CHAPTER – I

THE PROBLEM AND ITS BACKGROUND

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CHAPTER - I
THE PROBLEM AND ITS BACKGROUND

1.1 INTRODUCTION:

“A Nation is built by its citizens, citizens are moulded by teachers and teachers are made by teachers-educators”. The National Policy on Education, 1986 has rightly stated, "No people can rise above the level of its teachers and So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education"(source/wiki.answers.com). Education makes the future generation to take their position in their society, and teacher has pivotal role for mankind in this process. It is in this context, the relevance of teacher education has to be examined. The present time is characterized by rapid rate of scientific, technological, economical and social changes. It has necessitated the reconstruction of educational system which should not meet only the present day needs and demands but also equips the learner to function in the future society.

The vital part in teacher education programme is known as practice teaching. In this country, there have been discussions seminars, conferences from time to time there is general agreement that the quality of education in schools depends on the qualitative aspects of teacher education in. There was important conference of the All India Association of Teachers' college at Baroda (1964) and the report of this conference pleaded for a new outlook for practice teaching and strongly recommended that in addition of practice of lessons; pupil-teachers should undertake practical work and participate in other activities of the practicing school as regular teachers. The NCERT suggests in handbook "Internship in Teaching" has clearly indicated that this programme should be properly designed in order to provide each pupil-teacher with a broad and comprehensive experience in the development of teaching competency far beyond the
practice teaching. Internship places the pupil-teacher in the school situation as a full time apprentice for eight to twelve weeks in which he is initiated in the art of teaching. The pupil-teacher works in the practicing school or better called cooperating school as a full time teacher and participates in other activities of the school, because it is felt that teacher preparation programme can never become effective unless the schools become active partners in the teacher education and internee in these schools made to feel as regular teachers for, at least, the duration of his stay there. In fact the co-operating schools serve as links between laboratory condition (teacher-education institutions) and real conditions (schools or colleges).

The qualitative aspect of teacher education has undergone radical movement in the post-independence era. Pre-service teacher education programme plays a vital role in developing certain characteristics within the pupil teachers. Those characteristics are related mainly to the attitude, skill and comprehensive outlook of pupil-teachers. By and large, “some of the pertinent problems related to teacher education still continued to persist and most of them are related to traditional curriculum, ineffective method of teaching, less emphasis on development of professional attitude, least impact of school practices, poor academic background of pupil-teachers, feeling of professional inferiority and insecurity and many other such allied problems”(source-anvikshikijournal.com). The teacher education programme plays an important role in shaping and moulding the habits, manners and above all the character of student-teachers to become an effective teacher. The Institutional climate of a teacher education institution is not only dependent on teacher-educators but also on Principal, Administration, Infrastructure of the institution and the quality and background of student-teachers taking admission in the college.
“The present state of secondary teacher education in the country presents a mixed picture of far-sighted intentions and innovations coupled with alarming distortions and structural short-comings. Looking back, from the past to the present, it appears that although the nomenclature has undergone a change from training to education, the system by and large has remained unchanged. The major weaknesses have been successively pointed out by University Education Commission (1948-49), Secondary Education Commission (1952-53) and Education Commission (1964-66). NCTE (1978) prepared a framework for teacher education and called for drastic changes starting from the very conception of teacher education, its objectives, content and methodology. The National Commission on Teachers (1983-85) recommended reforms in teacher education and called for revamping the courses and curricula” (source-voiceofresearch.org).

In the document, Challenge of Education: A policy perspective (1985), it has observed that the process of updating teacher education is extremely slow and much of the teacher education was irrelevant even to contemporary requirements. In 1986, a framework for educational reconstruction was provided by the National Policy on Education, its outstanding feature being the articulation of a national system of education based on common educational structure and a national curriculum framework. In light of the key aspects of NPE (1986), NCTE (1988) has framed 'National Curriculum for Teacher Education'. However, the present programme has also come under criticism on account of it being theory oriented and isolated from school and community (NPERC, 1990). The POA (1992) reiterates the stand taken by NPE (1986) without any modifications with regards to the existing system of teacher education. A major drawback of the teacher education programme is the alienation of theory from the practical component. As a result, the teacher education programme is diluted and objectives of it
may not be easily achieved. For achieving the objectives of teacher education, it becomes essential to examine ways of improving curriculum transaction.

