e-ISSN: 2455-6726

Annals of Education
Vol. 2(1), March 2016: 106-114
Journal's URL: http://www.crsdindia.com/aoe.html
Email: crsdindia@gmail.com

Annals of Education

RESEARCH ARTICLE

Quality Maitenance in Elementary Teacher Education Institutions of Assam: A Comparative Study

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Received: 13th Jan. 2016, Revised: 24th Feb. 2016, Accepted: 26th Feb. 2016

ABSTRACT

Quality maintenance in teacher education institution is the main destined parameter for achieving good quality of teacher education programme. Referring to the significance of teachers in this endeavour, the Mudaliar Commission (1953) emphasized that school teachers can be infused with a high sense of their destiny only when they are made to realize they engaged in the making of better human beings and creating a better social order and not merely teaching a dull, prescribed syllabus. Teachers are the most critical agents of change, responsible for growth, development and progress of societies and communities. They prepare the next generations and the level of their commitment; devotion and dedication determine the future society.

Key words: *Quality, elementary teacher education institutions*

INTRODUCTION

The primary responsibility of creating a conducive environment in educational endeavour rests on the shoulders of the teacher, the kingpin in any educational institution, who directly comes into contact with students and translates the curriculum into action. Teachers are the most critical agents of change, responsible for growth, development and progress of societies and communities. They prepare the next generations and the level of their commitment; devotion and dedication determine the future society. "Quality of education plays pivotal role in the process of development of nation. Hence, quality concerns in education are national priorities for all nations" (Newton, 2007). Quality is the foremost need for every walk of life of human being. As the life of human being is covered by education, the system of education must be qualitative.

RATIONALE OF THE STUDY

Quality in educational programme has been variously conceptualized as meeting specific standards, being fit for purpose or as transformative. Harvey and Green (1993) offered five interrelated concepts of quality in education: as exceptional; as perfection (or consistency); as fitness for purpose; as value for money; and as transformative. Accordingly, quality of education has been seen with reference to excellence in education, value addition in education (Feigenbaum, 1983), and meeting or exceeding customer's expectation of education (Parasuraman et al. 1985).

Teacher is the dynamic focal point of all activities pertaining to education. 'It is the teacher-education programme, which is regarded as the most significant factors in the way of improving quality of the teachers and developing a sense of professionalism in them. Teacher quality is one of the most significant factors in students' achievement and educational improvement' (Behera and Basantia, 2005). All the commissions of India have stressed on the importance of teacher training programmes and teacher training certificate becomes an essential qualification for the post of a teacher at the school level. Two types of teacher training programmes are more popular. One is for primary level and another for secondary level. The NPE (1986) called for an overhaul of the teacher education system in the country. It emphasized the need for continuing education for teachers to meet the thrusts envisaged in the policy. The teacher undergoes a course of training so that he acquires the art and skill of teaching. The studies conducted by Sing (1989), Das et al, (1988) and Jangira and Matto (1981) state that teacher education programme is the key factor for

the development of teachers' quality and competency. Arora (2008) comments that 'teacher education programme undoubtedly is a professional programme as it aims to prepare individuals to join the teaching profession initially as teachers who in due course of time may raise to the positions of supervisors, administrators and trainers of teachers'.

Assam is a state situated in north-eastern part of India. In the field of teacher education Assam was lagging behind the other states of India from very beginning of British rule. During 18th century there was not a single teacher training institution in Assam, although the first Normal School was set up at Serampore by Carry, Marshman and Ward in 1793. Towards the beginning of present century when a separate department of education was created in Assam in 1905, attempts were made to impart training to primary school teachers. The first Normal school of Assam was set up by the Government of Assam at Jorhat in 1906. At present, there are 7 Normal Schools in Assam. A number of Basic Training Centres were also started to train teachers for the Junior Basic Schools of the state, mostly in rural areas, when the government of Assam decided to convert the traditional elementary schools into the Basic pattern through the Assam Basic Education Act of 1954. A post graduate Basic Training College was also started at Titabar for the training of teachers for the senior basic schools. Unfortunately, Basic education has failed in Assam. Although the training centres except the post-graduate training college have been still functioning, still there are 19 Basic Training Centres in Assam for training of primary school teachers. As per recommendation of NPE 1986, selected institutions would be developed as District Institutes of Education and Training, both for pre-service and in-service course of elementary school teachers and for continued education of the personal working in non-formal and adult education programme. Facilities of latest technology such as computer based learning, VCR, T.V. etc. will be provided at DIET. The teachers receiving training at DIET would be encouraged developing their own programmes using the facilities available at DIET. At present in Assam total 44 elementary teacher education institutions are functioning (18 DIETs, 7 Normal Schools, and 19 Basic Training Centres).

