

# TEACHER PERFORMANCE ASSESSMENT IN EDUCATION

*Editors*  
R. C. Patel  
Sujata Srivastava



Inter-University Centre for Teachers Education [IUCTE]  
(a scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching [PMMMNMTT])  
Department of Education [CASE & IASE]  
Faculty of Education & Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara-390002, Gujarat.

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# SWOT ANALYSIS OF TEACHER TO MEASURE PERFORMANCE OF TEACHER EDUCATION

*Sheetal Helaiya & Dipti Oza*

## INTRODUCTION

*'The destiny of India is being shaped in her Classroom'* - Kothari Commission (1964-66)

It is correctly said by the Kothari Commission that future of nation depends on quality of input provided to students at the school level. The quality of school education decides the quality of future manpower who will contribute in the development of the nation. In India, to improve quality of education, periodically assessment of education system has been done by the various commissions and committees. These committees and commissions have made many recommendations to improve quality of education at various levels. Out of these recommendations most of recommendations were implemented for improving quality of education. They have made many recommendations related to teachers training and quality of school teachers. As the quality of school education depends on the quality of teachers. The teacher can make development of students if s/he is well trained. The teacher should not have possessed only knowledge but should be skillful too. As the role of teacher is not just to impart knowledge but her/his role is to make wholistic development of the child.

Teaching is considered as a profession. Like other professions, to become a school teacher, it is essential to have training from pre-service teacher education institution. In India, various types of teacher education courses are available with reference to the levels of school education. In India, diploma and degree courses are available as teacher education programme. Apart from pre-service teacher education, in-service teacher education programme is also exist, in India, with an objective to improve quality of school education by upgrading in-service school teachers. The pre-service teacher education programme is offered by universities and it run under university education department and its affiliated education colleges.

## PRESENT SCENARIO OF TEACHER EDUCATION

India is having largest system of teacher education in the world. Compare to earlier number of teacher education institution has increased as private organisations have also

started offering teacher education courses. In India, apart from central and state government universities, number of private and deemed universities has increased in last few years. As a result of raise in number of teacher education institutions, problems related to it has increased. Generally, these problems are related to

- Lack of teaching faculties
- Lack of infrastructural facilities
- Poor teaching learning process
- Unfair evaluation process
- Difference in fees structure
- Poor quality of output,
- Validity of degree earned, etc.

In the Convocation address of Birla Institute of Technology Indian, President, Pranab Mukharjee (2016) said that private institute damaging quality of education. Private institutions aim at profit rather than serving in field of education. The scenario of teacher education is same where the private institutions do compromise with quality of education by adopting unfair means which lead to poor quality of future teacher. There is monitoring and assessment process which they have to follow but due to large number of teacher education institutions in the country, it's difficult to do monitoring and assessment periodically in a year.

In India, teacher education institution can't run without permission of National Council for Teacher Education (NCTE). It is a regulatory body for teacher education. The aim of NCTE is to maintain quality of teacher education in India. To start any new teacher education institute, it is mandatory to take recognition from NCTE and has to undergo periodically assessment process. Based on assessment done by external team about performance of the teacher educational institution, NCTE takes decision to provide recognition or not. Periodically, NCTE has modified methods of assessment as per the requirement. Recently, NCTE has proposed TeachR as new framework for measuring performance of teacher education institutions.

### **TeachR A NEW ACCREDITATION FRAMEWORK**

TeachR is new accreditation framework of teacher education institution. In this framework, various aspects of teacher education have been covered. It has considered

two markets exists in India. The first market is related to student teachers who wants to gain qualification to enter in the field of teaching and second is related to parents and guardians who are entering into school education. This framework is further divided with reference to type of training provided in field of education.

1. **Pre-service Teacher Education:** The performance assessment of pre-service teacher education institution is based on following points.

a. *Physical Assets:* It is related to physical facilities available with the teacher education institution. It includes building, playground, labs, classrooms, offices, etc. It has received 10 out of 100 score.

b. *Academic Assets:* It includes teaching faculties and student teachers. The detailed information of both teacher and student teachers have to be provided to NCTE. For this, 20 score is assigned out of 100.

c. *Quality of Teaching-learning Process:* Teaching learning is essential aspect of the training programme. It includes information about the methods and techniques adopted by teaching faculties for providing learning experience to student teachers. For it, 30 score is assigned out of 100.

d. *Learning Outcome:* Under this, information about the placement of student teachers is covered. The performance of pass out students in competitive test such as TET, CTET is considered as assessment criteria. The highest score (40) is assigned to it out of 100.

Based on assessment, the performance of teacher education institution will be decided and rank will be assign to them such as

A- To excellent institution

B- To good performing institution

C- To institute with Deficiency

D- To institute which doesn't fulfil basic requirement

The institute which receive 'A' rank can function as resource institute to improve quality of other teacher education institution. 'B' rank institutions are those which is fit for purpose. These institutes are performing well with respect to academic. 'C' ranked institutions are those which might lack in anyone or more criteria under the assessment. And 'D' ranked are those institutions which even fail to fulfil basic requirement to serve its purpose. They are lacking in all criteria under the assessment and will be closed if they don't improve within 12 months after assessment.

