RESEARCH ARTICLE

A Comparative Study on Quality Maintenance in Secondary Teacher Education Institutions of Assam

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ABSTRACT

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. 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. The present study aims to find out the comparison of quality maintenance between private and government secondary teacher education institutions of Assam.

Keywords: *Quality, secondary teacher education institutions.*

INTRODUCTION

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. Crosby (1979) defines quality as "conformance to requirement" while Juran and Gryna (1980) define quality as "fitness for use". According to Deming (1986) quality is "a predicTable degree of uniformity and dependability at low cost and suited to the market".

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).

RATIONALE OF THE STUDY

Referring to the significance of teachers in educational scenario, 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 the 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. Teacher is the dynamic focal point of all activities pertaining to education. All the commissions of India have stressed on the importance of teacher education 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.

Quality maintenance in teacher education institution is the main destined parameter for achieving

good quality of teacher education programme. Batra (2003) remarked 'Institutional mechanism for the professional development of teacher educators and continued professional support to teachers are indeed critical input'. Quality maintenance in teacher education institutions refers to maintenance of quality in teacher education institution especially referring to indicators like admission procedure, course contents taught, organization of internship programmes, provision of infrastructure and related facilities etc. The quality of teacher depends to a large extent on the quality of teacher education received by the teacher.

Restructuring of teacher preparation process is highly essential for professionalization and empowerment of the teachers. The role teacher education institution is most significant in this regard. But our teacher education institutions and the teacher education programme there in are suffering from many problems from the point of view of quality concerned. Devi (2002), remarked that, 'the quality of our teacher education is deteriorating day by day and there is a need for a drastic change in all the aspects of teacher education, so as to facilitate the teachers to face the challenges of the dynamic world. Thus the quality of teacher education should be improved to prepare the teacher for local, national and global demands'.

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.

The development of teacher education at the secondary level in Assam is a recent origin. Formerly graduate teachers of Assam were deputed for B.T. to the Dacca Training College under the Dacca University. The first post-graduate training college was established at Jorhat in 1957 by government of Assam. At present there are 61 B.Ed. colleges in Assam. For the total progress of the state, quality teacher education is firmly needed. In this regard we have to raise the standard of its teacher education institutions which ultimately would enhance the standard of teacher education of the state. Only the establishment of teacher training institutions is not enough but the maintenance of standard in such institutions is a basic requirement. The condition of infrastructure, availability of learning aids and other learning materials, class sizes, management systems, training and qualification of the teacher educators etc. affect a lot for maintaining quality in teacher education institutions.

STATEMENT OF THE PROBLEM
The problem of the present study can be stated as "A comparative study on quality maintenance in secondary teacher education institutions of Assam".

OBJECTIVES OF THE STUDY
1. To compare the quality maintenance of different categories of secondary teacher education institutions (govt. and private) of Assam.
2. To compare the quality maintenance in terms of infrastructure, curriculum, method of transaction and evaluation, staff development practice, research innovation and extension, management and administration between govt. and private secondary teacher education institutions of Assam

METHODOLOGY OF THE STUDY
This study is conducted on 20 sample secondary teacher education institutions (6 govt. and 14 private) of Assam which were selected randomly. The main intention of conducting this study is to compare the quality maintenance between govt. and private secondary teacher education institutions of Assam. Present study is basically a survey cum quantitative type of research. The investigators have gathered data from 20 principals/ vice-principals of 20 sample secondary teacher education institutions of Assam to meet the 1st objective and 2nd objective.

TOOLS USED
For meeting all the objectives two tools were used by the investigators. These tools are self-developed. For developing the tools the investigators consulted with a few experts in this field. For

meeting both the objectives one questionnaire, consisting of 120 questions related to quality parameter infrastructure, curriculum, method of transaction and evaluation, staff development practices, research, management and administration. The investigator has gathered data from and 6 govt. and 14 private secondary teacher education institutions of Assam. Questionnaire were consist of 3 point rating scale each of all carrying three options - good, manageable, and poor with different value score. For these three options scoring value were – good -3, manageable-2, poor-1. This tool was tried out in small sample of 20 principals / vice-principals taken from 20 secondary 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 the quality maintenance in secondary teacher education institutions (Govt. and Private) of Assam

Secondary teacher education institutions	N	Mean	SD	SEm	t value	Table value of t	DF	Sig.
Govt.	6	285.50	17.13	6.99	1.28	2.10	18	#
Private	14	295.07	14.51	3.87				

The Table 1 indicates the comparison of the quality maintenance in govt. secondary teacher education institutions with quality maintenance in private secondary teacher education institutions of Assam. From the same Table, it is found that the obtained 't' value 1.28 is less the Table value of 't' at 0.05 level significance for 18 DF. For 18 DF, the Table value of 't' is 2.10 at 0.05 level of significance. Therefore, it is summarized that there exists no significant difference between quality maintenance in govt. secondary teacher education institutions and quality maintenance in private secondary teacher education institutions of Assam.

