



PERFORMANCE INDICATORS FOR TEACHER EDUCATION INSTITUTES

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Abstract

The performance indicators serve various purposes, the most prominent of which are for monitoring, policy formulation, target-setting, evaluating and reforming. This paper provides a brief overview of the present teacher education institutes; importance and types of performance indicators namely input, process and outcomes for upgrading teacher education institutes in India. It is argued that all types of indicators are needed for up gradation of teacher education institutes.

Introduction

The education systems throughout the world have been subject to considerable reform and change. Teacher education is an integral part of the educational system. The teacher education institute is considered as the hub of the entire secondary teacher education because it is believed that as is the teacher education institute so will be the secondary and higher secondary education. The teacher education program is different from other educational programs in the sense that it trains the teacher trainees for a teaching profession. It has different objectives, methodology, contents and the expectations when compared to the other programs. One teacher reshapes the life of thousands of youths during a career of thirty five to forty years. Any lacunae in the preparation of these individuals in training institutions would cost the country very dearly over a very long period of time.

Present Scenario of Teacher Education

The Teacher Education program aims to improve the quality of education by enhancing the competencies of teachers and the capacity of teacher education institutions. But the present curriculum transaction and evaluation in one-year secondary teacher education course is more theory-oriented with less practical experience. The existing practice teaching program is just stereotyped and outdated methods of teaching are taught through lectures. The present secondary teacher education curriculum becomes mostly examination oriented and job-oriented. The system of secondary teacher education examination is such that any adult person with some common sense and general knowledge can easily pass the all-important final examinations. As a result, even in institutions which have good infrastructural facilities and adequate staff, neither the teacher trainees nor the teacher-educators are serious about their work. Thus, improvements are expected in teacher education program. Because it helps to prepare the teachers to handle the diverse and challenging



school population. Keeping in view the need to assess the quality of teacher education in India the performance indicators are most relevant in the Indian context is as below.

Performance Indicators

The idea of performance indicators in teacher education is borrowed from economics where the efficacy of an institution is related to its productivity in terms of efficiency and returns. The criteria used for evaluating the work of an individual or a teacher education institution are often referred to as performance indicators. The performance indicator in teacher education institutes is to ensure the training provided to teacher trainees equips them for employment and provides the nation with highly skilled teachers. According to Bruwer (1998) performance indicators are defined as measures which give information and statistics context; permitting comparisons between fields, over time and with commonly accepted standards. They provide information about the degree to which teaching and learning quality objectives are being met within the higher education sector and institutions.

Performance indicators are the criteria used for evaluating the work of an individual or an institution, or for judging the effectiveness of a program. It is related to the efficacy of a system or institution in terms of its productivity, i.e. the efficiency and returns. As Ramsden (1991) puts it, “*The idea of performance indicators derives from economic models of the education system as a process within a wider economic system which converts inputs (such as academics’ salaries) into outputs (such as research papers).*” The most of the higher educational institutes in developed nations use performance indicators to monitor their own performance for comparative purpose and to facilitate the assessment of institutional operations.

Types of Performance Indicators

One of the stakeholders of education recognized following three types performance indicators:

1. *Input indicators* to relate to the resources and factors employed to produce an institution’s output. For example – financial resources, physical facilities, student and staff profiles.
2. *Process indicators* to relate to the ways in which resources and factors are combined and used in order to produce an institution’s output. For example – management of teaching, research and services.
3. *Output indicators* to describe the output produced by institutions. For example - products of teaching, research and services.

While Kells (1992) recognizes two types of indicators, namely indicators for government include nationally defined measures of institutional responses to government goals and policies (equality of access, placement structures). Second indicators for institutions include institutional management indicators (workload, student enrollment, financial trends) and teaching, research and service indicators (examination results, publication and citation analysis, finished product quality).



Function of Performance Indicators

Sizer et al (1992), while investigating government-institution relationship, advocated five core functions for performance indicators. These are:

1. *Monitoring*: Registering developments in the system on the basis of information in existing databases.
2. *Evaluation*: Commenting on the degree of goal achievement.
3. *Dialogue*: Facilitating the improvement of mutual administrative relationships.
4. *Rationalization*: Assisting in the accomplishment of a coherent policy-making process
5. *Resource Allocation*: Providing parameters for resource allocation models.

Uses of Performance Indicators: Performance indicators used at national level are intended to:

- Improve the quality of higher education provision
- Correct performance of processes and methods
- Stimulate competition within and between institutions
- Ensure accountability for public funds
- Assign institutional status
- Verify the quality of new teacher education institutions and
- Provide institutional resource planning and resource allocation.

Levels of Performances:

In the course of pursuing quality teacher education, performance indicators and their associated evidence for different levels of performance can be used as a tool to assess performance. Evidences of performance are provided at four levels – excellence, good, acceptable and unsatisfactory:

Excellence: An exemplary level of performance which can be distributed as good practices and regarded as a direction for the development of teacher education institutions.

Good: A good level of performance with major strengths identified in various aspects, but there is still some scope for development.

Acceptable: A generally satisfactory level of performance, but there is much scope for improvement.

Unsatisfactory: A generally unacceptable level of performance which requires immediate action for improvement.

Conclusion

No nation has a patent on excellence. All are striving to modernize their education systems to meet the demands of the global knowledge economy and produce a new global skill set. Strictly from the viewpoint of quality assurance and quality enhancement in the teacher education institutes, the performance indicators should be used largely with reference



to future actions rather than past performance. This will promote the quality of education, especially at the level of teacher education leading to better life style.

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