Chapter VIII

Summary & Recommendations
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SUMMARY AND RECOMMENDATIONS

8.0 Introduction

In an environment of global competitiveness, it is important that Indian Higher Education system is made competent enough in terms of quality and standards to survive and sustain the rising standards of higher education across the globe. Education systems throughout the world have been subject to considerable reforms and change – all justified on the grounds of improving the quality of higher education in India.

A key feature of this change in the recent period has been the implementation of Performance Indicators as a tool to assess and monitor teacher’s performance in the areas of Teaching, Service and Research.

The necessity of quality as an important criterion for teachers cannot be overemphasized in the current scenario. This battle of quality as such, has to be fought in the minds of both men and women connected with education.

In a convocation address, The President of India Mr. Pranab Mukherjee said "The standards of Higher Education in India today still needs improvement. We need universities to provide quality education that meet international benchmarks. We must change the reality of our universities not figuring in the list of top universities of the world, as no Indian university figures in the first 200 ranks in prestigious Times Higher Education survey for 2011-12."

\[1\] India Today, December 28, 2012
The quality of the faculty is the single most defining element of any academic institution. To ensure quality performance, institutions should foster an environment in which all men and women faculty, have ample support, flexibility and opportunities for development in order to achieve professional fulfillment and sustain their vitality. Faculty members, when able to achieve their personal developmental goals in synergy with the institutional goals, results in extraordinary benefits to both the faculty member and institution.

Thus, a systemic emphasis on professional development, enhancement of infrastructure for teaching and research, conducive work atmosphere on the part of the institution, for more supportive and developmental environment is the need of the hour.

8.1 Objectives of the Study

The overall objective is to study about the perception of college teachers (men and women) towards Academic Performance Indicators and its related Challenges in Higher Education Sector. The specific objectives of the study are:

1. To compare the Gender perception of college teachers on the importance of Academic Performance Indicators related to Teaching, Service and Research, across college status (Autonomous and Non Autonomous).

2. To determine gender differences in perception of college teachers towards the Institution, Department and Family support extended to
meet the expected academic performance standards in Teaching, Service and Research, across the college status.

3. To identify the association of gender and professional growth.

4. To identify the challenges faced by men and women college teachers in work and family, across college status.

8.2 Methodology

The concepts and the methodology were formulated in accordance with the objectives of the study and with the help of comprehensive reviews of previous studies. The primary data were based on questionnaire method from thirty four Accredited Arts and Science colleges, affiliated to University of Madras. The secondary data were collected from relevant journals, websites and official records.

The sample for the study consists of men and women college teacher’s of Autonomous and Non Autonomous colleges, across different type of institution’s namely Government, Aided and Self-Supporting. Area covered under study includes Chennai, Kanchipuram and Tiruvallur district. Of the 500 questionnaires circulated, 416 were fully completed and returned with a response rate of 83 per cent.

The women constituted 69% and men 31% of the total sample. The college teachers of both the gender were selected from 27 Accredited Autonomous colleges constituting 57% of the total sample of colleges (N=47) and 20 Accredited Non Autonomous colleges constituting 43% of the total sample of colleges (N= 47). This was further classified as Government, Aided and Self-Supporting.
The survey instrument was developed by the researcher herself, after an exhaustive search of relevant review of literature relating to the study. The questionnaire consists of 56 closed ended questions and two open ended questions. The questionnaire was divided into two parts. The first part of the questionnaire elicited the demographic information about the sample respondents with respect to gender, age, educational qualification, designation, years of experience, discipline, marital status, family setup, size of the family, college status (Autonomous and Non Autonomous) and type of institution (Government, Aided and Self-Supporting).

The second part of the questionnaire was divided into six sections. The first section consisted of 15 indicators used in measuring Teaching, Learning and Evaluation related performance. The second section consisted of 16 indicators pertaining to Student related Co-curricular, Extension, Professional development related activities and the third section highlighted 13 indicators pertaining to Research and Academic contribution. A five point Likert scale, ranging from ‘Very Important’ to ‘Not at all important’ was used to measure the responses of the teachers.

The fourth section attempted to study the respondent’s perception on the support received from the institution, department and family to meet the expectations for teaching, service and research performance in Higher education.