STATEMENT OF THE PROBLEM

The problem of the present study can be stated as "Quality Maintenance in Elementary Teacher Education Institutions of Assam: A Comparative Study"

OBJECTIVES OF THE STUDY

The objectives of the present study are -

1. To compare the quality maintenance in DIET and BTC of Assam.
2. To compare the each parameter wise quality maintenance in DIET and BTC of Assam.
3. To compare the quality maintenance in BTC and Normal School of Assam.
4. To compare each parameter wise quality maintenance of BTC and Normal School of Assam.
5. To compare quality maintenance in DIET and Normal School of Assam.
6. To compare each parameter wise quality maintenance in DIET and Normal School of Assam.

METHODOLOGY OF THE STUDY

This study is conducted on 20 elementary teacher education institutions of Assam which were selected randomly. The main intention of conducting this study is to compare the quality maintenance among different elementary teacher education institutions (DIET, Normal School and BTC) of Assam. Present study is basically a survey cum quantitative type of research. In the present study, quality maintenance in elementary teacher education institutions in Assam is understood in terms of quality parameters like:

1. Infrastructure
2. Curriculum
3. Method of transaction and evaluation
4. Staff development practices
5. Research
6. Management and administration

The investigator has gathered data from 8 DIETs, 8 BTCs and 4 Normal Schools of Assam.

TOOLS USED

For getting necessary data related to the study investigator has finalized the tool as rating scale with 120 items. All these items are affirmative type in nature. The tool is divided into six sub headings- (a) infrastructure (b) curriculum (c) method of transaction and evaluation (d) staff development (e) research; and (f) management and administration related quality maintenance. Each heading of the tool is carrying 20 items in each. The options of each of the items are good, manageable, and poor. The respondent has to tick one option among the three options. The scoring pattern for the items of this tool is given here in tabular form.

Options	Scoring value
Good	3
Manageable	2
Poor	1

This tool was tried out in small sample of 20 principals / vice-principals taken from 20 elementary teacher education institutions of Assam.

ANALYSIS OF DATA

Data of the present study are analyzed and interpreted under these points (in relation to the objectives of the study):

Table 1: Comparison of quality maintenance in DIET and BTC of Assam

Type of elementary level teacher education institutions	N	Mean	SD	SEm	t-value	Table value of t	DF	Sig.
DIET	8	305.5	10.47	3.70	9.00	2.14	14	*
BTC	8	256.13	11.44	4.04				

Table 4: Comparison of each parameter wise quality maintenance in DIET and BTC of Assam

Sl. No.	Quality maintenance parameter of teacher education institutions	Type of elementary level teacher education institutions	N	Mean	SD	SEm	't' value	Table of 't' value at 0.05 level	DF	Sig.
1.	Infrastructure	DIET	8	48.25	6.36	2.25	7.47	2.14	14	*
		BTC	8	29.88	2.80	0.99				
2.	Curriculum	DIET	8	48.00	5.31	1.88	0.99	2.14	14	#
		BTC	8	45.50	4.75	1.68				
3.	Method of transaction and evaluation	DIET	8	55.50	2.72	0.96	8.80	2.14	14	*
		BTC	8	43.50	2.72	0.96				
4.	Staff development practice	DIET	8	53.75	3.28	1.16	5.01	2.14	14	*
		BTC	8	45.50	3.29	1.16				
5.	Research	DIET	8	44.25	2.31	0.81	2.31	2.14	14	*
		BTC	8	37.50	7.91	2.79				
6.	Management and administration	DIET	8	55.75	2.31	0.81	1.09	2.14	14	#
		BTC	8	54.25	3.10	1.09				

The Table 1 displays that, the obtained 't' value is 9.00 is more than the Table value of 't' at 0.05 level of significance for 14 DF. For 14 DF, the Table value of 't' is 2.14 at 0.05 level of significance. Therefore, it is concluded that there exists significant difference in quality maintenance between DIET and BTC of Assam. Since the mean score of quality maintenance in DIET (mean =305.5) is

more than the mean score of quality maintenance in BTC (mean =256.13) of Assam, so, it is finalized that quality maintenance in DIET is better than quality maintenance in BTC of Assam.