The requisites of a teacher education programme are to provide for theoretical insight about the educational basis of teaching and developing the required professional skills and competencies, values and attitudes. For a teacher education programme to be successful it is required that the theoretical aspects get internalized through appropriate practical experiences. A conspicuous absence in the present teacher education programme is that of 'reflective component'. The absence of this 'reflective component' had led to the divorce between theory practices. 'Reflective component includes the cognitive as well as the action elements which need to be undertaken in order to link theoretical principles with the practice in the actual field in a better fashion.

The problem of teacher manpower i.e., either shortage or surplus of professionally qualified teachers at all levels of education from the lowest to highest is of special concern of India. Teacher manpower requirement must be met adequately according to the educational needs of the time. But in practice almost in all the countries the problematic situation of teacher manpower requirement does exist in one form or other. Even in developed countries like United Kingdom, Germany, United State, France and Russia the problematic situation has been experienced in respect of shortage of trained teachers. In India, too, it is realised that there is a requirement of adequately qualified teachers in the education system from pre-primary to University stage. However, it is more so at the primary level of education because of its focus on quantitative expansion to meet the constitutional directives i.e., to achieve universalisation of elementary education. Over the years, it is pointed out that impressive increase in the number of primary schools as well as the enrolment in the country. The initial preparation of
teachers is critically important for professionalizing teacher education. It should reflect both, the expectations which the community holds about the role of teachers and the skills and abilities of the individuals who enter the profession. Teacher education will have to be regarded as a strategic measure in national development for which emphasis must be given to allocate more refunds for teacher education, employing highly academic and skilled personnel in teacher education, recruiting competent teachers as teaching staff and admission of really good students to teacher education colleges.

1.1.1 ISSUES AND CHALLENGES IN TEACHER EDUCATION:

It is also noted that “the rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. One of the most significant development was the creation of Special education for children with special needs. Pedagogical aspects should be developed in special education teachers in such a manner so that more advanced and complex subject material can be effectively taught to students with non-traditional ways. Special education teachers also often are required to study additional aspects of psychology and sociology” (source-www.newworldencyclopedia.org).

Imam (2011) argued in his article that “Advances in technology have also posed an issue for future educators. Many educators have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are being utilized in an educational context, often in an attempt to involve the student actively in their own education. Hence, many teacher education programs now include courses both in technology operation and how to use technology for education purposes. With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with the knowledge and interests of their students in
these delivery systems” (source- www.newworldencyclopedia.org). The emergence of a networked knowledge economy presents both opportunities and also challenges for teacher education.

**Goel (2012)** Pointed out in this article that “teacher education for preparing humane & professional teachers needs to be wholistic. Along with content & methodology there is a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. There is a need to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress. There is a need to integrate info-savvy skills, such as, asking, accessing, analyzing, applying and assessing. There is a need to integrate techno-pedagogic skills, such as, media-message compatibility, media designing, integration of message media and modes. There is a need to integrate human development climate through trust, risk taking, openness, reward, responsibilities, top support, feedback, team spirit and collaboration. There is a need to integrate spiritual intelligence dimensions, such as, spirituality, soul or inner being, self awareness, quest for life values, convention, commitment and character, happiness and distress, brotherhood, equality of caste, creed, color and gender, inter-personal relations, acceptance and empathy, love and compassion, flexibility, leadership, life & death” (source- www.nitrbhopal.org). The teacher education programmes required to integrate multiple skills & competencies.

