

# Realization of Quality Indices in Secondary Teacher Education Programme

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**Abstract:** The present investigation was an attempt to determine the Realization of Quality Indices in Secondary Teacher Education Programme. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consisted of 60 teacher Educators from Khammam district using stratified random sampling method. opinionnaire was constructed for the teacher Educators to find out the opinions on Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. The data were analyzed using various statistical methods like t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables like gender, Age, Marital Status, Academic and Professional Qualifications, Designation, Teaching Experience, Annual Income, Teaching Methodology and College Management with respect of teacher Educators. The results indicated that there is a more positive response towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.

**Keywords:** Indices, perception, quality, realization.

## 1. Quality in Education

Quality in education means, the educational process is such that it ensures students to achieve their goals and thereby satisfies the needs of the society and help in national development. As teachers, principals, heads of departments and planners and policy makers in education we may be having this question in our mind- Why worry about quality? It is not just because of the UGC directive that we should think of quality, rather quality should be a bottom – up approach and every one should be conscious of why we should worry about quality of our teaching programs and institutions.

## 2. Quality Education

Quality life is the outcome of quality education. Our society demands certain values from an individual. How to preserve the social norms and how to conform the social norms is a part of education. Quality education impacts its students intellectually and socially.

There are six dimensions to develop quality education. They are,

- Promotion and improvement of basic education.
- Reorientation programme at all levels to address

sustainable development.

- Developing public awareness and understanding for sustainability.
- Providing training
- Involving higher education
- Management

The existing education should be improved according to the needs of the time. It has to fulfill the demands of ones' own country and the changing scenario of the world. It must be competitive and co-operative.

## 3. Quality in Teacher Education

Indian institutions of teacher education are far behind their counterparts, in developed countries. We need to make the system of education more innovative for futuristic, in order to respond to the changing, demands of the society. Teacher training institutions have remained in the state of neglect for too long. While theoretically everyone agrees that efficacy of these institutions determines the quality of school education, in practice, not much as being done to ensure that these become professional institutions with professionally qualified, motivated faculty, which needs to function in a state of adequate infrastructure and resource support. To maintain the standards and to update the qualities, we require commitment, complete involvement of all the personnel, friendly management, free market environment and training of people concerned. Up gradation and development in all these spheres is possible only through empowering teachers through different aspects.

Teacher educators in teacher training institutions should re-examine their textual materials and curricular contents from the point of view of identified competencies. They could also consider removing or adding appropriate units and items that would help teacher training acquire the requisite competencies. Institutions working at the national and professional level should prepare resource persons for this task. As and when feasible, training material could be prepared by these resource persons and made available to teacher educators. The strategy could also be utilized with appropriate modifications, for in-service teachers. As and when major revisions of curriculum take place, the same could take due note of competencies and qualities expected to be acquired by each teacher trainees. The expected outcomes would be a reduced curriculum load,

participatory learning, enhanced relevance of training, more self-confidence in the trainees. This would in turn bring about a clear possibility of applying in schools what has been learnt in training institutions. Eventually this would lead to a dynamic teacher education system with visible quality enhancement. The quality of teacher education determines the quality of teachers. The National Council for Teacher Education (NCTE) started recognizing teacher education programmes at different levels, Primary, secondary and higher secondary. The secondary teacher education in the country has long established its uniformity on curriculum. The NCTE has suggested 1:10 ratio of teachers to students at B.Ed. level, whereas government of Gujarat suggested 1:12 ratio. Pre-service teacher education has essentially remained a one year programme throughout the country for more than five decades. The NCTE in recent years emphasized the need for duration of courses by strengthening pedagogy and practice in taking programme with the incorporation of internship. The proposed period was two years. The Gujarat Vidhyapeeth, Ahmadabad has already started a two year B.Ed., programme. The four regional institutes of education placed at Mysore, Ajmer, Bhopal and Bhubaneswar introduced two year B.Ed., programme with required changes in the curriculum in the curriculum from the year 1999. The UGC and NCTE have tried to strengthen the teaching profession by constantly examining the required ratio of teachers to students, staff qualifications, programme requirements etc., The UGC has started preparing a database of teachers profile in higher education and is trying to provide it on the internet for wider dissemination of strength and proper utilization of the expertise in various areas at state and national levels.

#### 4. Need and Significance of the Study

Modern living has brought in the demand for quality in all the spheres of life. Quality of any group or for that matter a Nation is assessed by the Quality of people living there. The quality of people is measured by quality of education, provided to them. The quality of education depends more upon the quality of the teachers. Quality of teachers in turn depends upon the Quality of teacher education. Hence, the one and the only one way to produce quality teachers could be through the teacher education where quality is of paramount importance and every effort is made positively.

