, teaching learning process, teacher quality, evaluation of teaching, evaluation of learning and examination reform.
- c. Research, Development and Extension, which includes promotion of research, research output, publication output, consultancy, extension activities, participation and extension and linkages.
- d. Infrastructure and Learning resources which includes physical facilities, maintenance of infrastructure, library and learning resource, computers as learning resources and other facilities.
- e. Student support and Progression which includes student profile, student progression, student support and activities.
- f. Organization and Management which includes goal orientation and decision making, organization structure, powers and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal, staff development programmes, resource mobilization and financial management.
- g. Healthy practices which include total quality management, innovations, value based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

P. Usha Devi(2002) in an article “Qualitative improvement of teacher education” says Unless we bring quality into teachers, we can’t expect innovation and change in the quality of the product i.e. education. In India teacher is considered to be least developed resource. We have hardly given the attention and consideration to select the right kind of people for teaching profession and providing them the best possible training and ensuring their status in keeping with the importance and responsibility of their work. Restructuring of teacher preparation process is highly essential for professionalization and empowerment of teachers.

Ancel Maria (2002) in an article on revamping Teacher Education Curriculum opines that quality teacher education cannot be visualized in isolation. It requires mutual and collaborative efforts from schools, peer institutions, universities and community at large. Thus the basic mission of teacher education system should be viewed in terms of the indispensable demands of the society, characterized by the democratic values high demands for leanings, felt needs of the society and flexibility to cope with inevitable socio economic changes.

Louis Vernal (2002) in an article Teacher Education and Social Transformation opines that Teacher Education should focus on the preparation of teachers who would facilitate the students in acquiring knowledge, skills and attitudes that would be agents of social transformation. All the students in teacher education institutions should act as social reformers in their community campaigning against the social concerns of emergent India. For this purpose, the curriculum of teacher education courses has to be altered to highlight the role of the school and the teacher in nation building activities and integrate the theoretical inputs with actual activities in the community around teacher education institutions.

A Prameela (2002) in an article on Teacher Education Current Issues and restricting measures stresses the need for a quality teacher education. A dynamic and

progressive society has to find ways and means to resolve the issues and solve the problems which it faces in any sphere of life. Educational development has always been a fore-runner of social change and development. Therefore we have been striving hard to find appropriate responses to the challenges in the field of education, so as to make it a powerful vehicle of social change. The success of an education system largely depends upon the quality of teachers available to it and the quality of teachers depends upon the quality of the teacher education.

Need of the Study

Teacher education by and large is conventional in its nature and purpose. The integration of theory and practice in the teacher education programmes still remain inadequate. The system still prepares teachers who do not necessarily become professional, competent and committed at the initial teacher preparation programme. The system however continues to function more or less on the same principles; similar content and approaches characterized by continuity and the unwillingness to change.

Teacher Education in Goa needs updating if it has to fall in line with the demands of the new emerging knowledge society. The increasing recognition given to the area of teacher preparation as research topic is evident from the volumes of studies carried out in the field in the last decade, which continues even today. But no research work has been undertaken in Goa in the recent past by any researcher on the quality of teacher education. The investigator's interest in this area is that he had ample personal experience of some problems in the field. Also while sharing such experiences he could realize that the teacher educators of different institutions and teachers of practice teaching schools would have different or similar experiences. He believes that identifying the perceptions of teachers, teacher educators and head teachers on the quality of teacher education syllabus may be a stepping stone leading to suitable remedial measures for improving quality of teacher education in the State of Goa.

Objectives

1. To find out the quality of teacher education syllabus at different levels of teacher education as perceived by the teacher educators, head teachers and teachers.
2. To find out whether there is any significant difference in the perception of teacher educators, head teachers and teachers with regards to syllabus of teacher education.

Hypothesis of the study

The following hypothesis was formulated to check the objectives stated above

There is no significant difference between the perception of teachers, teacher educators and head teachers with regard to syllabus of teacher education.

Methodology

Sample

The researchers description about perception is restricted to a sample of 196 respondents including 40 teacher educators, 121 school teachers and 35 head teachers.

General data Sheet

A general data sheet was prepared by the investigator to collect the basic details about the teacher educational institutions under study.

Perception Questionnaire

It consists of 09 items related to various aspects of teacher education syllabus.

Questionnaire on Quality of Teacher Education Syllabus

- 1 Teacher Education syllabus has been prepared as per the guidelines given by NCTE, UGC and other relevant organizations in the field of Teacher Education.

A	D	U
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Comments if any:- _____

- 2 All the stakeholders i.e. Headmasters, Teacher Educators and School Teachers Syllabus.