Table 2: Comparison of each parameter wise quality maintenance in secondary education institutions (Govt. and private) of Assam

S.No.	Quality maintenance parameter of teacher education institutions	Secondary teacher education institutions	N	Mean	SD	SEm	t-value	Table vale of t at 0.05 level	DF	Sig.
1	Infrastructure	Govt.	6	42.33	1.50	0.61	4.49	2.10	18	
		Private	14	54.43	5.33	1.42				*
2.	Curriculum	Govt.	6	42.17	3.70	1.51	0.89	2.10	18	#
		Private	14	43.64	3.38	0.90				
3.	Method of transaction and evaluation	Govt.	6	51.50	2.34	0.95	0.73	2.10	18	#
		Private	14	52.86	4.22	1.12				
4.	Staff development practice	Govt.	6	54.67	4.76	1.94	4.40	2.10	18	*
		Private	14	43.21	5.53	1.47				
5.	Research innovation and extension	Govt.	6	47.67	4.17	1.70	0.17	2.10	18	#
		Private	14	48.00	3.94	1.05				
6.	Management and administration	Govt.	6	53.83	3.81	1.55	0.67	2.10	18	#
		Private	14	54.93	3.10	0.82				

Table 2 indicates the comparison of each parameter wise quality maintenance in government secondary teacher education institutions with private secondary teacher education institutions of Assam.

From the quality maintenance in 'infrastructure' parameter of teacher education institutions (government and private) from the Table 4.2 it is seen that the calculated 't' value 4.49 is more than the Table value at 0.05 level of significance for 18 DF. For 18 DF, the Table value of 't' is 2.10 at 0.05 level of significance. So, it is summarized that there exists significant difference between quality maintenance in infrastructure in govt. secondary teacher education institution and quality maintenance in infrastructure in private secondary teacher education institutions of Assam. As the mean score of quality maintenance in infrastructure in private secondary teacher education institutions (mean =54.43) is better than quality maintenance in infrastructure in govt. secondary teacher education institutions (mean =42.33) of Assam, so, it is finalized that quality maintenance in infrastructure in private secondary teacher education institutions is better than quality maintenance in infrastructure in govt. secondary teacher education institutions of Assam.

Quality maintenance in 'curriculum' parameter of secondary teacher education institutions (govt. and private) of the Table 4.2 it is found that, the calculated 't' value 0.89 is less than the Table value of 't' at 0.05 level of significance for 18 DF. For 18 DF, the Table value of 't' is 2.10 at 0.05 level of significance. As a result, it is summarized that there exists no significant difference between quality maintenance in curriculum in government secondary teacher education institutions and quality maintenance in curriculum in private secondary teacher education institutions of Assam.

The quality maintenance in 'method of transaction and evaluation' parameter of secondary teacher education institutions (govt. and private) of the Table 4.2 states that, the obtained 't' value 0.73 is less than the Table value of 't' at 0.05 level of significance for 18 DF. For 18 DF, the Table value of 't' is 2.10 at 0.05 level of significance. As a result it is finalized that there exists no significant difference between quality maintenance in method of transaction and evaluation in government secondary teacher education institutions and quality maintenance in method of transaction and evaluation in private secondary teacher education institutions of Assam.

Quality maintenance in 'staff development practice' parameter of secondary teacher education institutions (govt. and private) of the Table 4.2 reveals that, the calculated 't' value 4.40 is more than the Table value of 't' at 0.05 level of significance for 18 DF. For 18 DF, the Table value of 't' is 2.10 at 0.05 level of significance. So, it is summarized that there exists significant difference between quality maintenance in staff development practice in govt. secondary teacher education institutions and quality maintenance in staff development practice in private secondary teacher education institutions of Assam. Since the mean score of quality maintenance in staff development practice in govt. secondary teacher education institutions (mean =54.67) is better than the mean score of quality maintenance in staff development practice in private secondary teacher education institutions (mean =43.21) of Assam, so, it is inferred that quality maintenance in staff development practice in govt. secondary teacher education institutions is better than quality maintenance in staff development practice in private secondary teacher education institutions of Assam.

The quality maintenance in 'research innovation and extension' parameter of secondary teacher education institutions (govt. and private) of Table 4.2 shows that the calculated 't' value 0.17 is less than the Table value of 't' at 0.05 level of significance for 18 DF. For 18 DF, the Table value of 't' is 2.10 at 0.05 level of significance. As a result it is concluded that there exists no significant difference between quality maintenance in research innovation and extension in govt. secondary teacher education institutions and quality maintenance in research innovation and extension in private secondary teacher education institutions of Assam.

Quality maintenance in 'management and administration' parameter of secondary teacher education institutions (govt. and private) of Table 4.2 it is found that the obtained 't' value 0.67 is less than the Table value of 't' at 0.05 level of significance for 18 DF. For 18 DF, the Table value of 't' is 2.10 at 0.05 level of significance. Therefore, it is summarized that there exists no significant difference between quality maintenance in management and administration in government secondary teacher education institutions and quality maintenance in management and administration in private secondary education institutions of Assam.

FINDINGS OF THE STUDY

1. There exists no significant difference between quality maintenance in private secondary teacher education institutions and quality maintenance in govt. secondary teacher education institutions of Assam.
2. Quality maintenance in infrastructure in govt. secondary teacher education institutions is better than quality maintenance in infrastructure in private secondary teacher education institutions of Assam.
3. There exists no significant difference between quality maintenance in curriculum in govt. secondary teacher education institutions and quality maintenance in curriculum in private secondary teacher education institutions of Assam.
4. There exists no significant difference between quality maintenance in method of transaction and evaluation in govt. secondary teacher education institutions and quality maintenance in method of transaction and evaluation in private secondary teacher education institutions of Assam.
5. There exists no significant difference between quality maintenance in staff development in govt. secondary teacher education institutions and quality maintenance in staff development in private secondary teacher education institutions of Assam.
6. There exists no significant difference between quality maintenance in research innovation and extension in govt. secondary teacher education institutions and quality maintenance in research innovation and extension in private secondary teacher education institutions of Assam.
7. There exists no significant difference between quality maintenance in management and administration in govt. secondary teacher education institutions and quality maintenance in management and administration in private secondary teacher education institutions of Assam.

CONCLUSION

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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