The fifth section threw light on the association of gender in areas of professional growth (doing research, attending training and refresher programs, presenting papers, promotion to senior level and increment).
The sixth and seventh section studied the work and family challenges faced by the college teachers. A five point Likert scale, ranging from ‘great extent’ to ‘Not at all important’ was used to measure the responses of the teachers in these sections.

Interview with the senior associate professors and head’s of the department was feasible, during questionnaire circulation, and valid information and suggestions relating to the importance and challenges complying with API were solicited and reported in the study.

8.3 Area of Study

Chennai, the capital city of the Indian State of Tamil Nadu stands second place for literacy among metropolitan city centers in India with a 90.33 percent literacy rate of which male and female literacy reported 93.47 and 87.16 percent respectively as per census 2011. The city includes the entire Kanchipuram and Tiruvallur districts.

Chennai is also a home to many educational and research institutions. Colleges for Science, Arts and Commerce degrees are typically affiliated with the University of Madras, which is one of the oldest Universities in India, established in the year 1857.

The University of Madras is also one among the five Universities in India to receive the special status of "University with potentials of Excellence" and an “A” grade status, by the National Assessment and Accreditation Council (NAAC), an Autonomous body of the University Grants Commission (UGC).

http://www.chennaicorporation.gov.in
Chennai has a plethora of libraries and two Council of Scientific and Industrial Research (CSIR) institutions. Hence, Chennai was felt appropriate to be chosen for the study, as there has been no recent exclusive study on the college teacher’s perception on Academic Performance Indicators to measure faculty performance in the areas of teaching, service and research; the institutional support extended to meet the performance standard and the challenges faced in work and family, which are some of the imperative concern to ensure quality in higher education.

8.4 Tools of Analysis

Leven’s Test for Equality of Variance was applied to determine whether, the two independent variables, gender and status of colleges, have the same or different amount of variability between the mean perception scores on facilities extended by institution towards Infrastructure and Industry-Institute Partnership.

A General linear model, multivariate analysis of variance (MANOVA) was conducted to investigate differences in group response for all and each academic performance indicator pertaining to Teaching, Service and Research; to examine the differences in group response for all and each support extended from the institution, department and family, to meet the expected academic performance standards in teaching, service and research and to inspect the differences in group response for all and each work and family challenges, across college status (Autonomous and Non Autonomous) and gender and the combined effect of both gender and college status. Descriptive statistics using mean values and percentages were also used to find out
the differences in the perception of men and women college teachers towards the same.

Finally, the Wilk’s Lambda has been calculated as a test statistic used in multivariate analysis of variance (MANOVA), that permits the measure of group differences over multiple variables.

Chi-square test has been used for determining the association between gender and doing research, attending training and refresher programs, presenting papers, promotion to senior level and increment. Bar Diagrams are also portrayed.

Descriptive data like percentage analysis was also computed to analyze open-ended questions.

8.5 Summary of the Findings

8.5.1 Socio Economic Profile of College Teachers from Accredited Arts and Science Colleges affiliated to the University of Madras

The group characteristics of the respondents are assessed using demographic information like gender, age, educational qualification, designation, years of experience, discipline, marital status, family set up, size of the family, college status and type of institution.

The respondents were classified based on gender. Men constituted 31% and women constituted 69% of the total sample. The majority of the respondents fell under the age group of 31 to 40 years and both women and men respondents were
found to be dominant between 5-10 and 11-15 years of experience in both the college status.

Educational qualification of M.Phil degree was found to be possessed by majority of the respondents in both the college status. With subsequent highest percentage of respondents with PhD qualification.

The respondents with a designation of Assistant professor were found predominant among both the gender and college status.

Around 83% of the total respondents of both the gender and college status were married and majority of 67% respondents were from a nuclear family set up.

The size of the family with four members was found to be dominant amidst both men and women respondents of Autonomous and Non Autonomous colleges.

The majority of the respondents, represented the fraternity of Arts.

