



PERFORMANCE INDICATORS FOR TEACHERS AND TEACHER EDUCATION INSTITUTIONS

Udaykumar Arun Sangale

Jijamata Junior College of Education, Satara

Cell No. 9881459993, 9881649993

E-mail– udaykumarsangalejm@gmail.com

Introduction

Teacher education plays vital role in reforming and strengthening the education system of any country. In India, Government Colleges for Elementary Teachers, Colleges of Education and University departments of Education are major institutions that impart teacher training through various academic programmes. As far as pre-service teacher education is concerned.

Despite its considerable quantitative expansion in last decade, teacher education sector in India has been criticized by the academicians and researchers for low quality. In his recent article, Dished (2010) has reviewed the literature and identified following common problems related to teacher training “lack of funding and resources, poorly equipped training institutions, short training period, undue emphasis on quantitative expansion, narrow scope of curriculum, imbalance between general and professional courses, over-emphasis on theory as opposed to practice little/no coordination between education departments and training institutions, deficient quality of instruction, lack of in-service training of teacher educators, failure in implementing useful reforms, vague objectives, poor quality of textbooks, defective examination system, lack of supervision and accountability, and lack of research and evaluation of teacher training programmes” The National Education Policy: 1998-2010 has rightly highlighted the quality problem by observing: “The qualitative dimension of teacher education program has received marginal attention resulting in mass production of teachers with shallow understanding of both the content and methodology of education.”

Showing concern about the quality enhancement of higher education, the government has lately taken some concrete initiatives which have relevance to and implications for teacher education institutions. Higher Education Commission has recently established the Quality Assurance Division with the mission “to provide and integrated quality assurance and management service for higher learning” One of the objective of the QAD is to develop a viable and sustainable mechanism of quality assurance in higher education sector of the country.

Literature Review

Quality indicators are “generic statements made in such a way that they ensure comprehensive coverage of the most relevant domains of the quality of teacher education institution” Yackulic and Noonan hold that indicators in teacher education reflect the important components of teacher education programme. Indicators may perform several roles such as describing current situation, quantifying pre-determined objectives, and identifying



factors that contributed to results achievement. Chande (2006) believes that performance indicators may be of three types quantitative, narrative (subjective) and combination of quantitative and narrative.

Several research studies have been undertaken either to identify indicators of education quality or to assess quality of education in the context of indicators. The indicators of education quality include learners, teachers, content, teaching-learning processes. Learning environments and outcomes. According to Moose (2006), quality issues may be grouped into six basic educational processes including teacher, curricula, assessment, research, communication and students. Out of 33 quality indicators identified for Scottish schools, Her Majesty Inspectorate of Education has selected seven important indicators for evaluation of enterprise in education. They include courses and programmes, overall quality of attainment, pupils' learning experiences, meeting pupils' needs, personal and social development, curricular and vocational guidance, and planning for improvement.

The components and characteristics of effective teacher education programmes may be considered for identification of quality indicators in teacher education. A typical pre-service teacher education programme consists of content knowledge, foundation courses, pedagogical courses, and teaching practice. The weightage and scope of these components may vary across the countries. Several researchers and organizations have reviewed different teacher education programmes and have come up with some characteristics/factors that ensure effectiveness of programmes. The significant characteristics of effective teacher education programmes may include; futuristic nature of teacher education programmes; well-defined set of professional standards; carefully designed rigorous curriculum; strong relationships and partnerships with local schools; comprehensive and continuously assessment of learning outcomes; theory coupled with practice; rigorous entrance process for the students; problem-based methods of learning; appropriately extended field experiences; alignment with the structure and organization of the school system; collaboration with all the important stakeholders; deliberative and thoughtful conceptual framework; and continuous professional development and support for the faculty members.

Objectives of the Study

This study was designed primarily to identify and rate the quality indicators related to teacher education programmes. For this purpose, opinions of teacher educators were surveyed and compared by gender and by old and new teacher education institutions. This research was delimited to the Departments/Institutes of Education operating at public universities of India, which were offering pre-service teacher education programmes.

Quality Indicators rated most important by teachers

1. Teacher's professional development
2. Partnership with schools for conducting effective practice teaching
3. University management's commitment to quality
4. Establishing academic standards/performance indicators
5. Long-term planning
6. Teacher's satisfaction with working conditions



7. Participative decision making
8. Self assessment of academic programmes
9. Uniform procedures for curriculum development, teaching, research etc.
10. Accreditation of academic programmes
11. Leadership at department level
12. Student-centered approach to teaching and learning
13. Continuous improvement of academic and administrative activities
14. Proper documentation of information
15. Provision of physical resources
16. Getting feedback from stakeholders
17. Social responsibility

Quality Indicators rated moderately important by teachers

1. Students' satisfaction with academic and administrative services
2. Linkage with international teacher education institution
3. Good professional relations of teachers/staff
4. Linkage with other local teacher education institutions
5. Clear vision and mission of the department
6. Clearly defined goals
7. Performance appraisal of teachers
8. Objectivity in teachers'/staffs' recruitment process
9. Team work
10. Accreditation of teacher education institution/department
11. Academic freedom of teachers
12. External assessment of academic programmes

As shown, teachers identified 12 moderately important indicators for assuring quality in teacher education programmes. It is evident from the mean response values that students' satisfaction with academic and administrative services' was considered highly desirable by teachers. Other moderately important indicators include linkage with international teacher education institutions, good professional relations of teachers/staff, linkage with other local teacher education institutions and clear vision and mission of the department. The results indicate that teachers viewed only one quality indicator publication of self assessment reports as little important.

Conclusion

Teacher educators, being key stakeholders, play important role in reforming and improving quality of teacher education programmes. Hence their judgment and perceptions of reform agenda are very critical for implementation of different quality improvement measures. This study was focused on identifying the quality indicators in teacher education programmes and ranking them in the light of perceptions of teacher educators working at public university of India. It was found that faculty of TEIs considered seventeen indicators most important, twelve indicators moderately important and one indicator little important. Teachers professional development received top most



rating whereas publication of self assessment reports was the bottom ranked indicators. This study is significant in the sense that it generated primary data about quality assurance in teacher education, one of the least researched areas in India. The findings of this study have implications for HEC, Accreditation Council for teacher Education and TEIs' management for highlighting the important aspects which may be focused for quality improvement in teacher education programmes. The suggested quality indicators may also be used for assessing quality of the academic programmes at TEIs and other institutions of higher education. For this purpose, it is recommended that standards in the form of statements may be formulated for each indicator.