



## REVIEW OF LITERATURE ON PERCEPTION OF PRE SERVICE TEACHER TRAINEES TOWARDS QUALITY ASSURANCE IN B.ED COLLEGES OF KASHMIR VALLEY: A COMPARATIVE STUDY

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**ABSTRACT:** Quality assurance is a conscious and planned process for ensuring quality in any setting. In higher education, such quality usually includes tangibles, competence, attitude, content, delivery, and reliability. That assurance process may be constituted of systems such as self-evaluation, best practices 71 benchmarking, and external quality monitoring. Stakeholder feedback and student assessment may also contribute to the data to be analysed towards achieving quality. In terms of teacher education, from a systems perspective, the inputs to the programme are the participants, the faculty, the educational processes, and activities enabled by the curriculum and the micro and macro environments of the school, as well as the broader social systems.

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### INTRODUCTION:

Review of related literature implies locating, tracing and evaluating reports of research findings as well as reports of casual observations and opinions that are related to the individuals, and planned research projects.

The collection of available literature helps to uncover a number of studies related to the problem under study. Unless the areas of work that others have completed are ascertained and the areas left unexplored are identified to focus the light on those areas by the researchers.

Review of researches is very essential for an investigator to know the area in which research work is needed and for determining and describing the different dimensions of problems. This may provide scope for drawing a base for the conceptual frame work for the proposed study.

This chapter includes the doctoral and institutional level of research studies, which are available for reference to the study area.

### 2.2. Reviews of related studies conducted in India and Abroad:

G.M. Kakkad (1983) have conducted a study on “Secondary teacher-Education curricula – An Analytical study and developing teacher – education programme.” The sample for the study was B.Ed., students and Syllabi of 24 Universities, the IATE, the

NCERT and the L.T. Course of UP. The tools used were an interview schedule and a comprehensive questionnaire prepared by the 37 researcher. The main findings of the study were: 1. The duration of the Secondary Teacher Education Programme (STEP) should be two academic sessions. 2. The aspects of STEP should be (a) educational theory, (b) practice teaching, (c) Community work, (d) Work experience (e) Sessional work (f) Co-Curricular activities. 3. There should be content courses along with the school subject methodology paper. 4. There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject 5. Internship in teaching should be introduced for a period of three months. 6. There should be a provision for Urban and Rural teaching in the STEP. 7. There should be provision for theory and practical action research or classroom research in STEP 8. There should be exchange of teachers, occasionally between colleges of education and secondary schools.

A.N. Joshi (1984) have conducted a research on “A study of developing performance criteria and listing their efficacy in training student teaches in a teaching skill cluster.” The investigator focused on i) The evaluation of the behavioural model of teaching skill programmes, ii) The relationship, between a symbolic (planning) model and a behavioural (performance) model, iii) its bearing on planning and the critique

procedures of microteaching and iv) study of efficacy of the modified planning and critique procedures. The first 3 aspects were studied through a field study, where as the last aspect was studied through an experiment. For the field study, the sample consisted of 53 student teachers enrolled in Adarsh comprehensive college of education and research, Pune, 38 during 1978- 80. The transcript of 318 recorded micro-teaching lessons were analysed with the help of Moves in Interactive Strategies of Teaching (MIST). The major findings of the study were, the coefficient of stability for the forms of MIST was 0.85. The rates of teachers steady talk and pupils steady talk seemed to be useful and stable for estimation of the time dimension at the time of planning. The coefficients of correlation between completely translated planning, CTP and performance varied from 0.61 to 0.83 for the skills of reacting, questioning and initiation, and response (RQI).

The results of the experimental study indicated favourable results for IMA over SMI in terms of increasing the proportion of desired translations in total transitions, occurring in teaching.

