



A CRITICAL STUDY OF APIs USED FOR THE PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

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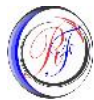
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INTRODUCTION -

The present system of higher education was brought into our country by an alien imperial government for its own purpose. A redefinition of the role and functions of higher education was attempted right from the days of Radhakrishnan Commission. But nowadays the higher education has been finding it difficult to meet the challenges of knowledge explosion, unplanned expansion, uneven growth, financial crisis, students' unrest, teachers' dissatisfaction and a number of other problems. A consequence of this failure to meet these challenges is deterioration in standards, which is a serious threat to a developing country like ours.

Quality of teaching, quality of courses, quality of examination process and quality of staff development for increasing teaching effectiveness are the four core factors that are crucial to any institution of higher education. The importance of the role of teacher as a catalyst of change has become more critical today than ever before. In the context of rapidly changing global economy, it is imperative that the teachers update their knowledge and skills and make use of new technologies and tools in classroom situation.

Indeed, as we enter in the new millennium, the tasks and responsibilities of teachers are assuming new significance. So it is a need to pay greater attention to the role of teachers and top executives so as to ensure qualitative improvement and maintenance of standards. UGC is constantly making efforts to upgrade the teachers of higher education. Proposed scores for Academic Performance Indicators (APIs) in recruitments and Career Advancement Scheme (CAS) promotions of university / college teachers is one of them. While calculating APIs scores, the teachers face many problems. So the researchers thought the necessity of undertaking the research on - A Critical Study of APIs used for the Professional Development of Teacher Educators.



OBJECTIVES

- 1) To analyze the academic performance indicators developed by UGC.
- 2) To know the necessity of APIs.
- 3) To understand the limitations in those APIs.
- 4) To give suggestions for overcoming the limitations in those APIs.

RESEARCH PROCEDURE

The intention of this research work was to understand the necessity and limitations in APIs proposed by UGC. So survey method was used.

The questionnaire was prepared on the APIs proposed by UGC for teacher educators. Twenty one questions were asked to teacher educators to collect data. The questions asked were of Yes/No, multiple choice and open type. The questionnaire was based on the objectives.

The purposive sampling procedure was followed. Fifteen teacher educators in College of Education, Barshi were selected as sample.

ANALYSIS OF DATA

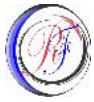
The data collected through the questionnaire is analyzed as given below.

1) The necessity of APIs for the professional development

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 08 | 53.33 |
| No | 07 | 46.67 |

2) Purposes of APIs

| Aspect | No. of Respondents | Percentage |
|----------------------------------------------------------|--------------------|------------|
| Development of moral qualities | 03 | 20.00 |
| Improve teaching, learning, evaluation, research quality | 05 | 33.33 |
| Develop extension responsibilities | 03 | 20.00 |
| Develop all-sided personality of the teacher educators | 02 | 13.33 |
| Develop academic side of teachers | 04 | 26.67 |
| Any other - All round development of teachers. | 03 | 20.00 |

**3) Accuracy in calculating APIs**

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 12 | 80.00 |
| No | 03 | 20.00 |

4) The reasons of inability in calculating accurate API score

Teaching cannot be assessed in the form of scores.

No. of respondents - 2 (13.33%)

5) Use of students comments for assessment of teachers

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 09 | 60.00 |
| No | 06 | 40.00 |

6) Reasons of not taking the students comments

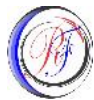
| Aspect | No. of Respondents | Percentage |
|------------------------------------------------|--------------------|------------|
| Students don't understand some questions. | 00 | 00.00 |
| Students' subjectivity in assessment | 01 | 06.67 |
| Students assess mechanically. | 06 | 40.00 |
| Another - A student cannot assess his teacher. | 01 | 06.67 |

7) Appropriateness of using of APIs for recruitment of CAS promotions

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 04 | 26.67 |
| No | 11 | 73.33 |

8) APIs be different or same

| Aspect | No. of Respondents | Percentage |
|-----------|--------------------|------------|
| Different | 04 | 26.67 |
| Same | 00 | 00.00 |
| Nil | 11 | 73.33 |

**9) Appropriateness of developing of criteria by different institution / university**

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 07 | 46.67 |
| No | 08 | 53.33 |

10) The reasons for inappropriateness to develop the criteria

- Subjectivity may arise. (No. of respondents - 6 - 40%)
- Scores can give quantity not quality. (No. of respondents - 1 - 6.67%)

11) Use of the same APIs for different designations

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 03 | 20.00 |
| No | 12 | 80.00 |

12) Possibility of keeping the evidences of outside classroom interactions

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 02 | 13.33 |
| No | 13 | 86.67 |

