CHAPTER 3

LITERATURE REVIEW
3.1 Literature Review – International Articles

There is a wide range of relevant literature available on Performance Management in Higher Education particularly focusing on the global scene. Relevant existing literature and studies done in the area have been appended in this chapter. They have helped the researcher in remaining focused to the problem and also provided an insight into the intricacies of the topic.

Gary Cokins, an internationally recognized expert and speaker, is a renowned strategist, in Performance Management Solutions with SAS, parent company of ABC Technologies, Inc, which is the world’s largest privately owned software vendor. He has authored a book “Performance Management - finding the missing pieces (to close the intelligence gap)” which covers the following aspects:

- Customer Value Measurement using Customer Lifetime Value: It discusses customer relationship management and the emerging measurement concept of customer lifetime value that treats each customer as a financial investment for the organization.
- Was the Total Quality Management Movement a Fad? It provides a historical background to the “TQM” movement and its progress into six sigma methodologies.
- Categorizing Quality Costs—Key to Measuring Progress: It deals with how to measure the cost of quality.
• Rank-Ordered Capital Efficiency of Product and Customer Combinations: This covers advanced methodology for measuring changes in economic value.

Gary Cokin believes that “Alignment” is the most important component in Performance Management. His dictum is: First do the right things, and then do the right things well. Hence, being effective is more important than being efficient. Those organizations, which can bring employees work alignment to the strategy, mission, and vision of the organization with a specific focus, are the most successful.¹⁰

Samara mentions in the webpage on Performance Management Strategies created on 19th November, 2011, that Performance management takes a long and deep look at the performance of a business and all the employees that work within it. Some people get confused with the term, thus generating a myth that Performance Management monitors the behavior of an employee. In fact, Performance Management is mainly concerned with the performance of the team and making systems as efficient as possible.¹¹

Susan M. Heathfield has written in depth about how to implement Performance Management and Development in the General Work System. She has suggested the following steps:

➢ First, define the purpose of the job, duties and responsibilities.

¹⁰ Performance Management - finding the missing pieces (to close the intelligence gap) by Gary Cokins, published by John Wiley & Sons, Inc

¹¹ Performance Management Strategies – Webpage posted by Samsara on November 19th, 2011, copyright FFMUP (Finding of Free Marketing Plans)
Define the performance goals with measurable outcomes and also define the priority of each job responsibility and goal.

Define performance standards for key components of the job.

Hold interim discussions and provide positive and constructive feedback about employee performance. It will be better if this is done daily and discussed quarterly.

Keep a record of performance through critical incident reports.

Provide the opportunity for broader feedback by using a 360 degree performance feedback system.

Develop and administer a coaching and improvement plan if the employee is not meeting expectations.

Susan M. Heathfield has also suggested some steps by which we can quickly and successfully prepare for the Performance Development Meeting:

The first step is to Schedule the Performance Development Planning (PDP) meeting and define pre-work with the staff members to develop the performance development plan (PDP).

The staff members will then review personal performance, documents “self-assessment” comments and gather all documents and 360 degree feedback results.

The supervisor prepares for the PDP meeting by collecting data including work records, reports, and input from others familiar with the employee’s work.

Then both of them examine how the employee is performing against all criteria, and think about areas for potential development.
The final step is to develop a plan for the PDP meeting which will include the answers to all questions on the performance development tool with appropriate examples and documentation.\textsuperscript{12}

Jane Broadbent, University of Roehampton, School of Business and Social Sciences, in her paper (2007) focuses on the themes of performance measurement and performance management in the English Higher Education system. She highlighted in her paper that wherever the opportunities for measurement are limited, the Performance Management Systems developed are much broader. She has taken into account the changing approaches to management of the public services from various existing literature. A university’s role in contemporary society is highlighted to prove the link between measurement and purpose. Her paper mentions how allocation and accountability for the resources, is to be made in order to try and achieve particular ends. She has tried to answer the question regarding the nature of the role of Universities by exploring the different approaches to measurement used in managing Higher Education. Although the use of Performance Management System in Higher Education in England has increased, and though the academic managers have now more intensive control than earlier,

yet there is a widespread resistance to implement managerialism in England—a fact emphatically asserted by Jane Broadbent in her paper.\textsuperscript{13}