**Imam (2011)** also concluded that as “India's population or worldwide population is increasing which turn up to increasing demand for new teacher, while poverty, political instability, and other major issues have hindered governments around the world from meeting new educational demands. In some parts of the world, programs have been
initiated to draw new talent into teacher educational programs. The UN's Millennium Development Project has eight established goals, one of which is to develop universal primary education in every country by the year 2015. Central Asia, Africa and Latin America are all target areas for this initiative. In order to help to achieve this end, the UN has devoted resources and funds to help to improve educational infrastructure and to train more new teachers in targeted areas” (source- www.newworldencyclopedia.org).

There are problems of quality perception, quality scaling and quality differentiation in Teacher Education. There is a significant variance between expected and actual quality. This gap is widening. This is exemplified by the successive entrance tests for higher level. There has to be adequate focus on all the systemic parameters input, process and output. The degeneration of quality of Teacher Education can be attributed more to the private sector.

Goel (2012) also pointed out that “The national agenda for research needs to be developed in alignment with the developmental objectives. A prospective plan for research and innovations should be framed with regional and national developmental priorities. The research methodology must be compatible with the local problems. There is a need to be innovative. There are mismatches between research trends and problems. There is a need to evolve research quality indicators. There is more of quantitative research than qualitative. There is more of descriptive and evaluative research than suggestive”(source-hzu.edu.in). As such there is a need to be innovative development in research area.

1.1.2 REVAMPING OF PRE-SERVICE TEACHER EDUCATION :

In view of large gaps in both quantity and quality of teachers, “pre-service teacher education should be revamped. A revised scheme for teacher education would be
implemented during the twelfth Plan. The Scheme would strengthen institutional structures of DIETs, CTEs, IASEs and SCERTs. For their regular monitoring, elaborate process for performance indicators should be developed. The content and pedagogy of teacher education would be gradually aligned with the National Curriculum Framework for Teacher Education, 2009” (source-planningcommission.nic.in).

Availability of competence teachers will placed on high priority during the Twelfth Plan. “A large number of teacher educators would be developed by identifying potential teacher educators through a transparent competency-based process. They will then undergo full- time capacity programmes at selected institutions. For this purpose, credible institutions in both the public and private sectors would be involved. Voluntary professional networks of teacher educators must be facilitated and strengthened to provide forums for professional interaction and development”( source-planningcommission.nic.in).

1.1.3 QUALITY MISSION ON TEACHERS EDUCATION (TWELFTH FIVE YEAR PLAN) :

Pre-service and In-service teacher preparation programme of teachers should be mounted on a mission mode during the Twelfth five year Plan (2012-17). “In order to address the issue of availability and quality of teachers for the school system, each State must maintain a detailed district-wise database of teachers, teacher educators and teacher education institutions. National professional standard for teachers and teacher educators must be evolved. These must be used as a basis for designing pre-service teacher education programmes and their performance assessment process for professional development. A system of teacher performance appraisal and feedback needs to be put in
place as a tool for their development and empowerment and not as punitive measures. These systems are directly linked to improve classroom teaching and student learning. Rational deployment of teachers and objective and transparent policies for their transfers and placements would help in mitigating teacher shortages. Innovative ways need to be found to attract talent from other streams into the teaching profession” (source-planningcommission.nic.in).

In the Twelfth Plan, a National Mission on Teachers and quality Teaching should be launched so that “issues of teacher education are dealt with in a holistic manner. This would also strengthen institutional mechanisms for strengthening vertical and lateral linkages. This would consolidate and strengthen ongoing programmes related to teachers and teaching through effective coordination and synergy by significantly enhancing the investment. Under the proposed mission, 30 Schools of Education will be established in the selected universities that will conduct research into curriculum, pedagogy, and assessment and evaluation issues and offer degree programmes and evaluation issues and conduct teacher education programme for teacher educators” (source-planningcommission.nic.in.).

1.1.4 EVENTS IN TEACHER EDUCATION:

The main events in the history of development of teacher education in India has been analysed by Kaur (2012) in her study and presented below:

1948  
(a) Opening of the Central institute of Education, Delhi.  
(b) Government teacher education institution at Allahabad Developed into Central Pedagogical Institute.

1948-49  Recommendations of the University Education Commission.