13) Evidences for outside classroom interactions

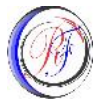
- Through guidance and counseling cell. (No. of respondents - 2 - 13.33%)

14) Possibility of keeping the evidences of preparation of teaching

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 14 | 93.33 |
| No | 01 | 06.67 |

15) Evidences for preparation of teaching

- i) Daily dairy (No. of respondents - 8 - 53.33%).
- ii) Introspection (No. of respondents - 1 - 6.67%).
- iii) Lesson education aids planning (No. of respondents - 2 - 13.33%).
- iv) Library visit (No. of respondents - 3 - 20.00%).
- v) Use of internet, educational websites (No. of respondents - 4 - 26.67%).
- vi) Teaching aids (No. of respondents - 2 - 13.33%)
- vii) Annual plan, Use of PPT, books refereed (No. of resp - 1, 6.7%).
- viii) Tests (No. of respondents - 2 - 13.33%)

16) **Evidences for assessing innovative teaching learning methodologies**

| Aspect | No. of Respondents | Percentage |
|-----------------------------------------------------------|--------------------|------------|
| Lesson plan | 14 | 93.33 |
| Teaching aids | 13 | 86.67 |
| Tests | 10 | 66.67 |
| Notes | 11 | 73.33 |
| Any other - Presentation before all stakeholders. PPT. | 02 | 13.33 |

17) **Necessity of mentioning specific co-curricular activities for calculating API scores**

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 06 | 40.00 |
| No | 09 | 60.00 |

18) **Specific co-curricular activities for calculating API scores**

| Aspect | No. of Respondents | Percentage |
|----------------------------------------------------------|--------------------|------------|
| Competitions | 06 | 40.00 |
| Excursions | 06 | 40.00 |
| Personality development courses | 06 | 40.00 |
| Orientation through lectures, discussions, seminars etc. | 06 | 40.00 |
| Any other - CDs | 01 | 06.67 |

19) **Negligence of teacher educators towards teaching-learning work for increasing API scores**

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 03 | 20.00 |
| No | 12 | 80.00 |

20) **Weightage to work of NAAC co-ordinator in API scores**

| Aspect | No. of Respondents | Percentage |
|--------|--------------------|------------|
| Yes | 09 | 60.00 |
| No | 05 | 33.33 |
| Nil | 01 | 06.67 |

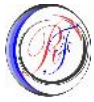
21) **Additional information**

Compulsory teacher assessment and upgradation test should be conducted every five years in addition to APIs.

CONCLUSIONS

The following conclusions are drawn from the above analysis of the data received through the questionnaire given to teacher educators.

- 1) APIs are necessary for the professional development of teacher educators (53.33%).



- 2) APIs are necessary for improving teaching, learning, evaluation and research quality.
- 3) Calculation of accurate API scores is possible (80%).
- 4) The comments in the feedback questionnaire given by the students may not be used for the assessment of teaching, learning and evaluation activities of the teachers (40%) because the students assess mechanically.
- 5) APIs should not be used for recruitment as career advancement scheme (73.33%).
- 6) It is not appropriate to develop criteria by each institution / university for calculating API scores (53.33%) because subjectivity may arise.
- 7) The same APIs should not be used for different designations (80%).
- 8) It is not possible to keep the evidences of outside classroom interactions with students (86.67%).
- 9) It is possible to keep the evidences of preparation of teaching through - introspection, library visit, use of internet, educational websites, use of PPT, books referred, preparation of lesson planning, conducting tests and by keeping daily dairy.
- 10) Preparation of lesson plans (93.33%), use of teaching aids (86.67%), conducting tests (66.67%), making notes (73.33%) are the evidences for assessing innovative teaching-learning methodologies.
- 11) It is not necessary to mention the specific co-curricular activities for calculating API scores (60%).
- 12) For increasing API scores, the teacher educators do not neglect their teaching-learning work (80%).
- 13) The weightage should be given to the work of NAAC co-ordinator in API scores (60%).
- 14) Compulsory teacher assessment and upgradation test should be conducted every five years in addition to APIs.

RECOMMENDATIONS -

- 1) The students should be oriented in giving feedback to the questionnaire used for assessing the teachers.
- 2) Separate APIs should be developed for recruitment and CAS.
- 3) There should be centralized procedure for developing APIs to bring the uniformity in assessment.
- 4) There should be different APIs for different designations.
- 5) The evidences of preparation of teaching may be kept through -introspection, library visit, use of internet, educational websites, use of PPT, books referred, preparation of lesson planning, conducting tests and by keeping daily diary.
- 6) Lesson planning, teaching aids, tests, notes should be prepared as evidences for assessing innovative teaching-learning methodologies.
- 7) The weightage should be given to the work of NAAC co-ordinator in API scores.

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