8.5.2 Gender Perception on Academic Performance Indicators (API) related to Teaching, Service and Research

8.5.2.1 Teaching, Learning and Evaluation Related Activity

The findings of the research showed that collectively both men and women college teachers across the college status, reported differences in perception on API pertaining to participation of college teachers in development of Remedial/ Bridge courses and Modules for Soft skills, where men of Autonomous colleges and women of Non Autonomous colleges prioritized the importance with a same mean score of 4.24, when compared to men of Non Autonomous colleges with a least mean score
of 3.94. In contribution of teachers in imparting Personality Development/ Soft skills courses/Remedial and Bridge courses, men of Autonomous colleges and women of Non Autonomous colleges showed more importance to this indicator with a mean value of 4.24 and 4.29 respectively when compared to that of men of Non Autonomous colleges with a mean value of 3.96. The group difference in perception was also found on the importance of Assessment of Teaching Workload based on verifiable records, among women of Non Autonomous colleges with a highest mean value of 4.43 revealing more importance than the men of Non Autonomous colleges with a lowest mean score of 4.06.

While considering the effect of gender as a whole, women college teachers perceived faculty contribution to Curriculum design and development which comprise updating subject contents, course improvement and designing the curriculum (mean value of women : men of Autonomous and Non Autonomous colleges is 4.63 and 4.53 : 4.56 and 4.31 respectively); and providing Additional Knowledge Resources to students to be of prime concern (mean value of women : men of Autonomous and Non Autonomous colleges is 4.49 and 4.61 : 4.45 and 4.33 respectively) compared to men college teachers, for assessment of teaching performance.

The remaining API related to Teaching, Learning and Evaluation related duties to assess college teachers, reported no difference in perception among gender across the college status.
8.5.2.2 Co-curricular, Extension, Professional Development Related Activities

The findings of the research showed that collectively both men and women college teachers across the college status, reported differences in perception on API pertaining to Involvement of teachers in organizing seminar /workshop / conference / symposia for students and staffs, where men of Autonomous colleges and women of Non Autonomous colleges, recognized the attribute to be of great importance, with a mean score of 4.55 and 4.48 respectively, in contrast to men of Non Autonomous colleges, with a mean value of 4.3.

While considering the effect of gender as a whole, women college teachers of both the college status, perceived faculty Participation in Committee Meetings in college to be of prime concern, with a similar mean value of 4.1, compared to that of men college teachers with a mean value of 3.94 and 3.92 of Autonomous and Non Autonomous colleges respectively.

A more or less similar group response among gender across the college status was seen on the rest of the attributes, signifying them to be highly influential in assessment of performance relating to service.

8.5.2.3 Research and Academic Contribution

The findings of the research showed that collectively both men and women college teachers across the college status, reported differences in perception on API pertaining to Accepted papers but not published, indicated, that men of Autonomous colleges (mean value 3.7) differed marginally against men of Non Autonomous colleges (mean value 3.3), thus the attribute signified to be of moderate importance.
With respect to the rest of the attributes, a great congruence in response, among gender across the college status, signified all the attributes to be of importance for assessment of research contribution.

8.5.3 Gender Perception on Institution, Department and Family support extended, to meet the academic performance standards in Teaching.

The findings of the research disclosed that, collectively both men and women college teachers across Autonomous and Non Autonomous colleges, perceived similarly that, the support extended to faculty participation in UGC funded improvement programs, opportunities to attend refresher and orientation courses, on-duty permission to attend and participate in conferences and seminars, were only moderate, indicating a mean value around 4.0.

The support extended by the department to attend refresher and orientation courses, also discerned the same response, among men and women college teachers, across Autonomous and Non Autonomous colleges, conveying a moderate encouragement to attend the same with mean value ranging around 4.2.

The results disclosed that there was group difference found in perception among men and women college teachers, across college status, with respect to encouragement of teachers participation in development programs like training and workshops. The results indicated, women and men of Non Autonomous colleges received, moderate support from the institution (mean value of 4.42 and 4.33 respectively), in contrast to women and men of Autonomous colleges (4.23 and 3.72 respectively). Department support to the same, showed, women (mean value of 4.42) and men (mean value of 3.98) of Autonomous colleges, received moderate support,
relatively to men and women college teachers of Non Autonomous colleges (mean score 4.3 respectively).