Rodica Gherghina\textsuperscript{1}, Florin Văduva\textsuperscript{2}, Mirela Anca Postole\textsuperscript{3}, in their research titled “The Performance Management in Public Institutions of Higher Education and the Economic Crisis” have studied the need to reduce public spending in the developing process and how the funding of public services has eventually led to the introduction of performance indicators in the public institutions. The focus of various studies done in this area has been on how to optimize the educational activity, implement an efficient management and ensure the quality and compatibility of the educational systems among others. They have adopted some organizational models to explain the functionality of the educational system and to define a performance appraisal system. Each model generated by default has a theoretical base of a certain philosophy regarding the evaluation methods of the institutional performance, design and use of the performance indicators on education institutions.\textsuperscript{14}

Adelien Decramer \textsuperscript{1}, Johan Christiaens \textsuperscript{2}, Alex Vanderstraeten \textsuperscript{3}, Faculty of Business Administration and Public Administration, University College Ghent, Ghent, Belgium in their article “Implementation Dynamics of Performance

\textsuperscript{13} Performance Management Systems in and of Higher Education Institutions in England: professionalism, managerialism and management, By Jane Broadbent University of Roehampton, School of Business and Social Sciences, Year 2007 http://rrp.roehampton. ac.uk/ bsspapers/3

\textsuperscript{14}Rodica Gherghina\textsuperscript{1}, Florin Văduva\textsuperscript{2}, Mirela Anca Postole\textsuperscript{3}, The Performance Management in Public Institutions of Higher Education and the Economic Crisis, Annales Universitatis Apulensis Series Oeconomica, 11(2), 2009, page 639
Management in Higher Education”, discuss the issue of performance management in higher education, with particular focus on the extent to which employee performance management systems have been implemented, the approach adopted and the consequences of the emergent approach at The University College Ghent, Ghent, Belgium.

This study finds that the nature of the PM system is created and formed by the internal as well as the external environment and that non-rational behaviour sometimes occurs because of the institutional environment. Lack of integration between the performance management practices has been observed by the researchers in the institute. The article concludes that multiple implementation rationales of performance management practices affect the building of a performance management system.¹⁵

Charles Franklin Wong is a trainer, facilitator and speaker. He is also Human Resource, Marketing and Franchising consultant for many countries like Singapore, Malaysia, Indonesia, Vietnam, China and India. He helps various statutory boards, MNC’s and small business community to enable their business to take off to another level of performance. In his article “Human Resources - Performance Management System and KPIs”, he has suggested that the HR department is responsible for launching the performance appraisal process for the firm. On top of it, Human Resource department

¹⁵ Implementation Dynamics of Performance Management in Higher Education, Adelien Decramer 1, Johan Christiaens 2, Alex Vanderstraeten 3, July 2008, 2008/528,¹ Faculty of Business Administration and Public Administration, University College Ghent, Ghent, Belgium,² Faculty of Economics and Business Administration, Ghent University, Ghent, Belgium.,³ Faculty of Business Administration and Public Administration, University College Ghent, Ghent, Belgium
designs, develops the PMS (Performance Management System) and identifies Key Performance Indicators (KPIs) which are tangible or intangible. Most employees are able to establish this level of KPIs as Human Resources department would arrange workshops to ensure each department understand and acquire the "How-To" in setting KPIs, namely Finance / cost KPIs, Quality KPIs, Customer Satisfaction KPIs, employees learning KPIs and environment KPIs. Human Resources would collate all this information and monitor the progress quarterly, half-yearly and annually.

Human Resource department also need to design and develop a reward system when the department KPIs are achieved. It also has to align the Reward System to Performance Management System with KPIs. Human Resource department then evaluates the competency of the employees. Likewise, Human Resources would need to ensure the alignment of the company core learning capabilities with the individual competency. The resulting gap is the learning gap to be closed through appropriate media, be it online learning, mentoring, coaching, self-development or attending course, workshop and seminars.

