ABSTRACT

India is a highly populated nation. The diversity in terms of geography, weather conditions and languages is phenomenal across the country, although, the culture remains the same. It is believed that a large majority of the people in the country belong to middle or low income group. Traditionally the school education in the country is considered to be powerful for training the students in mathematics. As majority of the students are job seekers and need to earn immediately after completing their education, many of them have started joining engineering programs, for their career. Private trusts have been permitted to set up educational institutions in India on no-profit basis and about 90% of the students undertake engineering education in private institutions. The institutes earn their cost through the tuition fees charged to the students, which are approved by the Govt. The students have a choice to join any institute in a State through a single window system. The students join such institutions which can offer jobs immediately on completion of their education. The industry has felt that many engineers have a formal degree but do not satisfy their requirements for employability.

It is a fact that there is an increase in number of seats remaining vacant out of sanctioned intake in engineering for last consecutive five years. This shows that preference of the students towards admission to engineering is declining. To some extent, it has not drastically affected to the engineering institutes which are well established and having brand name in the market. For newly established engineering institutes the admissions is a great challenge. For such institutes on one side, less number of the students are admitted in their institute which directly affects their financial management, while on the other hand, merit of the students admitted is quite low. At the same time these institutes are facing a problem of shortage of qualified and experienced teachers. This directly affects the teaching learning process, in turn into poor examination results, which will finally affects employability of the students, when they complete the program. A study has shown that the students prefer institutions which offer better placement and have qualified faculty.

The managements of various institutions are, therefore, very keen to see how their students score enough marks in the University examination to have better University results. One of the important factor for better results is, effective teaching learning (here after referred to as T-L) process at the institute. For the effective teaching
learning process, the backbone is availability of dedicated faculty in the institute. As senior and qualified faculty is not available in adequate number, it becomes very difficult for the managements of privately funded institutions to attract good faculty in sufficient numbers. It is therefore necessary for the managements to recruit and train the faculty so that they can impart proper training to the students for enhancing their learning capabilities.

The researcher has participated in several workshops conducted by his mentor for teachers of engineering institutes and have identified parameters, in terms of qualities of teachers, which are measurable for better T-L process. For such measurements a parameter called a performance index (PI) of a teacher, has been evolved.

This research offers insight to the management and academia of newly established engineering institutes about improvement in teacher’s performance, student’s performance and teaching learning process so as to enhance performance of the students to make them employable. This research also proposes a model, which will help the management of such institutes to set up a monitoring mechanism, by which teaching learning process becomes effective, to sustain in the era of competition.