While considering the effect of gender as a whole, women college teachers of both the college status, recorded, encouragement of teachers participation in development programs (mean value - women : men of Autonomous and Non Autonomous colleges is 4.23 and 4.42 : 3.72 and 4.33 respectively) and providing on-duty permission to attend and participate in conferences and seminars (mean value - women : men of Autonomous and Non Autonomous colleges is 4.32 and 4.15 : 3.95 and 4.08 respectively), which, marginally varied from men of both the status of colleges.

With respect to the support extended by departments in encouraging faculty participation in development program like training and workshop’s, differed in perception among the men and women college teachers, showing, men of Autonomous colleges (mean value of 4.42) in receipt of moderate support from the department, against women of both Autonomous and Non Autonomous colleges (mean value of 4.3 each).

Support from spouse in attending workshops, seminars and conferences outside the state or country found no perceptual difference among men and women college teachers, implied that, they received only moderate encouragement from their spouse (mean value - women : men of Autonomous and Non Autonomous colleges is 4.2 and 4.04 : 3.81 and 4.02 respectively).
Infrastructure and Industry Institute Partnership Support

The result also disclosed that there is significant difference between the perception of men and women college teachers’ on Infrastructure support (such as Library, e-journal, Inflibnet-UGC, Video Conferencing, Edu-sat, OHP, LCD, Interactive Board- Smart Class, e-books, Wi-Fi, and Intranet) and Industry Institute Partnership (such as industry sponsorship for research, infrastructure development (like sports ground), co-curricular and extension activities; industry funding for conference, seminar for staff and student; industry representative in Board of Studies; industry support for internship for projects, placement, training and soft skill development and industry and staff carrying out research together), extended by the college. The mean score of women (32.83 and 22.83) were found greater than the mean score of men (25.78 and 19.54), towards Infrastructure and Industry Institute Partnership support respectively.

The significant difference was also found between the mean number of Autonomous and Non Autonomous colleges towards the Infrastructure support and Industry Institute Partnership, extended by the college. The mean score for the Autonomous (32.38 and 25.19) is greater than the mean score for the Non Autonomous colleges (27.94 and 16.26), towards Infrastructure and Industry Institute Partnership support respectively.

8.5.4 Gender Perception on Institution, Department and Family support extended to meet the Academic Performance Standards in Service

The findings of the research revealed that collectively both men and women college teachers across Autonomous and Non Autonomous college status, perceived
the support extended by the institution, department and family to be moderate towards their contribution to service, indicating mean value revolving around 4.0.

While considering the effect of gender as a whole, women college teachers of both the college status, Autonomous and Non Autonomous, (mean value - 4.15 and 4.2 respectively) perceived that department extended moderate support in providing opportunities to take up leadership roles in different extension activities, comparatively higher to men of Autonomous and Non Autonomous colleges (mean value - 3.92 and 3.95 respectively).

Family support extended to discharge additional duties in college was perceived to be moderate by women college teachers of Autonomous and Non Autonomous colleges, (mean value - 4.04 and 4.05 respectively), relatively more privileged than men college teachers, (mean value - 3.64 and 3.92 respectively).

With respect to the support extended by institutions in providing opportunities to take up leadership roles in different extension activities, revealed same group response, among the gender, reporting a moderate support, with mean value revolving around 4.

### 8.5.5 Gender Perception on Institution, Department and Family support received to meet the Academic Performance Standards in Research

The findings of the research showed that collectively both men and women college teachers across Autonomous and Non Autonomous college status, perceived alike towards the support, received for research from the institution, department and family. The results revealed that, institutions encouragement to apply for funded
projects, provide on-duty permission to attend and participate in conferences and seminars, being informed and updated about the conference and paper presentations was found to be moderate with mean value around 4.0, whereas institutional support to do research, by providing leave with pay, financial assistance, flexible working hours, seed money to undertake projects and financial support to attend and present papers in conferences, seminars within or outside the state, revealed, relatively less satisfactory response from all the teachers, with mean score ranging from 2.5 to 3.5.

The finding of Prof. K. Sudha Rao and Dr. Mithilesh Kr Sing R, supported the notion that research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from the society.

