



STUDY OF PERCEPTIONS OF TEACHER EDUCATORS ABOUT QUALITY INDICATORS IN TEACHER EDUCATION

Dr. Balkrishna Shripad Bhave
Kasturbai College of Education
Solapur- 413 001
Email: bhave_bs@rediffmail.com

I. Introduction

Teacher education plays important role in reforming and growth of the education system of any country. In India, in recent years there is a huge increase in number of colleges of teacher education. As far as pre-service teacher education is concerned, about more than 325 teacher education institutes are there in Maharashtra with intake of 80-100 students per year. Despite its considerable quantitative expansion, teacher education sector has been criticized by the academicians and researchers for the worst quality. The literature review identified various problems related to teacher training viz. late admissions, lack of resources, short training period, old curriculum, lack of infrastructure, qualified staff, salary of teacher educators, deficient quality of instruction, failure in implementing useful reforms, improper examination system, lack of research and evaluation of teacher training programmes etc.

There has been an extraordinary expansion of school education especially in the developing countries so naturally, the teacher education programmes have acquired renewed significance. It has become imperative that the effort and resources mobilized towards teacher education are effective and field relevant in particular country contexts.

In this context the NAAC has presented the background perspective to quality in teacher education and its assessment along with a set of quality indicators with descriptors and other details under six key areas which are the founding processes of any educational institution or the programme. The six key areas identified are namely: Curriculum Design and Planning; Curriculum Transaction and Evaluation; Research, Development and Extension; Infrastructure and Learning Resources; Student Support and Progression and Organization and Management. There are 75 quality Indicators covering the six key areas and 25 quality aspects, and the descriptors. The indicators can be used by the teacher educators and the teacher education institutions for quality assurance through self-assessment; by the external assessors and by the accrediting agencies in systematizing the assessment process. The



present scenario is different from NAAC's expectations about quality of teacher education so this study is an attempt to find out the Perceptions of teacher educators about Quality Indicators in teacher Education.

II Objectives of the Study

To identify and study the perceptions of teacher educators about Quality Indicators in teacher Education.

III. Research Methodology

Survey method was used to collect data for this study which was descriptive in its nature. The population of the study consisted of teacher educators working in teacher education colleges affiliated to Solapur University. In the questionnaire used as a tool for data collection, 50 teacher educators were requested to identify the relative importance of various quality indicators in teacher education programmes on four-point scale. Apart from demographic information gender, age, designation, qualification, experience and institution, the final version of scale consisted of 20 quality indicators related to teacher education programmes. The quality indicators identified in this study were mainly derived from quality assurance procedures and activities. The respondents were given enough time for completing the questionnaires. In order to arrive at findings and conclusions, data was analyzed by using the Statistical technique. The mean response value was calculated to identify the relative importance of quality indicators.

IV Results and Discussion :

The analysis of respondents' demographic information revealed that out of 43 teacher educators returned the questionnaire (response rate 86%), majority were male 28(65.11%) and Asst. Professors (87.3%). Teachers who possessed M.A./M.Sc B+,M.Ed.,SET/Net or/and Ph.D. qualification were 35(81.39%) and 24(55.84%) faculty members were having teaching experience above 8 years. Teacher educators were asked to rate the value of 20 indicators related to quality of teacher education programmes.

The mean score range was used as criteria for interpreting the results: a) 1.00 to 1.75 = Not important, b) 1.76 to 2.50 = Little important, c) 2.51 to 3.25 = Moderately important, and d) 3.26 to 4.00 = Most important.

Table 1
Quality indicators rated by the respondents :

| Sr. No. | Quality Indicators | Rating |
|-----------------------------|---|--------|
| Little Important | | |
| 1 | External assessment of academic programmes | 2.36 |
| 2 | Research Article /paper publishing | 2.37 |
| 3 | Academic freedom of teachers | 2.38 |
| Moderately Important | | |
| 4 | University management's commitment to quality | 2.57 |
| 5 | Good professional relations of teachers/ staff | 2.8 |
| 6 | Teachers' professional development | 2.81 |
| 7 | Performance appraisal of teachers | 2.85 |
| 8 | Clear vision and mission, Goals of the department | 2.93 |
| 9 | Students' satisfaction with academic and administrative services | 3.23 |
| Most important | | |
| 10 | Social responsibility | 3.26 |
| 11 | Getting feedback from stakeholders | 3.27 |
| 12 | Provision of physical resources | 3.28 |
| 13 | Student-centred approach to teaching and learning | 3.31 |
| 14 | Partnership with schools for conducting effective practice teaching | 3.38 |
| 15 | Uniform procedures for curriculum development,teaching, research etc. | 3.39 |
| 16 | Long-term planning | 3.41 |
| 17 | Teachers' satisfaction with working conditions | 3.41 |
| 18 | Accreditation of academic programmes | 3.42 |
| 19 | Establishing academic standards/ performance indicators | 3.43 |
| 20 | Self assessment of academic programmes | 3.52 |

Table 1 presents the quality indicators that teachers rated most important for improving quality of teacher education. The mean response values indicate that 'Self assessment of academic programmes' received top most rating 3.52, followed by Establishing academic standards, Accreditation of academic programmes. In a study conducted in Canada, quality of curriculum in teacher education programme received top most rating from the academicians and administrators (Yackulic & Noonan, 2001). Teacher educators identified 3 indicators little important,6 moderately important indicators & 11 most important indicators for assuring quality in teacher education programmes.



V. Conclusion

Teacher educators play important role in improving quality of teacher education programmes. Hence their perceptions of are very critical for implementation of different quality improvement measures. This study was focused on identifying the quality indicators in teacher education programmes and rating them in the light of perceptions of teacher educators. The findings of this study have implications for teacher education institutions management for highlighting the important aspects which may be focused for quality improvement in teacher education programmes. The perceptions of teacher educators about publishing research papers/article in ISSN journals & it's linkage with PBAS scores has developed new side business & It has resulted in publishing very low quality research papers. It seems that the original intentions of NAAC for quality improvement has been lost due to new innovative interpretations of quality indicators by the teachers.

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