Performance Appraisal is the process to establish the competency and the learning gap in addition to reward system. Performance increment would depend on the performance appraisal input for the department and the management for decision making.¹⁶

¹⁶ Human Resources - Performance Management System and KPIs

By Charles Franklin Wong Article Source: http://EzineArticles.com/?expert=Charles_Franklin_Wong
The GAP Model Analysis of Service Quality in Indian Higher Education was suggested by Mamilla Rajasekhar, Professor, Department of Commerce, Sri Venkateswara University, M. Muninarayanappa, Reader, Department of Commerce, Bangalore University and S. V. Subba Reddy, Associate Professor, Directorate of Distance Education, Sir Venkateswara University. They have mentioned the following **services quality dimensions which judge the quality of university teachers:**

1. **Reliability:** the ability of the teaching and non-teaching staff members to complete the performance of their pre-planned service with accuracy

2. **Assurance:** the knowledge and ability of the professor and staff to bring about trust among students regarding their job placement

3. **Responsiveness:** A basic willingness of the teaching and non-teaching staff to help and provide quick service to the end customers / stakeholder (students)

4. **Empathy:** Individualized and proper attention given to students by the Professor

5. **Tangibles:** Appearance of proper infrastructure facility and equipment on the campus like LCD, computer, internet, uniform, proper record and data, attendance sheets, project reports and others.

**SWOT Analysis of Indian Universities:**

Strategies to develop any university has to be based on its existing strengths and weaknesses (internal factors), and opportunity and threats (external factors)

**Strengths:**

1. Indian Universities have huge infrastructure
2. A large network of affiliated colleges
3. Cost-effective education

**Weaknesses:**
1. Low quality and standard of education in comparison to global standard
2. Lack of academia-university interaction in areas of designing curriculum, resources mobilization and applied research
3. Heavy academic focus rather than holistic development of the students
4. Huge unproductive and unplanned expenditure on maintenance
5. Huge dependency on government funding
6. Unnecessary political interference in university administration by non-committed bureaucrats
7. Brain drain due to lack of opportunity and facility
8. Pressurising talented youth to choose a profession against their academic inclination owing to future career development prospects

**Opportunities:**
1. Population explosion and awareness of the benefits of higher education has increased the demand for higher education
2. Scope to expand institutes and universities beyond national boundaries.

**Threats:**
1. Foreign universities would enter Indian market and increase the competition and lead to higher fees which would be beyond average students.
2. Such courses which may not be required in our country may be promoted through their innovative marketing.
3. Lot of private and foreign private universities would mushroom just for profiteering\(^\text{17}\)

3.2 Literature Review – National Articles

Barani, G. and Rajesh, R. conducted this study to assess faculty performance management practices followed in higher education institutions in Tamil Nadu. There has been a spurt in the number of educational institutions in the state of Tamil Nadu, India. This has created a demand for qualified staff members and a system to monitor their performance. During the study conducted a total of 100 faculty members gave their opinion on the relevant performance management system. The researchers collected the primary data by presenting a structured questionnaire to the respondents. Percentage analysis, rotated component matrix and Friedman test were used to analyze the data. The results of the analysis indicated that, developing a performance management system with five heads namely, personal traits, teaching tools, academic performance, creativity, and institutional development activities will enhance increased performance and reputation of the institution.\(^\text{18}\)

\(^{17}\) Asia-Pacific Journal of Social Sciences ISSN 0975-5942,Vol. I (2), June-December 2009, pp.214-229, Mamilla Rajasekhar,1Professor, Department of Commerce, Sri Venkateswara University,M. Muninarayanappa,2 Reader, Department of Commerce, Bangalore University,S. V. Subba Reddy,3 Associate Professor, Directorate of Distance Education, Sir Venkateswara University

3.3 Articles from National Newspapers

M S University forms confidential committee to keep a watch on teachers -TNN | Jul 24, 2014, 10.21AM IST

VADODARA: M S University (MSU) has formed a centralized committee to monitor teaching in various faculties of the campus. The step has been taken to curb absenteeism both by students and teachers.

Earlier this month, MSU, Baroda Vice-Chancellor, Professor Yogesh Singh had instructed the deans to constitute a committee of three senior teachers at their respective faculties to monitor and carry out random checks and report whether classes were being conducted regularly or not. MSU's officer on special duty (registrar) Amit Dholakia said "Over and above this faculty-level committees were to be constituted by the deans. A centralized committee would keep a watch in various faculties to ensure that all classes were held regularly and both students and teachers attended the classes."

