

## PERFORMANCE INDICATORS FOR TEACHERS AND TEACHER EDUCATION INSTITUTIONS

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Today the various nations across the globe networked more closely than ever before. This has had a deep and profound effect upon the functioning of higher education sector and has literally transformed the way we look at all aspects of quality in higher education particularly teacher Education. The renewed interest in teacher education has been spurred by the free spirit and a new world enterprise which seeks to create human talent pool that can adapt to new ideas, cultures and environment.

When we think, about performance indicators in teacher education firstly we have to what is mean by performance indicator-

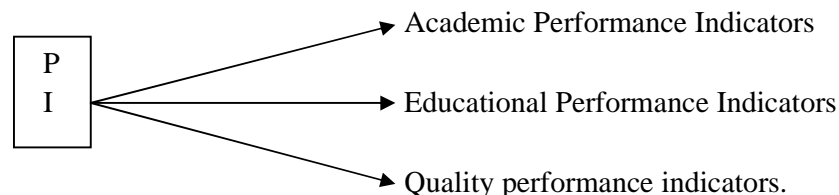
Definition:

Performance indicators or key performance indicator is a measure of performance which usually defines the success factor. It is a method to measure the degree to which key objective are achieved. (Ref: Pioneer Journal of it & management)

### Objectives of performance indicators :

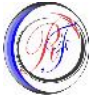
- 1) View performance snapshots at various level.
- 2) Assess current situation and determine root causes of identified areas of problem.
- 3) Set goals, expectation etc.
- 4) To provide fair, effective and consistent teacher evaluation in every educational institution.
- 5) To promote professional growth.

The performance indicators in general having various dimensions, which are having their own importance. Some of important performance indicators we found are –



Each of the part of above performance indicators plays vital role in performance of teacher or teacher education institute. Some of the factors of above three performance indicators are as follows –

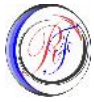
### A) Academic performance Indicators :



- 1) **Teaching quality:** - It belongs to credentials, knowledge and experience that teacher brings with them when they enter the class rooms such as degrees experience are parts of teaching quality.
- 2) **Research :-** This indicates that teachers as academicians aim to obtain projects as many as possible the or she have to be update himself/herself with good research knowledge which obviously increases and help the teacher for improving teaching quality.
- 3) **Paper Publication:** - This shows awareness of general view that academic staff must produce publication that confirms their standing as academicians.
- 4) **Consultancy:** - This includes opportunity to obtain an industrial attachment or contribute as an advisor as per requirement.
- 5) **Communication Skills :-** The effectiveness of the communication will determines the success of the teacher. It is always happens that due to lack of proper communication teacher goes far away from aim that's why for good achievement in teaching communication skill is must.
- 6) **Concern for students:** - It includes degree to which the teacher contribute to their students learning for concern the teacher can apply various tools and techniques for teaching and learning.
- 7) **Co-Curricular activity:** - Contribution of a teacher in activities apart from the teaching for the students overall development the arrangement and proceeding of various co-curricular activities is key activity for student success.
- 8) **Currently updated:** - The degree to which an academician is updated with the current environment and can link the current happening with his or her teachings. This is the plus point of teacher for progress towards successful academic performance and impression.
- 9) **Leadership :-** It refers to the quality to lead or guide the students in various areas. Today it is need of time that teacher have characteristic of leadership for good academic records as well as for shaping of students/ students - teacher sitting in front of him/her.
- 10) **Class Room Management :-** It is the way an academician manages the class effectively and efficiently It is also important for successful teaching and learning programmers of teacher and students.

**B) Educational performance Indicators :-**

The tertiary education commission held in university of Auckland gives some educational performance indicators such as –



- 1) **Successful completion of courses:** - This indicators refers to the proportion of courses or individual components of a qualification passed relative to enrollment.
- 2) **Completion of Qualification:-** This indicators refers to students who have successfully completed all components required for a qualification compared to the total no. enrolled. The completion of individual courses contributes toward completion of qualification.
- 3) **Student progression to higher level study:-** This indicator includes proportion of students who have completed pre-degree study and progress to higher level of study. The programmes are designed to provide a pathway into degree level study and students are selected for their potential to succeed to university.
- 4) **Students retained in study:** - This indicator refers to the proportion of students in a given year who completed a qualification or reenrolled at the same education institutions in the following year.

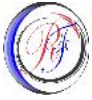
In addition to above indicators the factors of educational performance are student ethnicity level of study, student age, subject area etc.

**c) Quality Performance Indicators :-**

The challenges faced by teacher education institutions raise pertinent questions for both the school systems and the government while, the school system has to grapple with the problems of teachers quality and the increasing students and social expectation government are straggling to provide the teacher education system and environment that fasters innovation and match the requirements of the school sector good institutions have well-structured quality frame woks to make a range of desirous about their improvement.

The national Assessment and accreditation council (NAAC) in collaboration with commonwealth of learning (COL), set out to develop quality indicators for teacher education this indicators are the outcomes of the recommendation of senior teacher education and experts in education from eleven commonwealth countries the main objective in developing these indicators is to provide a tool for continuous quality improvement and to energize and sustain the institution quality enhancement efforts using a structured review process the group set and the six key areas which the founding process of any educational institutions the six areas identified as

- 1) Curriculums design and planning.
- 2) Curriculums transaction and evaluation.
- 3) Research Development and extension.
- 4) Infrastructure and learning resources.
- 5) Students support and progression.
- 6) Organization and management.



These indicators can be used by the teacher educators and the teacher education institutions for quality assurance through self-assessment.

All these indicators with minor modification and contextualization can be used both the face to face and open distance learning (ODL) institutions.

### **References**

- 1) John Best, Research methodology.
- 2) Pioneer Journal of IT & Management Academic Performance Indicators for Teachers.
- 3) University news vol. 51 Nov 24<sup>th</sup> 2013