A	D	U
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Comments if any:- _____

- 3 The present Teacher Education Syllabus is adequate to produce quality teachers for Goa

A	D	U
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Comments if any:- _____

- 4 The present Teacher Education Syllabus is adequate to produce quality teachers for Goa

A	D	U
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Comments if any:- _____

- 5 The syllabus is updated on a regular basis.

A	D	U
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Comments if any:- _____

- 6 Teacher educators get sufficient time to transact the syllabus.

A	D	U
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Comments if any:- _____

- 7 Many important components on teacher education are lacking in the present teacher education syllabus

A	D	U
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Comments if any:- _____

- 8 Practicum part is not very clear in the present teacher education syllabus.

A	D	U
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Comments if any:- _____

- 9 Most of the reference books prescribed in the teacher education syllabus are not available in the library.

A	D	U
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Comments if any:- _____

Data Analysis

The following different statistical methods were used in analyzing the data in the present study

1. Descriptive statistics was calculated to find out the variation in the perception for the total sample and for the sub samples.
2. T-test was applied to study the difference between the mean perception of teacher educators, head teachers and teachers of secondary schools.
3. One-way ANOVA(Analysis of Variance) was used to compare the mean perception of teacher educators, head teachers and school teachers on teacher education syllabus.

ANALYSIS OF THE GENERAL DATA SHEET ON THE STATUS OF TEACHER EDUCATION IN GOA

The Heads all the teacher education institutions under study agreed that they all have the required infrastructure for all the teacher education courses run by the respective institutions. Enrolment of students for various teacher education courses are full and the percentage of results for the previous academic year 2018-2019 is above 90% in all the institutions .There was 100 % result in three institutions. Teaching and non teaching staff are appointed as per the requirements and guidelines given by NCTE and other relevant educational bodies

ANALYSIS OF THE PERCEPTION QUESTIONNAIRE ON THE QUALITY OF TEACHER EDUCATION SYLLABU

THE LEVEL OF PERCEPTION ON THE QUALITY OF THE TEACHER EDUCATION SYLLABUS BASED ON THE TOTAL SAMPLE

Table 1.1 *Descriptive Statistics for the Total Sample for the dimension Educational Syllabus*

Groups	Mean	Median	Mode	SD	Skewness	Kurtosis
Total sample	11.56	12.00	13.00	2.85	-0.513	0.202

From table 1.1 it is clear that the mean, median and mode values are almost same. The standard deviation value shows that the distribution is not much deviated from the true value. The negative skewness shows that the population possess mainly of high scores. It indicates that the scores are massed at the higher end of the scale. This means that the number of participants who got low scores is comparatively less than the number of participants who got high scores. The Kurtosis value is found to be less than 0.263. Hence the distribution is leptokurtic.

Table 1.2 *Percentage Analysis of scores for the dimension of Teacher Education Syllabus for Total Sample*

Divisions	High	Average	Low
No. of Students	18	134	44
Percentage	9.18	68.37	22.45

Table 1.2 clearly shows that the total sample possess an average level of perception for the dimension Teacher Education syllabus of Present Educational status. The results were clearly shown by the pie diagram represented below.

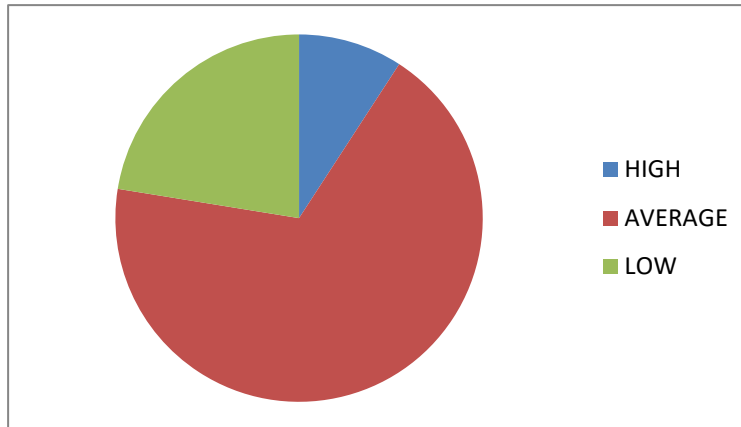


Figure 1.1 Pie – Diagram for the distribution of Scores on the dimension Educational Syllabus for Total Sample

TESTING OF HYPOTHESIS ‘THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE PERCEPTION OF TEACHERS, TEACHER EDUCATORS AND HEAD TEACHERS WITH REGARD TO TEACHER EDUCATION SYLLABUS’

Table 1.3 Comparison of scores on the dimension Teacher Education Syllabus for relevant Subsamples

Sub samples	Mean	Standard Deviation	t - value
Teachers	10.94	2.75	
Head Teachers	12.51	2.85	2.95**
Teacher Educators	12.60	2.7	
Head teachers	12.51	2.85	0.134
Teachers	10.94	2.75	
Teacher Educators	12.60	2.7	3.32**

** - Significant at 0.01 level

From the table 4. 9, it was found that there exists a significant difference between the mean scores of Teachers and Head teachers for the dimension Teacher education syllabus. It was also found that there exists a significant difference between the mean scores of Teachers and Teacher educators for the dimension Teacher education syllabus. But there exists no significant difference in the mean scores of Teacher educators and Teachers for the dimension Teacher education syllabus. For further interpretation, Analysis of variance was done as shown in the table below.