Table 2 indicates the comparison of each parameter wise quality maintenance in DIET and BTC of Assam. From the same Table 4.2 quality maintenance in 'infrastructure' parameter of DIET and BTC, it is obtained that the calculated 't' value 7.47 is more than the Table value of 't' at 0.05 level of significance for 14 DF. For 14 DF, the Table value of 't' is 2.14 at 0.05 level of significance. Hence, the null hypothesis is rejected. So, it is summarized that, there exists significant difference between quality maintenance in infrastructure of DIET and quality maintenance in infrastructure of BTC of Assam. As the mean score of quality maintenance in infrastructure of DIET (mean =48.25) is more than the mean score of quality maintenance in infrastructure of BTC (mean =29.88) of Assam, so, it is concluded that, quality maintenance in infrastructure of DIET is better than quality maintenance in infrastructure of BTC of Assam.

The quality maintenance in 'curriculum' parameter of DIET and BTC of the Table 2 states that the obtained 't' value 0.99 is less than the Table value of 't' at 0.05 level of significance for 14 DF. For 14 DF, the Table value of 't' is 2.14 at 0.05 level of significance. Hence the null hypothesis is accepted. So, it is decided that, there exists no significant difference between quality maintenance in curriculum of DIET and quality maintenance in curriculum of BTC of Assam.

From the quality maintenance in 'method of transaction and evaluation' parameter of DIET and BTC of the Table 4.2 it is found that the obtained 't' value 8.80 is more than the Table value of 't' at 0.05 level of significance for 14 DF. For 14 DF, the Table value of 't' is 2.14 at 0.05 level of significance. Hence, the null hypothesis is rejected. So, it summarized that there exists significant difference between quality maintenance in method of transaction and evaluation of DIET and quality maintenance in method of transaction and evaluation of BTC of Assam. As the mean score of quality maintenance in method of transaction and evaluation of DIET (mean =55.05) is more than the mean score of quality maintenance in method of transaction and evaluation of BTC (mean =43.50) of Assam, as a result, it is summarized that, quality maintenance in method of transaction and evaluation of DIET is better than quality maintenance in method of transaction and evaluation of BTC of Assam.

The quality maintenance in 'staff development practice' parameter of DIET and BTC of the Table 2 shows that, the calculated 't' value 5.01 is more than the Table value of 't' at 0.05 level of significance for 14 DF. For 14 DF, the Table value of 't' is 2.14 at 0.05 level of significance. Hence, the null hypothesis is rejected. So, it is summarized that, there exists significant difference between quality maintenance in staff development of DIET and quality maintenance in staff development of BTC of Assam. Since the mean score of quality maintenance in staff development practice of DIET (mean =53.75) is more than the mean score of quality maintenance in staff development practice BTC of Assam, therefore, it is concluded that, quality maintenance in staff development practice of DIET is better than quality maintenance in staff development of BTC of Assam.

From the quality maintenance in 'research innovation and extension' parameter of DIET and BTC of the Table 2 reveals that, the calculated 't' value 2.31 is more than the Table value of 't' at 0.05 level of significance for 14 DF. For 14 DF, the Table value of 't' is 2.14 at 0.05 level of significance. Hence, the null hypothesis is rejected. Therefore, it is concluded that there exists significant difference between quality maintenance in research innovation and extension of DIET and quality maintenance in research innovation and extension of BTC of Assam. As the mean score of quality maintenance in research innovation and extension of DIET (mean =44.25) is more than the mean score of quality maintenance in research innovation and extension of BTC (mean =37.50) of Assam, so, it is finalized that quality maintenance in research innovation and extension of DIET is better than the quality maintenance in research innovation extension of BTC of Assam.

The quality maintenance in 'management and administration' parameter of DIET and BTC of the Table 2 shows that the obtained 't' value 1.09 is less than the Table value of 't' at 0.05 level of significance for 14 DF. For 14 DF, the Table value of 't' is 2.14 at 0.05 level of significance. Hence, the null hypothesis is accepted. As a result it is summarized that there exists no significant difference between quality maintenance in management and administration of DIET and quality maintenance in management and administration of BTC of Assam.