All most all the commissions and committees, including Rajiv Gandhi Commission, NPE 1986 established after independence of India have expressed unanimously that quality of teacher education can be the right solution to achieve the objectives of education and the prosperity of the nation and national integrity. The NPE revised in 1992 stressed the need for restructuring teacher education programmes to meet the constitutional and developmental need of education of people in general and teacher education in particular. The general interest of any commission or committee is to produce teachers of dynamic personality. They have also opined that without quality teachers, even the best system of education is bound to fail, but with good teachers even an average system can become effective largely. We can understand that teacher's performance

is the most crucial input in education. It is only committed teachers that can materialize policies and plans of education in the classroom at the gross root level where all that matters.

Countries irrespective of their constitutional theories, are investing a significant share of their economic resources to the field of education in order to augment human resource development. Attention is now being paid even to uplift the quality of teacher education. Hence, a drastic change in the existing practices in education is almost over due. The question now remains as to those indices that contribute the quality of teacher education. Based on this knowledge and also after going through various journals, periodicals, research articles and previous investigations, the researcher has got motivated, took initiative, and intended to study the realization of quality indices in secondary teacher education programme and designed research problem into – Realization of Quality indices in Secondary Teacher Education programme – Perceptions of Teacher Educators in Khammam District of Telangana State.

#### 5. Reviews

Ashraf Imam (2016) reviewed on "Quality and Excellence in Teacher Education: Issues & Challenges in India". Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. These seek to look at teacher quality in a way in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education. Several studies related to classroom environment and teacher behavior in selected subjects are referenced. The results from different papers and articles and some interview with teachers from different schools and colleges indicate that some items may be irrelevant in the Indian context (e.g., physical characteristics), while more items may be needed to reflect good teaching in India (e.g., questioning skills). In addition, the potential use of teacher profiles to drive staff development and academic improvement is explored.

Chunmei and Chuanjun He (2010) reviewed on 'Transforming the existing model of teaching practicum: A study of Chinese EFL student teachers' perceptions.' Their paper reports a study on Chinese pre-service teachers' perceived problems in their teaching practicum. Reflective paper-writing was employed to investigate the views of 210 student teachers on an English as a foreign language (EFL) teacher education programme in Central China. The findings highlight six major problems. The paper points out that these problems have been caused by the existing rationalist model of teacher education, and emphasizes the need to transform the

existing model of teaching practicum. The transformation entails a re-examination of the existing EFL teacher education programme. The paper argues for setting up a new model that stresses continual interactions between theoretical and practical components of a course, and close contact and collaborations between universities and schools to improve student teachers' professional development in teaching practicum.

Statement of the Problem:

In view of the above explanation, the problem may be stated specifically as, "Realization of Quality Indices in Secondary Teacher Education Programme - Perceptions of Teacher Educators in Khammam District of Telangana State".

### 6. Objectives of the Study

1. To compare the opinion of male and female teacher educators towards the realization of quality indices in Secondary Teacher Education Programme.
2. To compare the opinion of teacher educators under 25 years in between 26 to 45 years and above 45 years' age groups, towards the realization of quality indices in Secondary Teacher Education Programme.
3. To compare the opinion of Teacher educators having professional qualifications like M.Ed., M.Phil., Ph.D., towards the realization of quality indices in secondary teacher education programme.
4. To compare the opinion of lecturers and principals towards the realization of quality indices in secondary teacher education programme.
5. To compare the opinion of teacher educators having below Rs.1,00,000/- and above Rs.2,00,000/- annual income towards the realization of quality indices in secondary teacher education programme.
6. To compare the opinion of teacher educators having below 5 years and 6-10 years & above 11 years of experience, towards the realization of quality indices in secondary teacher education programme.
7. To compare the opinion of teacher educators dealing Telugu, English, Maths, Physical Science, Biological Science and Social Studies towards the realization of Quality indices in secondary teacher education programme.
8. To compare the opinion of teacher educators working under private and minority managements towards the realization of quality indices in secondary teacher education programme.

### 7. Hypotheses of the Study

1. There is no significant difference between male and female teacher educators in their opinion towards realization of quality indices in secondary teacher education programme.
2. There is no significant difference between married and unmarried teacher educators in their opinion towards realization of quality indices in secondary teacher education programme.
3. There is no significant difference among the teacher educators in their opinion based on their professional qualification towards realization of quality Indices in

secondary teacher education programme.