The entire process will be online and more focus is given to transparencies in process of recognition. Recognition process is based on documentation and video recording. Work will be paperless and institutions have to upload their documents online. Videos of their teaching faculties will be recorded and uploaded online on NCTE portal.

2. **In-service Teacher Education:** Under this framework, in-service teacher education programme also covered. For professional development of in service teachers, online resources materials will be prepared by them which initially available to private group and later when materials fulfil prepared then those material will be available to others such as teachers, students, teacher educators, etc.

### SWOT ANALYSIS OF TeachR

TeachR is providing new method of performance assessment. It has certain positive aspects which are essential for improving quality of teacher education but it also having certain threats which might be experience in the implementation of it. The SWOT Analysis of it presented as follow.

Physical Assets			
Strength	Weakness	Opportunity	Threats
<ul style="list-style-type: none"> <li>Lowest score is given to it</li> </ul>	<ul style="list-style-type: none"> <li>No clarification regarding basic physical assets</li> </ul>	<ul style="list-style-type: none"> <li>Optimum utilisation of resources</li> </ul>	<ul style="list-style-type: none"> <li>Individualised interpretation regarding basic physical assets.</li> </ul>
Academic Assets			
<ul style="list-style-type: none"> <li>Authentic data of staff and students will be available online</li> <li>Online teacher educators and student teachers' portfolio available to all</li> <li>Any malpractice by teacher educational institution can be identified</li> </ul>		<ul style="list-style-type: none"> <li>Data related to future teachers will be available to all schools in India</li> <li>Large scale job market available with student teachers</li> </ul>	
Quality of teaching learning process			
<ul style="list-style-type: none"> <li>Provides motivation to</li> </ul>	<ul style="list-style-type: none"> <li>Pre-decided lessons of</li> </ul>	<ul style="list-style-type: none"> <li>Mass audience can know about</li> </ul>	<ul style="list-style-type: none"> <li>Due to pre decided lesson</li> </ul>

<ul style="list-style-type: none"> <li>teacher educators will be recorded</li> <li>Rubric will be used to evaluate recorded lessons of teacher educator</li> </ul>	<ul style="list-style-type: none"> <li>No clarity regarding rubric which can be used assessment</li> </ul>	<ul style="list-style-type: none"> <li>innovative practices adopted by teacher educators</li> <li>Teacher educators will start using innovative teaching strategies</li> <li>Scope to teacher educators to demonstrate their ability</li> </ul>	<ul style="list-style-type: none"> <li>recording, not get real picture</li> </ul>
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**Learning Outcome**

<ul style="list-style-type: none"> <li>Feedback from school regarding intern work</li> <li>Online Proctored test for sample of student teachers with unique id</li> </ul>	<ul style="list-style-type: none"> <li>No clarity regarding language for proctored test</li> <li>More importance has been given to TET exam as TET passing percentage is considered as one of factor of assessment</li> </ul>	<ul style="list-style-type: none"> <li>Scope for improving quality of internship during training programme</li> <li>Uniformity in quality of future teachers</li> </ul>	<ul style="list-style-type: none"> <li>Schools might be influenced by teacher educational institution</li> </ul>
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**Overall**

<ul style="list-style-type: none"> <li>Gaining national and global recognition</li> <li>Paperless process</li> <li>Trained, certified &amp; retained assessor will be QCI</li> <li>Assessment Report will be uploaded with the profile of assessors</li> <li>There will be team who monitor assessors' performance</li> <li>Feedback from</li> </ul>	<ul style="list-style-type: none"> <li>All assessors will have to undergo psychometric and IQ tests based on which they will be placed on a short list</li> <li>No clarity regarding which kind of psychological test will be used for selecting assessors</li> <li>No clarification regarding time for training of assessors</li> <li>To gain 'A'</li> </ul>	<ul style="list-style-type: none"> <li>Scope to create good network between Schools, Teacher Education Institutes and Assessment body</li> <li>Creates academic culture in Teacher Education Institutes</li> </ul>	<ul style="list-style-type: none"> <li>During feedback Student teachers and members of management can manipulate information related to teacher education institute</li> </ul>
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<ul style="list-style-type: none"> <li>student teachers &amp; member of management will be uploaded with mobile app.</li> <li>12 month time will be provided for fulfilling deficiency to teacher education institutions who score 'C'</li> <li>Each institute will have own cloud to store information</li> <li>Team at Delhi monitor assessment process telephonically</li> </ul>	<p>rank TET pass out not less than 70% &amp; placement/ higher education enrolment not less than 65% is essential</p>		
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As it is initial draft which might modified with reference to the feasibility and other technical requirement. Before finalising any assessment framework, it is necessary to analysis it from all aspects. TeachR is having many positive aspects which are necessary for improving quality of teacher education but there are few challenges which need to be address well in advance. It is really assessing performance of teacher education institution from its all aspects which is essential for preparing quality teachers.

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