



The Functioning of D.El.Ed. Colleges for Quality in Teacher Education in Godavari Districts of Andhra Pradesh

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ABSTRACT:

The quality of Teacher Education is based on the quality indicators the nation upholds and implements through the university system and the autonomous bodies like NCERT, SCERT and NCTE and mainly depends upon the quality of Teachers and as well as students. The role of these bodies is confined during the establishment of the institution and during annual inspections regarding the infrastructural facilities, recruitment of teaching and non-teaching staff and systematic admission process. Ultimately, the products i.e the students, parents, schools, and the community must comment and judge the quality of the teachers prepared through these institutions. Much of the time, faults and limitations are identified in the process and somebody is made culprit for the loopholes and the deficiencies. But the quality of teacher education can be better judged by all the people involved in the process.

KEY WORDS: *Functioning, D.El.Ed Colleges, Quality, Teacher Education, Establishment.*

INTRODUCTION:

The quality of Teacher Education is based on the quality indicators the nation upholds and implements through the university system and the autonomous bodies like NCERT, SCERT and NCTE and mainly depends upon the quality of Teachers and as well as students.

The role of these bodies is confined during the establishment of the institution and during annual inspections regarding the infrastructural facilities, recruitment of teaching and non-teaching staff and systematic admission process. But the actual fulfillment of the goals of teacher education depends on the organizers, facilitators and the clientele. Unless the Managements extend full support in terms of infrastructure and salaries to the staff, the expected outcomes may not be achieved. Ultimately, the products i.e the students, parents, schools and the community have to comment and judge the quality of the teachers prepared through these institutions. Much of the time, faults and limitations are identified in the process and somebody is made culprit for the loopholes and the deficiencies. But the quality of teacher education can be better judged by all the people involved in the process i.e the managements, teacher educators and the teachers. Hence, the opinions expressed by these individuals are very important in judging the existing quality in teacher education, thus providing an insight into the quality of teachers produced through these institutions. Hence this study is very important in understanding the quality aspects of teacher education.

SIGNIFICANCE OF THE STUDY:

The quality of teacher education is generally dependent on the structure of the teacher education Programme, entry qualifications of the student teachers, nature of teacher preparation from single subject to multiple subjects, time of practice teaching and its effectiveness, duration of the total teacher education Programme, mode of instruction and the facilities and arrangements available in the institution. The quality of teacher education is also influenced by the curriculum, abilities and the qualifications of the teacher educator and the techno pedagogical facilities available in the institution. Due to the centralized administration of entire education process in the country both at the national level and the at the state level, any of the factors have become common to all the colleges of education. It does not mean that all these institutions are producing teachers of uniform ability and standard. There is a great influence of the facilities and functioning of the college of education. There is a large degree of difference from college to college in the areas of infrastructural facilities, instructional facilities, working environment and financial benefits.

There is a need to investigate the factors that influence the quality of Teacher Education in the light of functioning of D.El.Ed. colleges and to look into the areas which significantly contribute to the effectiveness of college of education in preparing competency-based commitment-oriented teachers for the teacher education in the new millennium.

STATEMENT OF THE PROBLEM:

How is the functioning of D.El.Ed Colleges in the areas of infrastructural facilities, institutional facilities, working environment and financial benefits in providing Quality in Teacher education?

OBJECTIVES OF THE STUDY:

1. To study the functioning of D.El.Ed Colleges for quality in Teacher Education
2. To study the effect of infrastructural facilities, instructional facilities, working environment and financial benefits in providing quality teacher education
3. To compare the functioning of D.El.Ed colleges in the opinions of student teachers, teacher educators and managements.
4. To compare the opinions of student teachers and teacher educators on functioning of D.El.Ed Colleges and Quality in Teacher Education based on various variables like gender, age, social status, educational qualification, etc.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference between managements of colleges of education run by an individual and by a group in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed Colleges for quality of Teacher Education.
2. There is no significant difference among the college managements run by government, private aided, private un-aided and minority in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed colleges for quality of Teacher education.
3. There is no significant difference between the management of colleges situated in rural and urban areas in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed Colleges for quality of Teacher education.
4. There is no significant difference between male and female teacher educators in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed Colleges for quality of Teacher Education.
5. There is no significant difference among teacher educators based on their age group of below 30, 30-50 and above 50 year in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed Colleges for quality of Teacher education.
6. There is no significant difference among teacher educators based on their social status of SC, ST, BC and OC in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed colleges for quality of Teacher Education.
7. There is no significant difference between married and un-married teacher educators in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed colleges for quality of Teacher Education.

8. There is no significant difference between teacher educators working in the colleges of education situated in rural and urban areas in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed colleges for quality of Teacher Education.
9. There is no significant difference among teacher educators based on their professional qualification of M.Ed, / M.A (Edn) and M.Phil / Ph.D, in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed colleges for quality of Teacher Education.
10. There is no significant difference between teacher educators working as principal or lecturer in the aspects of infrastructural facilities, instructional facilities, financial benefits and overall response towards the functioning of D.El.Ed colleges for quality of Teacher Education.

DESIGN OF THE STUDY:

1. The investigator followed the survey method of the descriptive research. It involves clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation.
2. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to be employed.
3. Each data gathering device has both merits and limitation. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

RESEARCH TOOL:

The researcher used opinionnaire for representatives of Management, teacher Educators and Student Teachers.