4. There is no significant difference between Lecturers and Principals in their opinion towards realization of quality indices in secondary teacher education programme.
5. There is no significant difference among the teacher educators in their opinion based on their annual income towards realization of quality indices in secondary teacher education programme.
6. There is no significant difference among the teacher educators in their opinion based on their teaching experience towards realization of quality indices in secondary teacher education programme.
7. There is no significant difference among the teacher educators in their opinion based on their methodology towards realization of quality indices in secondary teacher education programme.
8. There is no significant difference among the teacher educators in their opinion based on their college management towards realization of quality indices in secondary teacher education programme.

*Delimitations:*

- The geographic area of the study is limited to Khammam District of Telangana State only.
- The study is limited Teacher Educators only.
- The Study is limited to 50 Teacher Educators only.

### 8. Method

For this study, the investigator used the survey method for the collection of data. The questionnaire is prepared and data is collected from teacher educators. Researcher used the SPSS package for the measurement on the Realization of Quality Indices in Secondary Teacher Education Programme. After the analysis, the conclusion remarks and recommendations are given. Methodology plays its important role in conducting any research. It is helpful to find the relationship of dependent variable with independent variables. It can provide a comprehensive understanding of the different aspects on the Realization of Quality Indices in Secondary Teacher Education Programme with reference to teacher educators performance. The researcher is going to discuss the adopted research methodology for this research. In this research, researcher used the combination of quantitative and descriptive method. The questionnaire was developed for the collection of data. In this questionnaire, there are nine variables viz., Gender, Age, Marital Status, Professional Qualifications, Designation, Annual Income, Teaching Experience, Methodology and Management of the college.

### 9. Data Collection

The study involves in collection of information with regard to Realization of Quality Indices in Secondary Teacher Education Programme in Teacher Education Colleges of Khammam District in Telangana State. The information is elicited from the Teacher Educators working B.Ed., Colleges of Khammam District. The researcher selected all the 10 B.Ed., Colleges from Khammam district of Telangana for collection

of data. 50 teacher educators were covered for collection of data and acted as respondents.

### 10. Data Analysis

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 have been used by the investigator.

Table 1

Overall perceptions of Teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District

Number	Min.	Max.	Mean	Mean Percent	Std. Dev.
50	109	545	431.25	79.13	38.56

Table 1, we revealed that, Teacher educators expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam district. The mean value is 431.25 which is 79% of their total score respectively.

Table 2

Significant difference between the perceptions of male and female teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District

Gender	N	Mean	Std. Dev.	t-Value	p-value
Male	37	434.18	32.63	2.68**	0.00
Female	13	438.83	37.24		

\*\*Significant at 0.01 Level of Significance

Table 2 observed that the mean perceptions of score of female teacher educators (438.83) is significantly higher than that of male teacher educators (434.18). The t-value is found to be 2.68 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of male and female teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District. Hence the null hypothesis is rejected.

Table 3

Mean comparison among the perceptions of Teacher Educators based on their age group towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District

Age	N	Mean	Std. Dev.	F-Value	p-value
Below 25	6	412.67	20.46	1.91 <sup>NS</sup>	0.15
26 to 45	71	436.08	38.36		
Above 45	23	444.00	25.79		

NS: Not Significant

Table 3 observed that the mean perceptual scores of teacher educators based on their age group Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District, for below 25 years is 412.67, for 26 to 45 years’ age group teacher educators is 436.08 and for above 45 years age group teacher educators is 444.00. The SD values are 20.46, 38.36 and 25.79 respectively. The ‘F’-value was found to be 1.91 and the p-value is 0.15, which is not significant. This shows that there is no significant difference among the perceptions of teacher educators based on their age group

towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. Hence, the null hypothesis is accepted.

Table 4

Significant difference between the perceptions of married and unmarried teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District

Marital Status	N	Mean	Std. Dev.	t-Value	p-value
Married	37	435.26	32.32	0.32 <sup>NS</sup>	0.75
Un-married	13	437.56	38.19		

NS: Not Significant

Table 4 observed that the mean perceptions of score of unmarried teacher educators (437.56) is slightly higher than that of married teacher educators (435.26). The t-value is found to be 0.32 and the p-value is 0.75, which is not significant. This shows that there is no significant difference between the perceptions of married and unmarried teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. Hence the null hypothesis is accepted.