1950  Holding the first conference of teacher training colleges at Baroda.

1955-56  (a) Recommendations of the Assessment Committee on basic Education.
(b) Plan to provide in - service education to teachers,

1958  Establishment of the Central Institute of English, Hyderabad for the training of English teachers.

1957-59  Recommendations of the Committee on Woman's Education regarding need for additional training institutions for woman teachers.

1961  (a) Establishment of the NCERT.
(b) Recommendation of the Committee on Emotional Integration for a National minimum scale of salaries for teacher.

1963  Establishment of three Regional Colleges at Ajmer, Bhubaneshwar and Mysore.

1964  (a) Kunzru Committee suggests the inclusion of training in sports, fine art, etc. in teacher training.
(b) Baroda Study Group on the Education of Secondary Teachers in India.
(c) Establishment of Regional Colleges of Education at Baroda.
(d) Establishment of State institutes of Education.
(e) Establishment of Centre of Advance Study In Education at M.S. University of Bhopal.
(f) Girls Education and Public Cooperation Committee recommends measures for motivating women to join as teachers.

1965  National Survey of Elementary Teacher Education in India.

1966  (a) Summer School-cum-Correspondence in four Regional Colleges and in the Central Institute of Education Delhi.
(b) Recommendations of the Kothari Commission.

1967  Summer Institute for Mathematics and Science Teachers in selected Teachers' Colleges.

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1968  National Policy on Education.

1969  
(a) Report of the Second National Survey of Teacher Education.
(b) Seminar on Institutional Planning and involvement of teachers.
(c) Publication of a Guide for Nursery School Teachers.

1972  
(a) Second National Survey of Teacher Education at the Elementary Level.
(b) Third National Survey of Teacher Education at the secondary level in India.
(c) Report of the Pre-School Child Group.
(d) Government of India's decision to establish a National Council for Teacher Education.

1973  
(a) Committee on 10+2+3 suggests the provision of Teachers for Vocational subjects.
(b) Establishment of NCTE

1974  
(a) National Council of Teacher Education appoints 26 State wise working groups in Teacher Education.
(b) Committee on the Status of Women suggests provision of more teachers.

1975  National Survey of Secondary Teacher Education.

1976  Committee on Secondary Teacher Education recommends the establishment of departments of education in all the Universities of India.

1977  
(a) Regional Colleges of Education introduce B.Ed. Elementary Education Course.
(b) Report of the Ishwar Bhai Patel Committee.

1978  
(a) Preparation of Teacher Education Curriculum- A framework by NCTE.
(b) Development of Higher Education in India - A Policy framework.

1981  All India Seminar on Teacher Education.

1983  National Commission on Teachers-I recommends 220 working days for B.Ed. Course.

1984  National Seminar on Teacher Education.

1985  (a) National Curriculum for Primary and Secondary Education.
      (b) Working Group in Vocationalization of Education
      (c) Challenge of Education.
      (d) National Commission on School Teachers and teachers of Higher Education.

1986  (a) Working Group for Preparing a scheme for Revitalization and Modernization of the Pre - Service Teachers Education.
      (b) Working Group on in-Service Education of Teachers.
      (c) National Policy on Education (1986).
      (d) Programme of Action (1986).
      (e) Massive Programme of teacher Reorientation.
      (f) Announcement of Pay Scales of School Teachers.
      (g) Recommendations for Autonomous and statutory NCTE.

1991  Education Committee on Policy recommends' that NCTE should study the internship model of teachers training.

1992  (a) Programme of Action- Maximum coverage through DIETs, CTEs/IASEs
      (b) Central Advisory Board of Education Committee on Distance Education.

1993  Ram Lal Parikh Committee on B.Ed. Correspondence

1994  Committee of University Grants Commission on B.Ed. Correspondence.

1995  (a) Committee of National Council for Teacher Education on Different Modes of Education used for Teacher Preparation in India
      (b) NCTE commenced its statutory functioning with effect from 17th August, 1995.