POPULATION AND SAMPLE:

Data may be collected either by the census method or by the census method or by the sample method. In the sample method the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of the part of the urban and rural areas of Godavari Districts they are East Godavari, ,Kakindad, Dr.B.R.Ambedkar Konaseema, West Godavari, Eluru,

Management:

Table – 1 : Variable wise Distribution of the Sample

S. No	Variable	Category	Frequency	Total
1	Management	Individual	11	20
		Group	9	
2	Type of Management	Government	1	20
		Private aided	7	
		Private un-aided	8	
		Minority	4	
3	Locality	Rural	6	20
		Urban	14	

Teacher Educators:**Table – 2 : Variable wise Distribution of the Sample**

S. No	Variable	Category	Frequency	Total
1	Gender	Male	111	160
		Femmale	49	
2	Age	Below 30 years	41	160
		30-50 Years	99	
		Above 50 Years	20	
3	Marital Status	Married	127	160
		Un-Married	33	
4	Social status	SC	18	160
		ST	4	
		BC	90	
		OC	48	
5	Locality	Rural	48	160
		Urban	112	
6	Professional Qualification	M.Ed./ M.A. (Edn)	131	160
		M.Phil./Ph.D	29	
7	Designation	Principal	20	160
		Lecturer	140	
8	Experience	Below 5 years	67	160
		5-10 Years	51	
		Above 10 Years	42	
9	Management	Government	17	160
		Private Aided	22	
		Private Un-aided	91	
		Minority	30	

Teacher Educators:**Table – 3 : Variable wise Distribution of the Sample**

S. No	Variable	Category	Frequency	Total
1	Gender	Male	108	200
		Fermale	92	
2	Age	Below 25 years	136	200
		Above 25 years	64	
3	Social Status	SC	30	200
		ST	20	
		BC	97	
		OC	53	
4	Locality	Rural	113	200
		Urban	87	
5	Qualification	Degree	130	200
		PG	30	
		D.Ed	10	
		Pandits	30	
6	Management	Government	21	200
		Private Aided	47	
		Private Un-aided	92	
		Minority	40	

STATISTICAL PROCEDURE:

The present study used the following statistical techniques for data Analysis. All the pertinent information organized carefully. In this study the investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the t' test and analysis of variance has been used by the investigator.

MAJOR FINDINGS:

1. The statistical treatment of the data reveals the following major findings of the study.
2. The study tries to establish the fulfillment of quality indicators through the opinions of the managements of the colleges of education, teacher educators working in these colleges and the students studying therein. Altogether data has been collected from 20 Managements, 160 teacher educators and 200 students spread across 5 districts in Adikavi Nannaya University Area.
3. There is a very positive opinion regarding the fulfillment of selected quality indicators by all the three groups. Managements have expressed a total of 83%, teacher educators 93% and student teachers to an extent of 76%. The next part of this analysis goes in detail about the opinions of managements, teacher educators and student teachers which are presented in the same order below.

CONCLUSIONS:

It is clearly observed that managements are under the opinion that infrastructural facilities are provided to the best possible extent. The instructional facilities come next in the order of merit followed by financial benefits. For teacher educators, infrastructure, instructional facilities and working environment are to the highest extent but the financial benefits are assumed to be lower than the above indicators. For student teachers, infrastructure, instructional facilities and working environment are all assumed to be far lower than what managements and teacher educators are thinking that they are fully provided.

The infrastructural facilities and financial benefits are superior in Government and aided institutions whereas working conditions learning environments, student care, student support is found to be superior in private unaided institutions. Teacher educators working in Government and Aided colleges are enjoying full benefits of salary and other provisions whereas teacher educators of private unaided colleges are deprived of many financial benefits. Students at Government colleges have expressed better satisfaction in quality when compared to private institutions. So ultimately, it is the management of the institution, which is responsible for the implementation of quality teacher education Programme.

EDUCATIONAL IMPLICATIONS:

This study paves way for the implementation of better administrative and instructional regulations in the colleges of education for enhancing the quality of teacher education. The study deeply investigates the factors which influence the quality of teacher education namely, infrastructure, instruction, working environment and financial benefits to the facilitators. Unless each management and institution fully satisfy the norms of NCTE not only during initial permission stages but year after year while functioning the college to the fullest satisfaction on the university authority, which is sole respondent to the apex body i.e NCTE.

The managements, teacher educators and student teachers must regularly assess their performances and appraisals should be regularly collected to monitor the progress of the institution and the overall Programme in general for the benefit of the products and society at large.

Hence, the research outcomes should be notified to the colleges, teacher educators and the monitoring authorities for further action towards setting higher goals for a quality teacher education Programme.

SUGGESTIONS FOR FURTHER IMPROVEMENT:

1. Improve the quality of training programmes
2. Expand Training facilities
3. Professional Education for all teachers can be given to develop professional excellence.
4. The standard of teacher education can be maintained by properly assessing organization through established organizations like NAAC and ISO
5. The training institutions must be linked with schools and universities.

6. Teachers are working in primary and Secondary schools must be sent for seminars, refreshers courses and workshops summer camps for getting up to data knowledge in their fields concerned.

SUGGESTIONS FOR FURTHER STUDY:

1. The quality of teacher educational institutions should be studied with quality indicators taken from NAAC and ISO compared at the stage, regional and national level for better assessment.
2. Research studies on the functioning of colleges of education, results, job opportunities and tracking of these teachers in the first few years of their jobs can be studied
3. Actual functioning of the colleges of education, their quality objectives and implementation strategies to improve quality can be studied and analyzed over a time.

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