Table 3: Comparison of the quality maintenance in BTC and Normal School of Assam

Type of elementary level teacher education institutions.	N	Mean	SD	SEm	t-value	Table value of t	DF	Sig.
Normal school	4	265.50	17.17	8.58	1.14	2.23	10	#
BTC	8	256.13	11.44	4.04				

The Table 3 indicates the comparison of the overall quality maintenance of normal school with overall quality maintenance of BTC of Assam. From the same Table, it is found that obtained 't' value 1.14 is less than the Table value of 't' at 0.05 level significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is accepted. Therefore, it is concluded that there exists no significant difference between overall quality maintenance of Normal School and overall quality maintenance of BTC of Assam.

Table 4: Comparison of each parameter wise quality maintenance of Normal School and BTC of Assam

Sl. No.	Quality maintenance parameters of teacher education institutions	Types of elementary level teacher education institutions	N	Mean	SD	SEm	't' value	Table of 't' at 0.05 level	DF	Sig.
1	Infrastructure	Normal school	4	30.75	3.5	1.75	0.47	2.23	10	#
		BTC	8	29.88	2.8	0.99				
2	Curriculum	Normal school	4	46.50	6.35	3.17	0.30	2.23	10	#
		BTC	8	45.50	4.75	1.68				
3	Method of transaction and evaluation	Normal school	4	48.75	3.5	1.75	2.87	2.23	10	*
		BTC	8	43.50	2.73	0.96				
4	Staff development practice	Normal school	4	46.75	3.2	1.60	0.62	2.23	10	#
		BTC	8	45.50	3.29	1.16				
5	Research innovation and extension	Normal school	4	37.50	9.0	4.50	0.00	2.23	10	#
		BTC	8	37.50	7.9	2.79				
6	Management and administration	Normal school	4	55	2.06	1.03	0.57	2.23	10	#
		BTC	8	54.25	3.10	1.09				

The quality maintenance in 'infrastructure' parameter of Normal School and BTC of the Table 4 it is found that the calculated 't' value 0.47 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence the null hypothesis is accepted. As a result, it is concluded that there exists no significant difference between quality maintenance in infrastructure of Normal school and quality maintenance in infrastructure of BTC of Assam.

The quality maintenance in 'curriculum' parameter of normal school and BTC of the Table 4.4 states that the obtained 't' value 0.30 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is accepted. So, it is summarized that there exists no significant difference between quality maintenance in curriculum of Normal School and quality maintenance in curriculum of BTC of Assam.

From the Table 4 quality maintenance in 'method of transaction and evaluation' parameter of Normal School and BTC of the Table 4.6 shows that, the calculated 't' value 2.87 is more than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF the Table value of 't' is 2.23 at

0.05 level of significance. Hence, the null hypothesis is rejected. So, it is concluded that there exists significant difference between quality maintenance in method of transaction and evaluation of Normal School and quality maintenance in method of transaction and evaluation of BTC of Assam. Since the mean score of quality maintenance in method of transaction and evaluation of Normal School (mean =48.75) is more than the mean score of quality maintenance in method of transaction and evaluation of BTC (mean =43.50) of Assam, so, it is finalized that quality maintenance in method of transaction and evaluation of Normal School is better than quality maintenance in method of transaction and evaluation of BTC of Assam.

The quality maintenance in 'staff development practice' of Normal School and BTC of the Table 4 describes that the calculated 't' value 0.62 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is accepted. As a result, it is finalized that there exists no significant difference between quality maintenance in staff development practice of Normal School and quality maintenance in staff development practice of BTC of Assam.

From the Table 4 quality maintenance in 'research innovation and extension' parameter of Normal school and BTC of the Table 4.6 states that the obtained 't' value 0.00 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is accepted. So, it is concluded that, there exists no significant difference between quality maintenance in research innovation and extension of Normal School and quality maintenance in research innovation and extension of BTC of Assam.

The quality maintenance in 'management and administration' parameter of Normal School and BTC of the Table 4.4 shows that the calculated 't' value 0.57 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is accepted. So, it is summarized that there exists no significant difference between quality maintenance in management and administration of Normal School and quality maintenance in management and administration of BTC of Assam.

