



## PERFORMANCE INDICATORS FOR TEACHERS AND TEACHER EDUCATION INSTITUTIONS

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### Introduction

In line with the goal of nation building, India has been committed to providing free and compulsory education to all children. Towards this end, Indian Parliament has enacted a legislation making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010. Rashtriya Madhyamik Shiksha Abhiyan has been launched recently as a step to universalize secondary education. Simultaneously, efforts are being made to create a robust and vast system of higher and technical education.

Building upon the existing capacities and recognizing the immense contribution to nation building that the large network of educational institutions has made in the post independent India; the country has embarked upon a second phase of expansion and establishment of centres of excellence in higher education. It is envisioned that strengthening the two ends of the spectrum, namely, elementary education and higher/technical education would help in meeting the objectives of expansion, inclusion and excellence in education.

The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. Recent years have seen certain important committees and commissions deliberate on education. National Knowledge Commission (2006) Report on higher education supports a strong reform agenda through public investment. Recently, the report of the committee on renovation and rejuvenation of higher education (Yashpal Committee) has recommended protecting the intellectual autonomy of educational institutions and the creation of an all-encompassing National Commission for Higher Education and Research (NCHER) to replace or subsume the existing regulatory bodies. The report talks about the concept of a university as a place where research and teaching become two important pillars of the creation of knowledge and should go together. It should provide practical training to the people that should be based on new knowledge and in response to social and personal needs. Most importantly, university should



allow for the diverse growth of knowledge and should not lead to fragmentation of knowledge.

To do research and at the same time to carry-out teaching – learning process in effective, efficient way, the institute should have sufficient infrastructure with qualified and dynamic, research oriented faculty. Based on certain criteria, each teacher education institution needs to be assessed. For this performance indicator for each institution needs to be designed.

The performance indicators should be

- Easy to understand
- Relevant to the user
- Strategic
- Quantitative
- Up-to-date with current information
- Not used in isolation

The data underlying the indicator must be reliable.

## **Performance indicators**

For each institution the number of performance indicator needs to be decided properly to collect the factual and reliable data. The indicators may be so many, but following indicators are necessary.

- Institutional Mission, Vision and Programme Educational Objectives.
- Programme Outcome.
- Programme Curriculum
- Students Performance
- Faculty Contribution
- Facilities and Technical Support
- Academic Support Units and Teaching – Learning process.
- Governance, Institutional Support and Financial Resources.
- Continuous Improvement in Attainment of Outcome.



For each indicator mentioned above, tools instrument needs to be designed which are widely applicable to all teacher education institutions.

### **National Assessment and Accreditation Council**

The NAAC has identified the following seven criteria to serve as the basis for assessment of educational institutions.

#### **Curricular Aspects**

- Curriculum Design and Development
- Curriculum Planning and Implementation
- Academic flexibility
- Curriculum Enrichment
- Feedback System

#### **Teaching Learning and Evaluation**

- Student Enrolment and Profile
- Catering to Diverse Needs of Students
- Teaching-Learning Process
- Teacher Quality
- Evaluation Process and Reforms
- Student Performance and Learning Outcomes

#### **Research, Consultancy and Extension**

- Promotion of Research
- Resource Mobilization for Research
- Research Facilities
- Research Publications and Awards Consultancy
- Extension Activities and Institutional Social Responsibility
- Collaborations

#### **Infrastructure and Learning Resources**

- Physical Facilities
- Library as a Learning Resource
- IT Infrastructure
- Maintenance of Campus Facilities



## **Student Support and Progression**

- Student Mentoring and Support
- Student Progression
- Student Participation and Activities

## **Governance, Leadership and Management**

- Institutional Vision and Leadership
- Strategy Development and Deployment
- Faculty Empowerment Strategies
- Financial Management and Resource Mobilization
- Internal Quality Assurance System (IQAS)

## **Innovations and Best Practices**

- Environment Consciousness
- Innovations
- Best Practices

## **Conclusion**

The performance of educational institutions needs to be assessed at specific interval of time. For this instruments need to be designed to collect factual and reliable data. The data from all the stake holders. needs to be taken care of. The standards adopted internationally has to be seen first and wherever possible some changes may be made to suit Indian conditions. National Assessment And Accreditation Council is using some instruments to grade the institutions. The same instruments are used for the institutions like, Government, Government aided and Private, Irrespective whether the institutions is situated at rural area or urban area. Is it correct?

## **References**

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