Table 5

Mean comparison among the perceptions of Teacher Educators based on their qualification towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District

Qualification	N	Mean	Std. Dev.	t-Value	p-value
M.Ed.,	23	431.68	33.20	6.65**	0.00
M.Phil.	9	434.19	34.70		
Ph.D.	18	473.10	32.98		

\*\*Significant at 0.01 Level of Significance

Table 5 depicts that the mean perceptual scores of teacher educators based on their qualification towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District, for M.Ed., is 431.68, for M.Phil., is 434.19 and for Ph.D., qualified teacher educators is 473.10. The SD values are 33.20, 34.70 and 32.98 respectively. The ‘F’-value was found to be 6.65 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference among the perceptions of teacher educators based on their qualification towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. Hence, the null hypothesis is rejected.

Table 6

Significant difference between the perceptions of Lecturers and Principals towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District

Designation	N	Mean	Std. Dev.	t-Value	p-value
Lecturer	40	439.25	34.48	2.92**	0.00
Principal	10	428.42	34.36		

\*Significant at 0.05 Level of Significance

Table 6 observed that the mean perceptions of score of Lecturers (439.25) is significantly higher than that of Principals (428.42). The t-value is found to be 2.92 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of Lecturers and Principals towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. Hence

the null hypothesis is rejected.

Table 7

Mean comparison among the perceptions of Teacher Educators based on their income towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District

Income	N	Mean	Std. Dev.	F-Value	p-value
Below Rs. 1. Lakh	25	446.25	32.04	6.40**	0.00
Rs. 1 to 2 Lakhs	22	426.71	36.37		
Above Rs. 2 Lakhs	3	394.67	11.55		

\*\*Significant at 0.01 Level of Significance

Table 7 discloses that the mean perceptual scores of teacher educators based on their income towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District, for Below Rs. 1 lakh is 446.25, for Rs. 1 to 2 lakhs are 426.71 and for above Rs. 2 lakhs income of teacher educators is 394.67. The SD values are 32.04, 36.37 and 11.55 respectively. The 'F'-value was found to be 6.40 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference among the perceptions of teacher educators based on their income towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District. Hence, the null hypothesis is rejected.

Table 8

Mean comparison among the perceptions of Teacher Educators based on their teaching experience towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District

Teaching Experience	N	Mean	Std. Dev.	F-Value	p-value
Below 5	25	441.84	35.67	4.02*	0.02
6 to 10	19	412.85	42.96		
Above 10	6	432.59	17.66		

\*Significant at 0.05 Level of Significance

Table 8 depicts that the mean perceptual scores of teacher educators based on their teaching experience towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District, for below 5 years is 441.84, for 6 to 10 years is 412.85 and for above 10 years teaching experienced teacher educators is 432.59. The SD values are 35.67, 42.96 and 17.66 respectively. The 'F'-value was found to be 4.02 and the p-value is 0.02, which is significant at 0.05 level. This shows that there is a significant difference among the perceptions of teacher educators based on their teaching experience towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. Hence, the null hypothesis is rejected.

Table 9

Mean comparison among the perceptions of Teacher Educators based on their teaching methodology towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District

Methodology	N	Mean	Std. Dev.	F-ratio	Sig.
Telugu	6	420.50	9.69	3.16*	0.01
English	4	448.93	26.70		
Mathematics	10	440.52	37.74		
Physical Science	7	429.17	28.63		
Biological Science	8	416.30	37.64		
Social Studies	15	449.15	36.54		

\*Significant at 0.05 Level of Significance

Table 9 depicts that the mean perceptual scores of teacher

educators based on their teaching methodology towards Realization of Quality Indices in Secondary Teacher Education Programme in Khamma District, for Telugu is 420.50, for English is 448.93, for Mathematics is 440.52, for Physical Science is 429.17, for Biological Science is 416.30 and for Social Studies teaching methodology teacher educators is 449.15. The SD values are 9.69, 26.70, 37.74, 28.63, 37.64 and 36.54 respectively. The 'F'-value was found to be 3.16 and the p-value is 0.01, which is significant at 0.05 level. This shows that there is a significant difference among the perceptions of teacher educators based on their teaching methodology towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. Hence, the null hypothesis is rejected.

Table 10

Significant difference between the perceptions of Private and Minority B.Ed. college teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District

Management	N	Mean	Std. Dev.	t-value	Sig.
Private	38	438.55	36.56	3.02**	0.00
Minority	12	430.84	34.02		

\*\*Significant at 0.01 Level of Significance

Table 10 observed that the mean perception of score of Private B.Ed., college teacher educators (438.55) is significantly higher than that of Minority B.Ed., college teacher educators (430.84). The t-value is found to be 3.02 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between the perceptions of Private and Minority B.Ed., college teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. Hence the null hypothesis is rejected.