Table 5: Comparison of the overall quality maintenance in DIET and Normal School of Assam

Level of teacher education institution	N	Mean	SD	SEm	't' value	Table value of 't' at 0.05 level	DF	Sig.
DIET	8	305.50	10.47	3.70	5.08	2.23	10	*
Normal School	4	265.50	17.17	5.58				

The Table 5 states that comparison of the overall quality maintenance of DIET and Normal School of Assam. From the same Table, it is found that the calculated 't' value 5.08 is more than the Table value of 't' at 0.05 level significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is rejected. Therefore, it is concluded that there exist significant difference between overall quality maintenance of Normal school and overall quality maintenance of DIET of Assam. Since the mean score of overall quality maintenance of DIET (mean =305.50) is more than the mean score of overall quality maintenance of Normal School (mean =265.50) of Assam, so, it is summarized that overall quality maintenance of DIET is better than overall quality maintenance of Normal School of Assam.

Table 6 reveals that comparison of each parameter wise quality maintenance in DIET and Normal School of Assam. From the Table 4 quality maintenance in 'infrastructure' parameter, it is found that the obtained 't' value 5.05 is more than Table value of "t" at 0.05 level significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is rejected. So, it is summarized that there exist significant difference between quality maintenance in infrastructure of DIET and quality maintenance in infrastructure of Normal School of Assam. As the mean score of quality maintenance in infrastructure of DIET (mean =48.25) is more than the mean score of quality maintenance in infrastructure of Normal School (mean =30.75) of Assam, so, it is finalized that quality maintenance in infrastructure in DIET is better than the quality maintenance in infrastructure of Normal School of Assam.

Table 6: Parameter wise quality maintenance in DIET and Normal School of Assam

Sl. No.	Quality maintenance parameter of teacher education institutions	Type of elementary level teacher education institutions	N	Mean	SD	SEm	t value	Table value of t at 0.05 level	DF	Sig.
1	Infrastructure	DIET	8	48.25	6.36	2.25	5.05	2.23	10	*
		Normal School	4	30.75	3.50	1.75				
2	Curriculum	DIET	8	48.00	5.31	1.88	0.43	2.23	10	#
		Normal School	4	46.50	6.35	3.17				
3	Method of transaction and evaluation	DIET	8	55.50	2.72	0.96	3.70	2.23	10	*
		Normal School	4	48.75	3.5	1.75				
4	Staff development practice	DIET	8	53.75	3.28	1.61	3.50	2.23	10	*
		Normal School	4	46.75	3.20	1.60				
5	Research innovation and extension	DIET	8	44.25	2.31	0.81	2.08	2.23	10	#
		Normal School	4	37.50	9.00	4.50				
6	Management and administration	DIET	8	55.75	2.31	0.81	0.36	2.23	10	#
		Normal School	4	55.25	2.06	1.03				

Quality maintenance in 'curriculum' parameter of DIET and Normal School of the Table 6 states that the calculated 't' value 0.43 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is accepted. So, it is concluded that there exists no significant difference between quality maintenance in curriculum of DIET and quality maintenance in curriculum of Normal School of Assam.

The quality maintenance in 'method of transaction and evaluation' parameter of DIET and Normal School of Assam of the Table 4.6 indicates that, the obtained 't' value 3.70 is more than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence, the null hypothesis is rejected. So, it is summarized that there exists significant difference between quality maintenance in method of transaction and evaluation of DIET and quality maintenance in method of transaction and evaluation of Normal School of Assam. Since the mean score of quality maintenance in method of transaction and evaluation of DIET (mean =55.50) is better than quality maintenance in method of transaction and evaluation of Normal School (mean =48.75) of Assam, so, it is finalized that quality maintenance in method of transaction and evaluation of DIET is better than quality maintenance in method of transaction and evaluation of Normal School of Assam.

From the quality maintenance in 'staff development and practice' parameter of DIET and Normal School of Assam of the Table 6 shows that, the obtained 't' value 3.50 is more than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Hence null hypothesis is rejected. So, it is concluded that there exists significant difference between quality maintenance in staff development and practice of DIET and quality maintenance in staff development and practice of Normal school of Assam. As the mean score of quality maintenance in staff development and practice of DIET (mean =53.75) is better than quality maintenance in staff development and practice of Normal School (mean =46.75) of Assam, so it is

inferred that quality maintenance in staff development and practice of DIET is better than quality maintenance in staff development and practice of Normal school of Assam.