The confidential centralized committee formed by Singh has members selected by the VC. The teachers, who are part of this committee, will carry out surprise and random checking to see whether classes are held or not and report the details to the VC.

MSU Baroda has also planned to introduce student feedback system which will be implemented from this semester onwards. According to Amit Dolakia, "In the student feedback system, there is a provision for students to provide their feedback on regularity of a teacher in the classes. We will circulate forms
for getting feedback from students. Their feedback will be kept confidential." During a meeting with the deans and principals earlier this month, the university had decided that attendance record signed by both teachers and students for each class would be submitted to the head's office and through him or her to the dean's office. The dean will have to submit a fortnightly report on the classes held as well as on the attendance of the students. Yogesh Singh is also inviting the students to register their suggestions and complaints regarding classes on his email id or on the university website where a provision for the same has been made. The VC has ensured that the names of the students from whom complaints are received would be kept confidential.

**Losing NAAC accreditation in 2012, GU suffers loss of Rs 30 cr in 2 yrs,**
by Syed Khalique Ahmed | Ahmedabad | July 24, 2014 10:34 am

The Gujarat University, which is the state's oldest university, has lost financial assistance from the UGC to the tune of around Rs. 30 crore in the last two years. The reason being that it lost its accreditation in March 2012 from UGC's National Assessment and Accreditation Council (NAAC), a body set up in 1998 to assess performance of the academic institutions of higher learning in terms of development of academic, technological and infrastructural facilities.

NAAC accreditation of an institute is important as the grants to the universities by UGC and several other funding agencies are based on these accreditations.
Another major financial loss for GU was in the form of a financial aid not received from the Rashtriya Uchhatar Shiksha Abhiyan (RUSA) launched in 2013-14, owing to the expiry of its accreditation.

Though NAAC was launched by the UGC in 1998, Gujarat University got its first NAAC accreditation in 2007, after Shri Parimal Trivedi took over as Vice-Chancellor in 2006. Later, the accreditation of the university was renewed annually, as the university authorities regularly submitted details of the self-study report (SSR) to the Internal Quality Assurance Cell (IQAC) of NAAC on time.

As per university sources, the then VC Parimal Trivedi got the first grant of Rs 25 crore from UGC and it was used to construct the university convention centre and develop other infrastructure facilities. He also added more infrastructure facilities like a computer laboratory with 400 computers and an FM radio station. He managed to get the entire syllabus of different courses revised, started the semester system and ensured that the number of PhD students registered at GU increased. All these were the major factors which helped the university to remain accredited with NAAC and get regular financial assistance from the UGC and different funding agencies.

After Trivedi left the university in June 2012, two VCs—Adesh Pal and Mukul Shah—succeeded him but none of them took any special interest in discussing or ensuring that the NAAC accreditation of the university continued as before. Nothing was done in this connection by the present VC M N Patel, who took over about six months ago. However, Patel has stated that the process for getting NAAC accreditation renewed has begun and all the
departments have been asked to submit SSR so that it could be forwarded to IQAC for renewal of accreditation. Trivedi, who is currently working as professor of Physics at MG Science College here, feels that the new computer lab with 400 PCs and FM radio station and other technological development would ensure GU to get an ‘A’ grade if all the documents are presented by the NAAC council properly. Two other state universities namely Hemchandracharya North Gujarat University and Bhavnagar University are also sailing in the same boat as their NAAC also expired in December, 2013 and March, 2012, respectively. It has not been renewed so far because the university authorities have failed to submit details of their SSR to NAAC. In Gujarat at present, universities which are currently NAAC accredited include – Nirma University (private), MS University, Veer Narmad South Gujarat University, Saurashtra University Sardar Patel University and Dharamsinh Desai University.