## 11. Findings

1. There is a significant difference between the perceptions of male and female teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. We conclude that female teacher educators expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme than that of male teacher educators.
2. There is no significant difference among the perceptions of teacher educators based on their age group towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District
3. There is no significant difference between the perceptions of married and unmarried teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District.
4. There is a significant difference among the perceptions of teacher educators based on their qualification towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. We infer that Ph.D., qualified teacher educators expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme than that of

M.Ed., and M.Phil., Qualified teacher educators.

5. There is a significant difference between the perceptions of Lecturers and Principals towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. We conclude that Lecturers expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme than that of Principals.
6. There is a significant difference among the perceptions of teacher educators based on their income towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. We infer that below Rs. 1 lakh income of teacher educators expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme than that of Rs. 1 to 2 and above Rs. 2 lakhs income of teacher educators.
7. There is a significant difference among the perceptions of teacher educators based on their teaching experience towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. We infer that below 5 years teaching experienced teacher educators expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme than that of 6 to 10 and above 10 years teaching experienced of teacher educators.
8. There is a significant difference among the perceptions of teacher educators based on their teaching methodology towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. We infer that Social Studies methodology teacher educators expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme than that of English, Telugu, Mathematics, Physical Science and Biological Science methodology teaching teacher educators.
9. There is a significant difference between the perceptions of Private and Minority B.Ed., college teacher educators towards Realization of Quality Indices in Secondary Teacher Education Programme in Khammam District. We infer that Private college teacher educators expressed high perceptions towards Realization of Quality Indices in Secondary Teacher Education Programme than that of Minority college teacher educators.

## 12. Conclusion

This study was focused on identifying the levels of accomplishment of quality indices as identified by the researcher from the sources of literature and from the point of view of teacher educators who are main stake holders in teacher education. This study concludes that teacher educators are under the opinion that there is a high degree of realization of quality indices in secondary teacher education programme in Khammam District.

As the realization of quality indices in secondary teacher education programme is viewed from a national and state perspective, the teacher education programme in India is controlled by the national autonomous body called National Council for Teacher Education (NCTE) with headquarters at

the national capital New Delhi with regional centers. This apex body controls the quality of teacher education in India with the support of the State Government and the university with which the teacher education institutions are affiliated. The norms are prescribed by the national office and controlled and monitored by the state government, the university is the implementing authority where the college management is the executing body as per the conditions laid by the NCTE, Government and University.

Hence, the major concern for the realization of quality parameters in teacher education lies mainly with the managements of the colleges of education. The quality areas related to Entrance examination, admission and the number of working days, Objectives of the course, Curriculum transaction and timetable, Competency and commitment of the teacher educators, Project work and practicum, Curricular and extra-curricular activities, Examinations and evaluation and Outcome of the course are monitored and prescribed by the NCTE or the State Government or the University. Hence, the teacher educators could not express any difference of opinion regarding the existing conditions. But the situation of Institutional infrastructure and facilities and Practice teaching and mentoring are concerned, the managements are accountable for providing quality facilities, recruiting all the required qualified full-time teacher educators with good salaries and accessibility to practicing schools for effectiveness in the teacher education programme.

Due to the enormous expansion of teacher education in the state and in the university areas in terms of number of colleges and the number of students being admitted into these colleges, there is a great need to focus on the quality of teacher education being offered in these colleges. Its not only mere monitoring and certification from concerned authorities, but the college managements, principals and all the controlling authorities should feel the responsibility of producing quality teachers for quality schooling which ultimately produce quality citizens for the country.

## 13. Recommendations

1. Research can be undertaken by comparing the quality in teacher education in a university area.
2. A comparative study can be undertaken for closely observing secondary and primary teacher education institutions.
3. Accreditation and Gradation of Teacher Education Institutions by NAAC and NCTE and their influence on the realization of quality indices can be undertaken.
4. A comparative study between NAAC accredited and non-accredited colleges of education can be undertaken
5. Dilution in Teacher Education Institutions and problems of Quality Assurance and Total Quality Management can be studied.
6. University assessment and opinions of student teachers and teacher educators can be compared. This study can be extended to institutions like RIEs (Regional Institutes of Education) and the results can be compared for quality inputs for the state.

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