S.D. Kadwadkar (1984), A have conducted a research on “A critical Enquiry in to professional courses for college teachers in India”, the major findings of the study were: 1. Theoretical information relating to „planning for teaching” ability and some components of „teaching and testing” abilities was given in a global way and related practical work was either not prescribed or not given due weight age. 2. No specific information relating to the ability, dealing with behavioural problems of students in the classroom, was given. 3. Some theoretical information relating to „action research” ability was given but no related practical work was attempted. 4. No or very little scope was given to demonstrate professional abilities. 39

S.B. Mohanty (1984) have conducted a research on “A study of student teaching programmes in colleges of education with special reference to Innovation.” The study was conducted on the population of all the 19 teacher training colleges of Orissa state. All the principals (100 percent) and 118 (75 percent) of the lecturers of these teacher – training colleges were the respondents of the study. The investigator prepared two questionnaires. One for principals and the other for lecturers and one observation scheduled, one interview scheduled and one proforma. (Data was collected by mail as well as through personal visits to the teacher training institutions). The findings of the study were: 1. Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all colleges. 2. The manner in which criticism lessons were held was not proper. 3. Various methods of teaching were not used in teaching lessons. 4. The practice – teaching

programme stressed delivery of lessons and not other activities expected from a student-teacher supervisors did not observe lessons completely. They rarely discussed their observations in lesson-plan journals with the trainees. The evaluation was of doubtful validity as no evaluation criteria were explicitly stated. School-college co-operation was found poor in almost all institutions under study. The colleges lacked qualified method masters. The lecture method of teaching was in vogue. Micro teaching and team supervision of criticism lessons were the only two innovations practiced in three colleges. In all respects, the functioning of government institutions was better than that of private institution. 40

V.V. Naik (1984) have conducted a research on “A Comparative study of the effect of Micro-teaching and conventional Approaches of teacher training upon pupil’s Achievement, pupil’s perception and general teaching competence of pre service student teachers.” The study employed an experimental research design and used comparative methods. The design envisaged two groups of student teachers and pupils, one serving as the experimental and the other as the control group. The sample consisted of 644 student teachers and 620 eighth standard pupils. The tools employed for this study were education schedules, a general teaching competence scale, Raven’s standard progressive matrices and Ahluwalias. Teacher attitude Inventory, which are used on student teachers. The tools used for pupils were the Deo-Mohan scale for achievement motivation. Jogavar’s Socio- Economic Status scale, the California study methods survey, the Non-Verbal Test of intelligence, the scholastic aptitude test. Sharma’s Anxiety scale. Mathe’s student linking scale (modified), an Achievement test in physics and an achievement test in chemistry. The last two were prepared by the invigilator. The data were analyzed by using critical ratio, analysis of variance, factor analysis and correlational techniques. The major findings of the study were: 1. For total gain in achievement in physics, the experimental group scored significantly higher than the control group. The results were not significantly different for gain in the achievement in chemistry and physics and chemistry 41

together. The results did not show significant differences between the experimented and control group when tested for gain in knowledge and understanding objectives for both subjects taken together or separately. The experimental group scored significantly higher than the control group when tested for gain in application objective in Physics, and physics and chemistry together. The control group scored significantly higher when tested for the pupil’s total perception of student teachers in physics and physics and chemistry together no significant difference was found between both the groups for

chemistry. The control group scored significantly higher than the experimental group when tested for pupils perception of student teachers skill of questioning, explaining and reinforcement in physics and physics and chemistry together. The experimental group scored significantly higher on general teaching competence than the control group. Gain in general teaching competence significantly correlated with gain in achievement in Physics as well as Chemistry. Gain in general teaching competency significantly correlated with perception in physics as well as Chemistry.

S. Nata Rajan (1984) have conducted a research on “A Competency based programme in Teacher Education Curriculum.” For this experimental study, all the students of two government colleges of education at Pudukottai and orathanad, numbering 200 were involved. They were male students in the age group 21-26. Five treatment groups with 40 student teachers in each group were formed by Random selection the first group received instruction through 42

the traditional lecture method with occasional dictating of notes. The second group learnt through small group discussions that were pre planned. Source materials were supplied. The third group mastered the subject matter through the conduct of seminars followed by discussions, the researcher or one of the student teachers moderating the whole session. The fourth group was engaged in directed self study, supported by a resource centre and weekly discussions led by the researcher. The last group studied by means of the self instructional models that were based on a competencies approach.

The major findings of the study were: competency based instruction proved suitable for teaching selected units in institutional planning and administration. The seminar method seemed to be an effective method as it compared favorably with & the competency – based approach. The lecture method was effective as a group method.