On the other hand, department’s support extended for research, by providing on-duty permission to attend and participate in conferences and seminars, motivating teachers in presenting papers, keeping informed and updated about the conference and paper presentation was found to be only moderate with mean score of 4.0, whereas the teachers reflected, relatively less moderate response, to the flexible working hours in doing research, with a mean value below 3.5. The family support received from spouse in undertaking research projects or publications and personal finance spent in doing research also manifested a moderate support with mean value around 4.0.

While considering the effect of gender as a whole, women college teachers of both the college status, Autonomous and Non Autonomous acknowledged the encouragement received from institution to be moderate relating to presenting
papers (mean value - women : men of Autonomous and Non Autonomous colleges is 4.39 and 4.45 : 4.22 and 4.28 respectively) and receiving on-duty permission to attend and participate in conferences and seminars (mean value - women : men of Autonomous and Non Autonomous colleges is 4.32 and 4.15 : 3.95 and 4.08 respectively), when compared to men of Autonomous and Non Autonomous colleges, who received relatively less. Women college teachers of both the college status, Autonomous and Non Autonomous, (mean value - women : men of Autonomous and Non Autonomous colleges is 4.41 and 4.42 : 4.16 and 4.3 respectively), perceived departments motivation to be moderately higher in presenting papers which marginally varied from, the perception of men of both the college status.

Support received from spouse in undertaking research projects and publications, revealed, women received moderate support relatively higher than men (mean value - women : men of Autonomous and Non Autonomous colleges is 4.17 and 4.18 : 3.66 and 3.98 respectively).

On the other hand, the remaining support attributes revealed similar response among men and women college teachers.

8.5.6 Relationships between Gender Associated with Research, attending training and refresher programs, presenting papers, promotion to senior level and increment

Women teachers of Accredited Arts and Science Colleges affiliated to the University of Madras expressed that the college provides them moderate support in
doing research with majority of response of 54.8% (N=69) when compared to men with 45.2% (N=57) on the total responses, conveying moderate (N=126).

In the remaining areas of professional growth, there seems to look a revolutionary change in women gaining edge over men for the support enjoyed from the college, to a great extent, towards attending training and refresher programs, presenting papers, promotion to senior level and increment. In all these areas of professional growth the majority of responses, both from men and women college teachers conveyed the same.

8.5.7 Gender Perception on Work related Challenges

The response of men and women college teachers across Autonomous and Non Autonomous colleges discerned more or less similar group response for the following, work related challenges:

Working beyond mandatory teaching hours: More than 40% of the college teachers perceived that they were moderately expected to work beyond mandatory teaching hours of 16 per week stipulated in the University rules.

University Valuation: Nearly 40% of men and women college teachers of Autonomous and Non Autonomous colleges, perceived a similar group response that, they found university valuation not burdensome whereas the remaining 40% acknowledged it to be burdensome to a moderate extent.

Continuous Assessment: More than 40% of the college teachers responded the criteria set for continuous assessment to be rigid to a minimal level, whereas the
other 40% of the respondents expressed the criteria to be moderately rigid, which makes the work cumbersome and time consuming.

**Invigilations:** Majority of 50% of the college teachers responded that, they were not much burdened with invigilation duties.

**In-Charge of Committees:** More than 35% of men and women college teachers of Autonomous and Non Autonomous colleges reported that, they were not made in-charge of several committees or clubs at the same time, whereas the remaining 30% conveyed that they were moderately made in-charge of the same.

**Organize Conference and Seminar:** Majority of respondents around 40% conveyed that they were not pressured to organize conferences, seminars and workshops frequently, hence they never felt the burden of it in their profession. On the other hand nearly 30% of the respondents revealed that they were pressured to organize conferences, seminars and workshops to some extent.

**Administrative Duties:** The major responses fell in both the extremes. More than 50% expressed that they are pressured with administrative duties only to less extent. On the other hand 40% of the responses acknowledged that they were burdened with administrative or clerical duties to moderate intensity, with maximum responses of (25%) from the women college teachers of Autonomous colleges.

**Carry Work Home:** The majority of 50% college teachers remarked that they ended up carrying work home to a moderate extent, as there have been additional responsibilities to be discharged, apart from teaching.
The following two challenges, indicated a difference across Autonomous and Non Autonomous Colleges, with no significant difference among the gender perception.

