



## **A STUDY OF QUALITY INDICATORS IN TEACHER EDUCATION PROGRAMMES AS PERCEIVED BY TEACHER EDUCATORS OF MANUU**

**Shakera Parveen, Ph. D.**

*Asst. Prof. Dept. of Education & Training, MANUU*

### **Abstract**

*At present a number of initiatives are being taken up from various bodies such as Quality Assurance Division, National Assessment and Accreditation Council for Teacher Education to bring Qualitative Reforms in Teacher Education Programmes. In the context of Teacher Education, this study is an attempt to identify and rate the Quality Indicators related to Teacher Education Programme as perceived by Teacher Educators of MANUU and its respective CTE's. And also to identify the indicators in top 10 as ranking given by teacher Educators regarding their Perceptions on Quality Indicators. Survey method was adopted to collect the data. Sample consisted of Teacher Educators from MANUU and its respective Colleges of Teacher Education located in various states in India. Simple Random Sampling Technique was adopted. Opinionnaire as a tool with 30 items was administered on the sample. Teacher Educators were requested to identify the relative importance of 30 Quality Indicators in Teacher Education Programme on a five point scale arranged from of no relevance to excellent. Respondents were also given an option to specify any important Quality Indicators other than those included in the scale. Data was analysed using percentages, Ranks given for item-wise scores obtained on Teacher Educators perception on Quality Indicators.*

**Keywords:** *Quality indicators; Teacher education; Teacher Educators perceptions; Education quality; Qualitative Reforms;*



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### **I. Introduction**

Teacher education plays a vital role in reforming and strengthening the education system in any country. In India, DIET's, Colleges of Teacher Education and University Departments of Education/ IASE's are major institutions that impart teacher training through various academic programmes. Despite its considerable quantitative expansion, teacher education has been criticized by the academicians and researchers for low quality. In his recent article, Dilshad (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” (Dilshad, 2010, p.88).

In order to bring qualitative reform in teacher education in India, at present a number of initiatives are being taken from various bodies including, Quality Assurance Division and National Accreditation Council for Teacher Education. To make these measures more focused and cost effective, there is a dire need to identify the significant areas/aspects of quality improvement. In the context of teacher education, this study is an attempt to identify the important quality indicators as perceived by the teacher educators working in MANUU campus and its respective CTE's. And also to rate the quality indicators on the basis of ranking from 1-10 out of 30 Quality Indicators taken from NAAC Quality indicators scale on Teacher Education.

## **II. 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” (National Assessment and Accreditation Council [NAAC]

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 suggested by Thaug (2008) include learners, teachers, content, teaching-learning processes, learning environments, and outcomes. According to Moosa (2006), quality issues may be grouped into six basic educational processes including teacher, curricula, assessment, research, communication and students. With reference to Indian higher education, Chande (2006) has surveyed teachers' opinions about 28 performance indicators in six areas including students, teachers, institution, research, higher education outcomes and syllabus. Some studies have also been conducted to identify quality indicators for teacher education. Yackulic and Noonan (2001) have pointed out 34 quality indicators for teacher training in Canada, which were rated by different groups of respondents. In India, an important work was undertaken by National Assessment and Accreditation Council (NAAC) to identify 75 quality indicators for teacher education in six key areas 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 (NAAC) This study investigated the perceptions of faculty members of MANUU and its CTE,s about the quality indicators in teacher education programmes.

### **III. Objectives of the Study**

This study was designed primarily to identify and rate the quality indicators related to teacher education programmes as perceived by teacher educators of MANUU and its respective CTE's.

### **IV. 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 of MANUU and its CTE's. 60 teacher educators were taken as sample. Opinionnaire was used for data collection, teacher educators were requested to identify the relative importance of 30 quality indicators in teacher education programmes on five point scale. Teachers were also given option to specify any important indicator other than those included in the scale that ranged from "of no relevance" to "excellent" (1 to 5). The relevant literature on quality in teacher education was surveyed extensively to identify the quality indicators included in the scale. Quality indicators for teacher education prepared by NAAC covers 75 quality indicators.

Apart from demographic information (gender, age, designation, qualification, experience), the scale consisted of thirty quality indicators related to teacher education programmes taken from Quality Indicators- NAAC. The quality indicators identified in this study were mainly derived from the tool prepared by NAAC. The Opinionnaire was administered by employing various methods of data collection i.e. mailing the copies of Opinionnaire, approaching the respondents personally, and reminding them through phone calls and e-mails. The respondents were given enough time for completing the opinionnaires. Male and female teacher educators were accessed for data collection and the return rate was 63.82%. In order to arrive at findings and conclusions, data was analyzed by finding percentages and ranking. The demographic information of the respondents was worked out. The response value of ranking along with percentages was calculated item-wise.

### **V. Results and Discussion**

The analysis revealed that 60 Teacher educators were asked to rate 30 indicators related to quality of teacher education programmes. The table shows Quality indicators rated by teacher educators of MANUU and its CTE's.

**Table 1 Quality indicators rated by teacher educators of MANUU**

Item no:	Percentage	Rank based on item-wise scores	Item no:	Percentage	Rank based on item-wise scores	Item no:	Percentage	Rank based on item-wise scores
1	72%	27.5	11	89.3%	7	21	90.66%	4
2	70.6%	29	12	82.6%	16	22	84%	13.5
3	85.3%	11.5	13	81.3%	18.5	23	68%	30
4	77.3%	24	14	90.66%	4	24	77.3%	24
5	92%	1.5	15	81.3%	18.5	25	92%	1.5
6	85.3%	11.5	16	89.3%	7	26	84%	13.5
7	88%	9.5	17	89.3%	7	27	90.66%	4
8	88%	9.5	18	78.66%	21	28	78.66%	21
9	73.3%	26	19	82.6%	16	29	77.3%	24
10	72%	27.5	20	82.6%	16	30	78.66%	21

Table 1 presents 30 quality indicators that Teachers Educators of MANUU rated for improving quality of teacher education programme. The response values indicate that item no:5 Access to ICT; Item 11 utilization of TLM/ICT lab and other learning resources; item no:14 proper infrastructure facilities to staff and students ; item no:16 transparency and objectivity in recruiting staff and faculty ; item no:17 continuous and comprehensive assessment of learning outcomes; item no:21 faculty research activities; item no:25 qualified staff for vocational guidance and counseling; item no:27 assessment and evaluation for improving skills and enhancing competence. All these eight items were ranked top ten among thirty items given in the opinionnaire.

## VI. 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 in MANUU.

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