**DU VC resigns as NAAC executive committee chief - Manash Pratim**

**Gohain,TNN | Jul 13, 2014, 12.15 AM IST**

NEW DELHI: Delhi University vice-chancellor Dinesh Singh resigned from the post of chairman of NAAC (National Assessment and Accreditation Council), which is the principal accreditation body for higher learning in India. He was appointed to this post by the chairman of UGC Ved Prakash in 2013. It was explained earlier by TOI that Delhi University will have to reapply following rollback of four-year UG programme.
The Executive committee members said that DU being an applicant for accreditation, Singh’s chairmanship represents a conflict of interest. He took charge of his post after Prof. Govardhan Mehta, who was former director of Indian Institute of Sciences at Bangalore, completed his term.

While applying for accreditation, DU showcased FYUP (Four Year Undergraduate Programme) in the 'unique features' section of the Self Study Report. The first volume of the report reads in support of FYUP. The report does not even acknowledge for once the widespread protests by students and teachers against the programme but claims that the entire process of implementing this path-breaking change at the ground level is proceeding in a fairly smooth manner.

According to NAAC officials, the application needs to be sent afresh and DU must make changes in the self-study report, implying that the assessment process by the council won't begin before at least one more year.

**Last education policy came in 1986, India needs a new one: Smriti Irani**

_Akshaya Mukul.TNN. 22/06/2014_

During her first interview as the new HRD minister Smriti Irani seemed quite clear in her thoughts and has foreseen the future of education in India. The questions she was asked cover the following areas:

**FOCUS:**

The emphasis will be laid upon increasing the employability by introducing more skill-based training programs for the youth. There would also be an increase in the awareness in female education in the country at each and every level.
IITs in all states:

Being aware of the challenges in fulfillment of promises, the new HRD minister will undertake an ‘inclusive of all the stakeholders’ policy framing and implementation with the help of the directors, students and alumni of the IITs and IIMs for a better scenario.

IIT: only engineers no researchers

She promised to take help from the field experts and create an environment for students doing research in IIT’s and help their research in being published in reputed journals.

Emphasis on setting up a ‘Central University on Himalayan studies’:

The issues of modern environmental concerns, issues related to hydrology, anthropology, geology, ethnic cultures in Himalayan regions will be the subjects of the study with the international cooperation.

BJP questioning on VC’s appointed by UPS in 12 Central universities:

She replied that she would go as per the process as the position of VCs is linked to the dignity and prestige of the institution.

Change in curriculum:

The last education policy was formulated in 1986. It needs to be revamped in 2014 with the help of experts and all the stake holders. This revamping would be done keeping students and their parents with marketing conditions in focus.

On the fate of host of bills left behind by UPA II:

Bills left behind by the earlier party would be handled systematically as per the law. Whatever the policy would be, it will be made and implemented
keeping in mind the parents who work very hard to send their children to schools.

**Need to improve standard of higher education: President Pranab Mukherjee** - Thursday, 5 June 2014 - 7:45pm IST | Place: Kolkata | Agency: PTI

At the inauguration of the 150th birth anniversary celebrations of Acharya Satish Chandra Mukherjee at the National Council of Education, President Pranab Mukherjee stressed the need for improving higher education to make the country a centre of global higher education. He expressed his concern and said it was indeed very sad that out of top 200 universities, not a single Indian institute found its name in the list. India has over 600 universities, 30,000 degree giving colleges and 16 IITs among others and yet none of them are of world standard he said.

He said improvement in education system could be done by proactively creating a team of inspired teachers, by establishing close linkages with global community though information technology and national network of technology.

**Mulling increasing spending on higher education: HRD Minister Smriti Irani** - Tuesday, 27 May 2014 - 7:37pm IST | Agency: PTI

HRD Minister Smriti Irani, who assumed charge today (27th May 2014) stated that the government was deliberating on increasing the spending on higher education to six per cent of the GDP. The HRD ministry will also have a relook
at the legislations on higher education which lapsed with the end of previous Lok Sabha and the minister expressed that the lapsed legislations on higher education are being studied for their possible introduction afresh.

Smriti Irani expressed her gratitude to Prime Minister Narendra Modi for giving her the HRD portfolio and also pledged to fulfill promises made in the party manifesto such as setting up of a comprehensive national e-library and a central university on Himalayan technology.

