

Status and Quality of Teacher Education in the State of Goa as Perceived by Teachers, Head Teachers and Teacher Educators

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I. Introduction

India's National Policy on Education 1986 has boldly opined 'No people can rise above the level of its teachers'. It further stated that the 'status of the teacher reflects the socio-cultural ethos of a society'. The society is, indebted to the teachers for shaping the destiny of the nation. Teacher education is said to be very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher education which can be taken as a starting point. Improvement in the quality of education is not possible without improving the quality of teacher education and teachers.

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. The following research studies show the need for a rethinking in teacher education programmes in our country

STUDIES RELATED TO QUALITY IN TEACHER EDUCATION

Mohan (1980) attempted an investigation to find out the effectiveness of the teacher preparation programmes in the colleges affiliated to Avadh university of Faizabad. The majority of the respondents were not satisfied with the quality of the training programme

Yadav (1980) reported weak link between teachers of practicing schools and teacher-educators, want of minimum facilities in the practicing schools and use of only lecture methods by method teachers as the major constraints in effective organization of student teaching performance.

Hemabujan (1983) reported that the comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc.

Kakkad (1983) reported that there should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluations of practical, session work and other aspects may be in grades.

Shah (1986) surveyed management of student teaching programme in India, taking samples from 46 training colleges representing 13 different states and revealed that overall picture on organization of criticism lesson is not impressive.

Bhatia (1987) has concluded to cut down the theory load to 50 percent of the time spent and supervision of practice lessons by method teachers only. He further observed ill organization of practicals.

Bhatanagar (1988) reported that he reviewed 39 studies on student teaching programme and other practical works relating to B.Ed. Examination from 1952 to 1978 and concluded that the organisation of student teaching programme as the weakest component in teacher education programme. Studies undertaken on student teaching programme in Orissa revealed defective organisation of the programme, poor supervision system, lack of cooperation between school and college teachers and use of few selected methods of teaching as the major constraint in organisation of this programme

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.

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.

Mathew Jojen (2006) in an article on 'Quality Improvement Programs in Teacher Education' says that 'the programme of teacher education requires a closer scrutiny and much improvement. The quality of the teacher training institutions remains with a few exceptions, either mediocre or poor. So there is an urgent need to improve the quality of teacher education in our country.'

Need for the study

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 different aspects of the quality of teacher education may be a stepping stone leading to suitable remedial measures for improving quality of teacher education in the State of Goa. The aim of the present study is to find out the quality of teacher education in Goa as perceived by teacher educators, teachers and head teachers.

The study was conducted with the following objectives.

OBJECTIVES

- ▶ To find out the status and quality of teacher education at different levels in Goa.
- ▶ 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.
- ▶ To find out the quality of Practice Teaching at different levels of teacher education as perceived by the teacher educators, head teachers and teachers.
- ▶ To find out about the quality of evaluation procedures at different levels of teacher education as perceived by teacher educators, head teachers and teachers.
- ▶ To find out whether there is any significant difference in the perception of teacher educators, head teachers and teachers with regard to syllabus, teaching practice and evaluation procedures at different levels of teacher education.

Hypotheses

The following hypotheses were 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 teacher education syllabus.
- ▶ There is no significant difference between the perception of teachers, teacher educators and head teachers with regard to practice teaching.
- ▶ There is no significant difference between the perception of teachers, teacher educators and head teachers with regard to quality of evaluation procedures.

II. Methodology

Sample

The researcher's 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 25 items dealing with three important areas of teacher education like Teacher education syllabus, Teaching practice and Evaluation.

III. 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, teaching practice and evaluation practices in teacher education.

Major Findings of the Study

- ▶ 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.
- ▶ Enrolment for teacher education courses in all the teacher education institutions in Goa is 100%
- ▶ Pass percentage of students in all teacher education institutions in Goa for the academic year 2018-19 was above 90%.
- ▶ It was found that the perception on the quality of teacher education was at an average level for the total sample.
- ▶ Level of perception with regard to all the three dimensions-teacher education syllabus, practice teaching and evaluation practices- in teacher education institutions was at an average level for the total sample.
- ▶ There is no significant difference between the level of perception of teacher educators, head teachers and school teachers with regard to the quality of teacher education syllabus.
- ▶ There is no significant difference between the level of perception of teacher educators, head teachers and school teachers with regard to the quality of practice teaching.
- ▶ There is no significant difference between the level of perception of teacher educators, head teachers and school teachers with regard to the quality of evaluation practices in teacher education institutions in Goa.

IV. Conclusion

Teacher Education in Goa needs updating if it has to fall in line with the demands of the new emerging knowledge society. It is very clear from the findings of the study that the level of perception with regard the quality of teacher education is average for all the three dimensions- teacher education syllabus, practice teaching and evaluation practices..More studies need to be conducted to find out the reasons for this finding. NCTE norms should be strictly enforced in all teacher education institutions. This will check the deterioration in quality if any of pre-service teachers to a great extent

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