Directed self study did not compare well with other methods. There was a significant relation between self esteem and acquisition of competencies. Attitude towards teaching methods had a favourable correlation with acquisition of competencies. The study proved that teacher education programmes could be made more effective through a competency based approach. R.D. Mehta (1985) have conducted a study on “An Investigation into the change in the attitudes and values of teacher trainees with respect to some of their personality variables.” The study followed a pre test, post test experimental design. The treatment consisted of a one year teacher training programme as 43 organized by the Department of education, Delhi University. A sample of 184 student selected from the session 1981-82 and 191 students from session 1982-

83. These subjects were administered the following tools: i). The teacher attitude inventory ii). The value scale having 6 areas. iii). Eysencks personality Questionnaire. The findings of the study were the impact of the teacher training programme in the CIE (Dept of Education) was such that a significant positive change in attitudes towards teaching took place in all the subgroups of subjects, and the maximum positive change took place in the sub-group of high extraversion, with low Psychoticism and low neuroticism. The interaction effect of extraversion, Psychoticism and low neuroticism was non-significant in producing any significant change in the said attitudes. Viz. attitude towards child control, attitude towards classroom discipline, attitude towards classroom instruction and attitude towards teacher – pupil relations. The impact of the teacher training programme was such that theoretical, aesthetic and political values changed negatively as a result of the effect of extra version, psychoticism & Neuroticism.

A. Mishra (1986) have conducted a study on “Growth of teacher education for women and problem there of. (With special reference to U.P.)” The researcher divided the study in three dimensions: i) Teacher training at the primary level. ii) Teacher training at the secondary level. iii) The problems faced by female teacher educators in their institutions. The sample consisted of 56 BTC institutions and 26 secondary teacher colleges. The tools consisted of a 44 Questionnaire, containing 6 sections to collect information regarding problem from teacher educators, an interview schedule for principals and heads of colleges, and a questionnaire for BTC teachers. The major findings were, there was a steady growth in the number of training institutions for women, specially in postindependent India. The last teacher education department for women was opened in 1973. A study of the number of books in the library, furniture, building and staff revealed that the investment of grants on these items had also grown. Examination results, both in the theory papers and practicals, also showed improvement. Regarding teacher education at the primary level, the findings showed that a number of programmes had been launched in the past and with the march of time, they had been amalgamated under a new nomenclature, finally leading to the emergence of the BTC courses. Regarding problems at the higher level, it was found that the staff were con-fronted many difficulties arising out of the grip of private managements and local political pressures with regard to examinations and admission they had also some problems with building accommodation.

Government colleges had no such problems, except the problem of transfer and stagnation. At the BTC stage, women teacher educators suffered from scarcity

of living Quarters, water – supply and personal insecurity. In the institutions located in the interior, there was no regular electric supply.

S. Mishra (1987) have conducted a study on “A study of social mobility among teachers” (With reference to the Primary, Secondary, College and 45 University Teachers of Gorakhpur city). A Questionnaire on social mobility among the teachers containing questions on educational qualification, income and occupation of family members, working conditions, future prospects of promotion, etc., was prepared by the researcher. The sample consisted of 152 primary school teachers, 400 secondary school teachers, 72 college lecturers, 20 University professions 65 readers and 65 lecturers. The teachers were selected through a purposive sampling method. The study revealed that better working conditions, locality – from rural to Urban, better income and higher cadre were the main factors responsible for mobility among teachers.

Courtney (1995) studied “the perceptions of the chief academic officers on the results of implementing total quality management in their higher education institution.” This study gathered and analyzed data from higher education institutions, which had implemented TQM as of April 1994 to better understand the relationship between the implementation approach (institution – wide Vs. departmental) and the outcome of the TQM initiative. A mail survey was sent during the fall of 1994 to the chief academic officers of 242 higher education institutions. The results of the survey showed 41% of institutions (99), which responded used TQM of these institutions 61% implemented TQM using an institution – wide approach while 39% used a departmental approach. Institutions, which implemented TQM with an institution – wide approach, reported significantly more benefits, less problems and dramatically higher levels of success as compared to institutions that used a departmental approach. 46

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