Table 1.4 Summary of one way ANOVA for the scores on the dimension Teacher Education Syllabus for relevant Subsamples

Sub sample	Source of variation	Sum of squares	Degrees of freedom	Mean squares (variance)	F value
Teacher Education Syllabus	Between groups	121.327	2	60.66	7.96**
	Within groups	1470.938	193	7.62	

** - Significant at 0.01 level

From the table 1.4 it was found out that there exists a significant difference in the mean scores for the relevant sub samples based on the dimension Teacher Education syllabus. For checking which groups are showing the differences in the mean scores scheffe’s post hoc test was conducted. The results were as shown in the 1.5

Table 1.5 Data and Results of the Scheffe's Test of multiple comparison between means of scores on the dimension Teacher Education Syllabus for relevant Subsamples

Sample	Group Compared	Mean	P Value
Teacher Education Syllabus	Teachers & Head Teachers	10.94	1.57*
		12.51	
	Teacher Educators & Head teachers	12.60	0.085
		12.51	
Teachers & Teacher Educators	10.94	1.67*	
	12.60		

* - Significant at 0.05 level

Table 1.5 shows that there is a significant difference existing between the scores of Teachers and Teacher educators and that between the subsamples Teachers and Head teachers. The results were clear when considering the bar diagram which represents the mean scores on the dimension Teacher Education syllabus for the various subsamples as shown in figure 5.

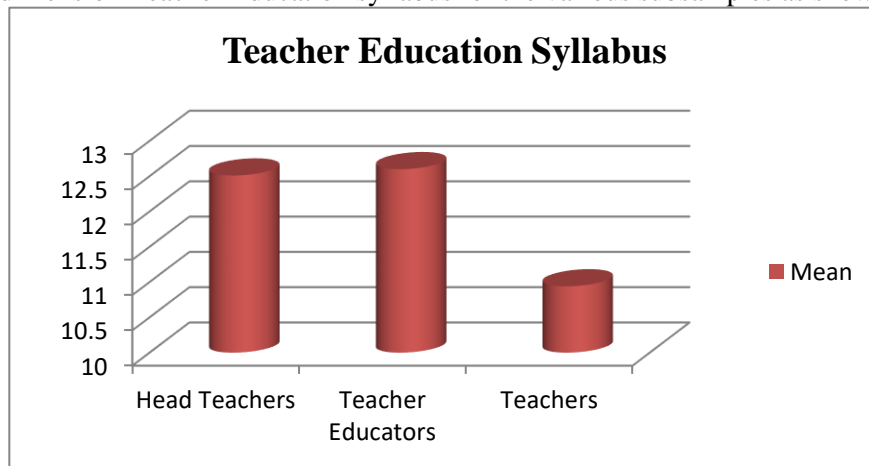


Figure 1.2 Comparison of Mean scores on the dimension Teacher Education Syllabus for Subsamples

From the figure 1.2 we can reach the conclusion that there exists significant difference between the perception of teachers, teacher educators and head teachers with regard to Teacher Education Syllabus. Hence Hypothesis is partially substantiated.

Conclusions and Suggestions

Conclusions

1. Teacher Education Institutions in the State of Goa have the required infrastructure and teaching staff as per the requirements of NCTE and other relevant educational bodies.

2. Enrolment for teacher education courses in all the teacher education institutions in Goa is 100%
3. Pass percentage of students in all teacher education institutions in Goa for the academic year 2018-19 was above 90%.
4. The total sample possess an average level of perception for the dimension Teacher Education syllabus .
5. There exists a significant difference between the scores of teachers and teacher educators and between teachers and head teachers on the dimension of teacher education syllabus.

Suggestions

1. NCTE norms should be strictly enforced in all teacher education institutions. This will check the deterioration in quality of pre-service teachers to a great extent.
2. Admission of student teachers should be based on an aptitude test and professional interviews.
3. Teacher education syllabus need to be updated on regular intervals in consultation with, teacher educators, Head teachers and teachers teaching in secondary schools .A comparison of syllabus with other States/ universities will help us to identify areas that we need to include in the present syllabus.
4. Practicum part should be made clear in the syllabus and the criteria for assessment should also be specified.
5. All the reference books prescribed in the syllabus should be made available in the library. A well- appointed reading room is essential for encouraging the reading habit of student teachers.

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