[13]
2001  Signing of Memorandum of Understanding (MoU) between, NCTE, Distance Education Council (DEC) of Indira Gandhi National Open University (IGNOU)

2002  Signing of MoU between NAAC and NCTE for Accreditation of Teacher Education Institutions.


2005  Signing of MoU between NCTE and Rehabilitation Council of India (RCI).

2009  NCTE releases reports of studies on Demand and Supply of teachers in various State of India.

2010  NCTE releases National Curriculum Framework for Teacher Education.

It is clear from the events in the field of teacher education that after Independence, Government of India has played a very significant role in development of teacher education in the country. There are several recommendations of commissions and policies for enhancement in quality of teacher education but researches pointed out that after providing the NCTE a statutory status, there has been a mushroom growth of self-financed teacher education institutions in India but quality development is challenging issue before these teacher education institutions. Several researches reviewed in the present study by the researcher which helps to know the quality status of the teacher education.

1.1.5 EXPANSION OF TEACHER EDUCATION INSTITUTIONS IN THE POST INDEPENDENCE PERIOD:

There has been a phenomenal growth in the number of teacher education institutions in the country after independence (Kaur 2012). The number of these types of institutions has increased from 247 in 1970-71 to 6363 in 2009-10 indicating an increase 25 times during the same period; this is exclusive of university departments of correspondence courses, which impart teacher education.
Table 1.1: Expansion of Teacher Education Institutions in the Post Independence Period

<table>
<thead>
<tr>
<th>Year</th>
<th>Teacher Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>274</td>
</tr>
<tr>
<td>1980-81</td>
<td>500</td>
</tr>
<tr>
<td>1990-91</td>
<td>510</td>
</tr>
<tr>
<td>1991-92</td>
<td>538</td>
</tr>
<tr>
<td>1992-93</td>
<td>557</td>
</tr>
<tr>
<td>1994-95</td>
<td>586</td>
</tr>
<tr>
<td>1995-96</td>
<td>633</td>
</tr>
<tr>
<td>2007-08</td>
<td>4034</td>
</tr>
<tr>
<td>2009-10</td>
<td>6363</td>
</tr>
</tbody>
</table>


Table 1.1 indicates the increase in number of institutions that has taken place between 1970-71 and 2009-10. These results are in accordance with the views/findings of Garg (2000), Singh (2005), Kaur (2012).

Although it can be seen in reports of program implemented but at the same time there are researches also in the field of teacher education which suggested to improvement in the quality of the teacher education programme. Goel and Goel (2012) in his study “Enhancing teacher education quality in India by focusing on the emerging issues & related concerns.” Various issues and challenging in teacher education have been pointed out such as institutional inertia, quality crisis, overgrowing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, domain pedagogy mismatches, identity crisis, rare innovations, inadequate technology infusion, poor research scenario, vision and
mission mismatches, non-scientific manpower planning, illusive laboratories, invalid recognition and accreditation and no teacher education policy have been dwelt.

Bhatanagar (2001) 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. Shah (2003) surveyed management of student teaching programme in India, taking samples from 46 teacher education institutions representing 13 different states, and revealed that overall picture on organisation of criticism lesson is not impressive. Again, Teprongtong (1994) reported high role expectation of college supervisors on academic skill development, guidance and supervisory role by the heads of the school, Co-operating teachers and pupil teachers but with low performance. Yadav (2001) reported weak link between teachers of practicing school and teacher educators, minimum facilities in the practicing schools and use of only lecture methods by method teachers as the major constraints in effective organisation of student teaching programme. Bhatia (1992) has reported improvement in lesson planning and standards of teaching can be brought through regorous practices. He has concluded to cutdown 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. Rajameenakshi (2005) reported increase in teaching competency of pupil teachers through organization of more number of demonstration lessons. Rout (1999) has
observed non availability of competent method teachers in different discipline is reflected on poor performance of pupil teachers.

In conclusion the studies reflect unsystematic planning and half hazardly implementation of the programme throughout the country. The programme suffers from non availability of time as per weightages given the curriculum and constraints in skill imparting, manpower and resources facilities. As such there is a great need to find out some important endogenous indicators which will definitely give direction to policy makers in the field of revamping teacher education institutions. The researcher has selected this topic to give some practical and actual solution because at present there is gap between research findings and implementation of the teacher programme.