The quality maintenance in 'research innovation and extension' parameter of DIET and Normal School of Assam of the Table 6 describes that, the obtained 't' value 2.08 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. As a result, it is summarized that there exists no significant difference between quality maintenance in research innovation and extension of DIET and quality maintenance in research innovation and extension of Normal School of Assam.

The quality maintenance in 'management and administration' parameter of DIET and Normal School of Assam of the Table 6 depicts that the calculated 't' value 0.36 is less than the Table value of 't' at 0.05 level of significance for 10 DF. For 10 DF, the Table value of 't' is 2.23 at 0.05 level of significance. Therefore, it is concluded that there exists no significant difference between quality maintenance in research innovation and extension of DIET and quality maintenance in research innovation and extension of Normal School of Assam.

FINDINGS OF THE STUDY

The details of the major findings of the study are given under the following headings-

- Quality maintenance in DIET is better than overall quality maintenance in BTC of Assam.
- Quality maintenance in infrastructure of DIET is better than quality maintenance in infrastructure of BTC of Assam.
- There exists no significant difference between quality maintenance in curriculum of DIET and quality maintenance in curriculum of BTC of Assam.
- Quality maintenance in method of transaction and evaluation of DIET is better than quality maintenance in method of transaction and evaluation of BTC of Assam.
- Quality maintenance in staff development practice of DIET is better than quality maintenance in staff development of BTC of Assam.
- Quality maintenance in research innovation and extension of DIET is better than the quality maintenance in research innovation extension of BTC of Assam.
- There exists no significant difference between quality maintenance in management and administration of DIET and quality maintenance in management and administration of BTC of Assam.
- There exists no significant difference between quality maintenance of Normal school and quality maintenance of BTC of Assam.
- There exists no significant difference between quality maintenance in infrastructure of Normal school and quality maintenance in infrastructure of BTC of Assam.
- There exists no significant difference between quality maintenance in curriculum of Normal School and quality maintenance in curriculum of BTC of Assam.
- Quality maintenance in method of transaction and evaluation of Normal school is better than quality maintenance in method of transaction and evaluation of BTC of Assam.
- There exists no significant difference between quality maintenance in staff development practice of Normal School and quality maintenance in staff development practice of BTC of Assam.
- There exists no significant difference between quality maintenance in research innovation and extension of Normal School and quality maintenance in research innovation and extension of BTC of Assam.
- There exists no significant difference between quality maintenance in management and administration of Normal School and quality maintenance in management and administration of BTC of Assam.
- Quality maintenance of DIET is better than quality maintenance of Normal School of Assam.
- Quality maintenance in infrastructure in DIET is better than the quality maintenance in infrastructure of Normal School of Assam.
- There exists no significant difference between quality maintenance in curriculum of DIET and quality maintenance in curriculum of Normal School of Assam.
- Quality maintenance in method of transaction and evaluation of DIET is better than quality

maintenance in method of transaction and evaluation of Normal School of Assam.

- Quality maintenance in staff development and practice of DIET is better than quality maintenance in staff development and practice of Normal school of Assam.
- There exists no significant difference between quality maintenance in research innovation and extension of DIET and quality maintenance in research innovation and extension of Normal School of Assam.
- There exists no significant difference between quality maintenance in management and administration of DIET and quality maintenance in management and administration Normal School of Assam.

CONCLUSION

Actually teacher education makes a teacher professionally competent and committed to the cause. Sharma (2001) comments that, "I order to do the job of teaching well; the teacher should be well conversant with the art, science and skill of teaching. The knowledge of how our children grow, develop and learn, how they can be approached best, how their innate capacities can be brought out are things which can be taught through proper training and education. Hence there is the necessity of proper training climate where goals are clearly articulated, incentives are created for good performance and there and education before a person is put on the job of teaching children".

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How to cite this article:
Borah S. (2016): Quality Maitenance in Elementary Teacher Education Institutions of Assam: A Comparative Study. Annals of Education, Vol. 2[1]: March, 2016: 106-114.