**Attend Meetings:** It was indicated that, men (34.4%) and women (39.7%) of Autonomous colleges reported highest response in contrast to men (31.2%) and women (34.5%) of Non Autonomous colleges, former perceived, no much pressure to attend frequent meetings, whereas, latter perceived that they were pressured to attend frequent meetings in colleges to a moderate extent.

**Do More Research:** Majority of the respondents, above 40% from Autonomous colleges, with men (42.2%) and women (44.1%) of Autonomous colleges, perceived similarly, that they were not put under pressure to do more research than they would like to do. On the other hand Non Autonomous colleges, men (31.2%) and women (26.2%), perceived that, they were put under pressure to do more research.

**8.5.8 Gender Perception on Family Challenges**

The response of men and women college teachers across Autonomous and Non Autonomous colleges discerned more or less similar group response, for the following family challenges:

**Physical Health Ignored:** Around 50% of the college teachers consented that, due to extended work their physical health was ignored to a moderate extent. The highest responses was from women of Autonomous colleges (21.6%). On the other extreme, 35% of the responses reported less influence on their physical health.
Personal Time: Equal proportion of responses, fell on two extremes. Around 45% expressed less influence on personal time and the other 45% responded moderate influence on personal time, revealing that they are often expected to work after college hours, hence their personal time is moderately hindered.

Marital Friction: More than 45% of the college teachers disclosed that there was not much marital friction because of expanded demand in the profession. The least (around 35%) was found among men of Non Autonomous colleges showing moderate influence.

Impact On Children: The responses fell on two extremes, around 45% of the college teachers expressed that the time spent with children on account of the profession was not affected, whereas nearly 40% of the respondents conveyed, influence of the profession on the time spent with children to be moderately restrained.

Care for Elders: The responses fell on two extremes, where above 40% of the college teachers responded the care for elderly parents at home were not much hindered, even after returning from work. On the other hand, around 40% of the remaining respondents conveyed, the care for elders at home were moderately thwarted.

Time Spent For The Family: The responses fell on two extreme. Nearly 50% of the college teachers expressed that the time spent towards the family was not much hindered due to extended work in college. On the other hand, around 40% of the remaining respondents conveyed, that the time spent towards the family, was moderately influenced due to extended work in college.
**Quality Time with Children:** More than 55% of the college teachers conveyed that they are able to spend quality time with their children to a moderate level.

**Balance Home and Career:** Above 50% of the college teachers conveyed that they are able to balance both home and career to a moderate extent.

Thus, individual’s gender does not appear to have any influence on the challenges arising from work and family among men and women college teachers across Autonomous and Non Autonomous colleges. In other words, the study concludes that men and women college teachers in the place of work, in Chennai are likely to share similar family and work-related preferences and challenges.

### 8.6 Recommendations to the Ministry of Human Resource Development (MHRD)

One of the greatest potential is the Human Resources. The percentage of GDP spent by Government of India on education in the year 2010 was 3.3 which is comparatively less to other developed countries like US - 5.6 and UK - 6.3. Therefore percentage of investment spent on higher education need to be increased, especially towards Arts and Science colleges in India.

The implementation of Academic Performance Indicators via statutory bodies such as UGC and NAAC to be enforced in colleges. Higher percentage of points for accreditation should be devoted to those institutions following Performance Indicators.
Government should encourage private partners in higher education and extend monetary support in the area of research.

More funds to be allotted, to network the institutions at the national level so that the resource could be shared.

Issues of Faculty shortage in colleges, to be critically considered.

Provide broadband connectivity in colleges for effective use of ICT in all Government and Aided colleges and to strengthen the infrastructure.

Common academic calendar to be implemented.

8.6.1 Recommendations to the UGC

Teaching workload of the teachers to be reduced and more number of posts to be created in colleges.

More FIP to be provided and grants sanctioned for research.

The teachers of Self-Supporting Colleges should also be extended with facilities such as Faculty Improvement Programme (FIP), Post Doctorate Fellowship and research grants.