1.2 JUSTIFICATION & EMERGENCE OF THE PROBLEM:

In the past few years researchers have worked on factors that are instrumental in improving the efficiency of teacher education Institutions. Forecasting performance of the teacher education is a problem of obvious importance in education. Educationist, researchers and guidance workers always look for some endogenous indicators for predicting performance of Teachers Education Institute.

Singh (1995) emphasized that the educationists in the country were greatly concerned and anguished with the continued deterioration in the quality of teacher education. The non-statutory NCTE in 1987 had opposed the correspondence courses being run for the first degree in education. In-spite of efforts from various quarters, more and more universities had started B.Ed. (Correspondence) courses.

Garg (2000) studied growth and development of teacher education in the post independence period and he found that the teacher education after independence had expanded at a very faster rate but not focused on the quality aspect of teacher education programme.

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According to Singh (2004) pointed out in his study that mostly self-financed institutions provide theoretical knowledge and ignore practice teaching and focused only on the admissions and examinations. There were no qualified teachers, no proper infrastructure and essential requirements in these institutions.

Narayan Rao and Brahadeeswaran (2004) in their study on assessing the quality and standard of higher education found that personnel management, financial management, classroom teaching, library facilities, interaction with external agencies, information network, decentralized responsibilities, programme for professional development and matching between Job and person were important indicators.

Singh and Singh (2007) stated that quality control was a major problem in teacher education and neither the State Governments nor the Universities tried to enforce the minimum standards required for teacher preparation. As a result it was found that there were a large number of institutions which did not have the minimum necessary buildings, furniture, library, teaching staff with appropriate qualifications etc. State Government, Universities and NCTE are accountable for quality control in teacher education. Most of the institutions were found to be under private management and some did not feel any accountability towards standard, they were busy in collecting huge capitation fees only.

For improving the performance of the educational institutions of teacher education, review of literature revealed that quality is identified as a key of indicator of the performance of any educational institution. Many researchers have postulated that variables such as periodic review of curriculum, continuing education, consultancy, staff development, research development, co-curricular activities, academic environment, student teacher interaction, decentralized administration, organizing seminar, conferences and workshops for teachers and staff influence the quality of education. Endogenous
factors are truly internal to the institutions and are not dependent on extraneous factors and hence are controllable. A perusal of the related literature further reveals that only countable number of studies have been conducted in India related to the endogenous indicators for performance of Teacher education Institutions: An exploratory factor analysis and their relevance was attempted to explore these endogenous indicators for better performance of the teacher education institute.

The present study is therefore, justified on the grounds that it is the first plan of its kind, and designed to explore the endogenous indicators for performance of teacher education institute. SWOT analysis contribute to know the present conditions of Government and Self financed teacher education institutes in terms of strengths, weakness, opportunities and threats. The present study will be useful for educators, planners in general and Administrators in particular because the factor analysis of such endogenous indicators & SWOT analysis will enable them to plan teacher education institute in a better way for future.

Educational administration, curriculum planners may also be benefited by the results of the study. The information yielded by this work may be of great practical use for the purpose of teacher education programme. Finding of the study may be utilized at the time of operating and granting permission for new teacher education institute and rectifying the deficiencies. Researchers may also discover in it new challenges or new domains for further exploration.

Researcher was interested to find out those endogenous indicators which can easily indicate the performance of teacher education institutions because in the present scenario teacher education institutions are not playing effective role for enhancing quality in teacher preparation programme. Hence researcher selected "The Endogenous
indicators for performance of teacher education institutions: An exploratory analysis and their relevance" as a research problem.

1.3 STATEMENT OF THE PROBLEM:

The Endogenous Indicators for Performance of Teacher Education Institutions: An Exploratory Analysis and their Relevance.

1.4. DEFINITIONS OF TERMS USED IN THE TITLE:

1.4.1 ENDOGENOUS INDICATORS:

Endogenous Indicators are those quality determinants that can be improved within the Institutions and reflects the quality performance of the institution.