As the vision and mission statements and workloads differ between the University and College teacher’s, it would be fair, if separate yardstick to evaluate their performance is enforced.
Separate measurement to be implemented, for movement of teachers, from one cadre to another.

Different yardsticks to be followed, to evaluate performance of teachers of varied experience. Newly joined teacher be allowed to concentrate and spend more time in teaching preparation rather than presenting paper and research, whereas experienced faculty’s be given more weightage for research publications and institutional governance responsibilities.

Different yardsticks also to be followed, to evaluate performance of teachers of varied disciplines (like Arts and Sciences).

The API measures for research should insist more on quality, with clear definition of what it means and not on quantity.

Implementation of API should be made mandatory in colleges by passing a Government Order, (G.O) to the effect. Policy makers should appoint and promote, college teachers on the basis of API, failing which, implementation of quality will just remain a dream.

The UGC should ensure that the University selection committee sent for selection of the principal should strictly follow Academic Performance Indicators and maintain transparency in the process.

8.6.2 Recommendations to the State Government

To adopt the regulation in the interest of improving the standard of higher education by all State government.
State Government to tap the resources of the MHRD and UGC to develop the State government Institutions.

Financing higher education, through established norms and improvements in the existing system of funding by Centre and the States needs consideration.

Regular appointments of teachers and filling up vacancy arising due to resignation or retirement need to be filled immediately.

Appointment of administrative, Lab technician and class IV staff need to be effected.

Adequate grants to be provided for construction of class rooms and hostels in Government colleges.

Sabbatical leave for carrying out research and training to be provided to the college teachers.

State Policies need to focus attention and support to improve the quality of teaching and research.

Provide adequate Information and Communication Technology for resource sharing and networking in all types of Institutions (Government, Aided and Self-Supporting).

State Government to honor Best Principal and Best Teachers award in Aided and Self-Supporting colleges.
8.6.3 Recommendations to the Universities

University Department can act as mentors for affiliated colleges in research and consultancy.

Net work all affiliated colleges for effective sharing of resource.

Encourage and motivate inter-institution research and university to act as nodal centre.

University to develop central research facility that could be shared by all affiliating college teachers.

Academic staff college to organize short term program inviting scholars at national and international level to promote research among teachers.

University to make orientation mandatory for self financing college teachers without which the university should not grant affiliation.

8.6.4 Recommendations to the Colleges

Colleges to orient the teachers on the significance of API, especially to the newly recruited staffs.

The Appraisal system developed in colleges, should respect the collegial, developmental and autonomous professional ethos of the Institution and its stakeholders. Hence active cooperation and innovation of the teachers is essential for the success of any Appraisal Systems.
The evaluation should be made an annual feature of the college.

The college should preferably use different yardsticks to evaluate performance of varied levels of experience.

Colleges to a great extent should initiate and encourage building partnerships between educational institutions, research institutions, industries and communities in an effort at aiming to improve the student exposure and job readiness of young people in global market.

Teaching and learning arrangements, such as, student teacher ratio, teaching workloads, or the average number of classes per teacher, have an impact on teachers’ performance, and hence needs careful consideration.

Colleges should provide on campus adequately prepared and optimal use of the Information and Communication Technology (ICT) for resource sharing and networking both by teacher’s and students.

As teaching and research are complementary activities, no teacher can be effective unless they keep themselves updated with research in different fields and institutions that foster research will automatically improve the quality of its faculty. College thus needs to focus more attention to improve the quality of teaching and research, by encouraging teacher’s participation in professional development programmes, research, paper presentation in conferences/ seminars, within or outside the state by providing participation fees and travel grant, flexible working hours, on-duty permission, Faculty Improvement Programme (FIP) and sabbatical leave. Faculty rooms to be made conducive to carry on research.
College should upgrade the infrastructure by providing Video Conferencing; Edu-sat; adequate OHP and LCD’s; Interactive Boards / Smart Classes, Wi-Fi, Intranet connection and upgraded Library with subscription for e-books, e-journal, Inflibnet from UGC.

Industry and staff carrying out research together and Industry sponsorship for research, infrastructure development, co-curricular and extension activities need to be strengthened.

Research Committee should be made functional, by encouraging and motivating teachers doing research. The college should also provide seed money to encourage research.

Incentives and recognition to be given to the teachers in the college for the research, publication and paper presentation in the conferences and seminars.

Colleges should not enforce, more than mandatory, non academic administration work on teachers, which results, detrimental to teachers commitment towards teaching and research. Hence each department be provided with one computer operator.

The crèche facility to be provided to women college teachers, to drop their children during their course of work, which will pave way for their professional development.
Institutional Policies should aim at attracting and retaining effective teachers in Self-Supporting colleges by setting up salary board, which suggest periodic revision of pay scales and career advancement.

Grievance redressal cells to be set up in colleges on issues relating to favoritism showed on teachers in pursuing research, paper presentation; no flexibility provided by the department to attend or present papers outside state; restrictions on using benefits offered by the college, bias assessment on teachers performance and unhealthy practices followed in the college.

Best Principal and Best Teachers award in Aided and Self-Supporting colleges need to be instituted.

8.6.5 Recommendations to the College Teachers

College teacher’s to make a detailed study of how Industry-Interface works in other countries to replicate the International best practices in the Indian educational system.

To endeavor in qualitative research and participate in faculty development programs, to apply the same in real time situations. Integrated Communication Technology should also to be linked in teaching methodology.

Involvement in developmental needs of the society, by active participation in extension and community based activities.
Maintain healthy competition and co-operation among the co-staffs of the department. Seniors to act as mentors for junior teachers to motive, encourage and guide them to excel in the profession.

Teachers need to contribute towards updating subject contents, course improvement and designing the curriculum periodically. Development of modules and imparting remedial / bridge courses need to be more actively participated.

To involve in Professional related committees like Education, Research and National Development at State and National Level. To share expertise as a resource person in various forums and media.

Actively participate in Institutional Governance responsibilities like co-ordinator of Internal Quality Assessment Cell (IQAC), Vice Principal, controller of examination and so on. To efficiently discharge the role of a mentor towards the students.

To always welcome and be receptive to any change brought in towards the development of the college.

Teachers need to rededicate towards their professional ethics and undertake more research voluntarily, for their own intellectual development.
8.7 Scope for Further Research

This study has generated many more questions than it answers, thus providing fertile ground for further exploration.

A comparative study on the perception of University and College teachers on the awareness and acceptance of API.

To compare the perception of teachers, across the type of Institutions (Government, Aided and Self-Supporting) on the importance of API and its challenges.

To analyze the views of stakeholder’s of academic institutions on an appraisal system.

To carry out a comparative review of API in operation at different universities and colleges on a longitudinal basis, to determine whether it is possible to meet the various stakeholder expectations.

To study the challenges faced by women teachers of Self-Supporting colleges in attaining the expected standard of quality in Higher Education.

To study the challenges faced by women college teachers, with respect to demographic variables such as age, experience, marital status, family size and family structure, in attaining the expected standard of quality in Higher Education.

To recommend study on Teachers evaluation by Students - Teachers perspective and a study on 360 degree evaluation of teachers performance, is also recommended.
8.8 Conclusion

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. In India also, the institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization, have necessitated such marked changes in the Indian higher education scenario.

It is therefore very important that, at this juncture, when our educational system is experiencing crises of standard and quality, teacher’s appraisal has become very eminent in order to eliminate inefficiency, ineptitude and all forms of undesirable behaviors in the educational system. Gender equality also needs to be entailed in almost all the areas of academics in higher education, equipping both men and women college teachers, with equal access to resources and support, thus fostering the overall development in quality of teachers and institution as a whole.

Thus, the study concludes, that college teachers, both men and women seem to show a welcome approach towards the PI’s, stating to be important, in assessment of teaching, service and research performance. Both the gender, convey their agony over the moderate support extended by the college in meeting the standards of teaching, service and research. The challenges from work and family, also draws attention of concern.
Thus these can be some of the important reason, which can prove detrimental towards attaining the international performance benchmarks.

Thus there is an urgent need to sensitize the policy makers, regulatory bodies and management of higher education, by enabling them to draft policies in elevating the professionalism of teachers and to ensure implementation of quality practices in higher education, to foster towards, raising the Indian Higher education Institutions to global standards.