1.4.2 PERFORMANCE:

The performance is the level of the Excellency of the institution in relation to quality determinants or indicators.

1.4.3 TEACHER EDUCATION INSTITUTIONS:

The institutions offered pre service teacher education programs in which both government and self financed institutions considered in the present study.

1.4.4 EXPLORATORY ANALYSIS:

In the present study, exploratory analysis treated as a research technique which is applied to explore the quality determinates within the organization. In the present study Factor analysis and SWOT analysis are used to explore the quality indicators and examine the level of quality performance of the institution.
1.5. QUALITY ITEMS FOR THE TEACHER EDUCATION:

The main events in the history of development of teacher education in India during 1948-2010 has been analyzed by Kaur (2012) and it is pointed out that after Independence, Government of India has played a very significant role in development of teacher education in the country. There are several recommendations of commissions and policies for enhancement in quality of teacher education, further researches pointed out that after providing the NCTE a statutory status, there has been a mushroom growth of self-financed teacher education institutions in India but quality development is challenging issue before these teacher education institutions.

Investigator identified the key aspects through various literatures which influence the quality performance of teacher education institutions and given as under:

1. Guest lectures by educational experts (GLEE)
2. Library facilities (LF)
3. Rewards and Recognition for Achievement (RRA)
4. Organizing seminars, conferences and workshops (OSCW)
5. Clear vision and mission in the mind of student (CVMMS)
6. Staff involve in research and Publish Research Paper (SIRPRP)
7. Co-curricular activities (CCA)
8. Teamwork and balanced work allotment among staff (TWBWS)
9. Staff student Ratio as per Norm (SSR)
10. Teacher to be role model (TRM)
11. Highly motivated staff with high Job satisfaction (HMSHJS)
12. Student Support facilities (SSF)
13. Mixed policy of centralized and decentralized (MPCD)
14. Strict rule enforcement (SRE)
15. Conducting Periodic Test (CPT)
16. Proper Assignment for student (PAS)
17. Teaching rather than learning (TRL)
18. Secured Job environment (SJE)
19. Student motivation (SM)
20. Staff student interaction (SSI)
21. Staff setting difficult goal (SSDG)
22. Accountability of Teacher (AT)
23. Well trained and experienced teaching faculty (WTETF)
24. Staff Involvement in counseling student and solving their problems (SICSSP)
25. Curriculum updated frequently (CUF)
26. Clean Environment (CE)
27. Focus on Teaching Practice (FTP)
28. Use of audio-visual aids (UAVA)
29. Enriching community activities (ECA)
30. Physical activity programme (PAP)

1.6. OBJECTIVES OF THE STUDY:

This study is conducted with basic following objectives as:

1. To explore the endogenous indicators affecting the quality of teacher education institutions through factor analysis.

2. To assess the perception of students towards determined endogenous indicators affecting the quality of teacher education institutions.
3. To assess the perception of staff towards determined endogenous indicators affecting the quality of teacher education institutions.

4. To assess the perception of administrators towards determined endogenous indicators affecting the quality of teacher education institutions.

5. To compare the perception of students, staff and administrators towards determined endogenous indicators affecting the quality of teacher education institutions.

6. To assess quality performance of Government Financed Teacher Education Institutions with reference to determined Endogenous Indicators.

7. To assess quality performance of Self Financed Teacher Education Institutions with reference to determined Endogenous Indicators.

8. To compare the quality performance of Government and Self Financed Teacher Education Institutions with reference to determined Endogenous Indicators in terms of Strengths, Weaknesses, Opportunities and Threats.

1.7. HYPOTHESIS OF THE STUDY:

In the present study, objective-5 is concerned with to study the significant difference in perception of students, staff and administrators towards determined endogenous indicators affecting the quality of teacher education institutions. Investigator was formed null hypothesis as H₀

“There exists no significant difference in perception of students, staff and administrators with reference to endogenous indicators affecting the quality of teacher education institutions.”