Irani said a detailed study has been undertaken of all the pending bills in the Parliament. All pros and cons of the legislations are being discussed within the ministerial meetings within the department to zero in on the initiatives that need to undertake. She told reporters every decision that we reach upon will be a decision which comes across through consensus from every person, every thought process and every stakeholder involved.

**Only 10% students have access to higher education in country- Rema Nagarajan, TIG, 6th January, 2014**

New Delhi: As per a research report by development economist, Abu Saleh Shariff of the Delhi-based Center for Research and Debates in Development Policy and Amit Sharma, research analyst of the National Council of Applied Economic Research, of “Intergenerational and Regional Differentials in Higher Education in India”, there is a finding that access to education beyond higher secondary schooling is a mere 10% among the university-age population in India.

This disparity exists at various levels like gender, socio-economic and religious groups and geographical regions. Disparities in opportunities
available for higher learning based on student’s gender, religion and regions is also seen.

The report also brings to light that access to higher education is 22% in China, 28% in USA and in India it is as low as 10%.

The North Central India, which includes Bihar, Uttar Pradesh and West Bengal and the North Eastern states have the worst access to higher education. The southern India and the northern India are relatively better placed in this regard.

Not surprisingly, government institutions are the cheapest places to study at, with annual expenditures ranging from less than Rs 1,000 to around Rs 1,500, except in north and south India, where the average is above Rs 2,000. Both private and private aided institutions are quite costly making them difficult to access for the poor.

University to blame for lack of accreditation - Dipti Sonawala | Mumbai | October 10, 2013 2:25 am

While Mumbai University has threatened colleges with de-affiliation if they fail to get accreditation from the National Assessment and Accreditation Council (NAAC) by the end of the academic year, academicians allege that the varsity is responsible for the lack of accreditation. When an activist filed a query under the Right to Information (RTI) Act, the varsity has stated that of the 679 affiliated colleges, only 178 have permanent affiliation.

Permanent affiliation is one of the main criteria for NAAC accreditation. This means that 501 colleges are not eligible to apply for NAAC accreditation. The
varsity took over two months to reply to the query claimed the activist, who did not wish to be named.

Mumbai University’s circular, issued to its colleges in July, 2013, has created panic. These colleges will then resort to corrupt methods to get accreditation, said Dr G Ramachandran, a professor of political science and retired principal of Kanivali Education Society College.

He explained that a college has to submit the ‘Letter of Intent’ (LoI) to NAAC while applying for accreditation from the parent university, the UGC recognition certificate and the latest grant certificate.

However, Ramachandran said most of the colleges are granted continuity of affiliation from year to year, and many of them did not even fulfill the criterion necessary for permanent affiliation. In most of the cases, affiliation to a college is received years later after the period applied for has already expired.

For instance, if a college applies for continuity of affiliation for the academic year 2014-15, the LIC visits the college in 2016 or 2017, making the entire process slow and faulty as the letter from the university granting continuity of affiliation is sent much later. Hence, most of the colleges today conduct courses without the continuity of affiliation as the procedure of granting permanent affiliation is lengthy.

Also, colleges whose application for permanent affiliation gets rejected are supposed to be refunded the fee minus 10 per cent processing charge by the varsity which is generally not done.

According to the activist MU is the only varsity in the country that has such a large number of colleges without permanent affiliation. Dr Naresh Chandra, pro-vice-chancellor, MU, gave a statement that in many cases, colleges fail to
Norms for partnering with foreign university out– TNN - 27/09/2013

As top grade foreign educational institutions have shown little or no interest in setting up campuses in India, the University Grants Commission (UGC) notified regulations that will allow Indian Institutes with grade B accreditation to collaborate with foreign educational institutions.

Foreign institutions which enter into partnership should have been accredited with the highest grade in their homeland, the notification said “At the time of agreement for collaboration, Indian educational institution shall have accreditation by National Assessment and Accreditation Council with a grade not less than B or its equivalent”.

Indian institutions already having collaborative arrangement shall comply with these regulations within six months, it stated. Foreign educational institutions will have to abide by the conditions prescribed by the Indian Government from time to time.

Get accreditation or face action, university warns 241 colleges - Dipti Sonawala | Mumbai | July 2, 2013 12:57 am

The University of Mumbai has issued a circular to 241 colleges, which have completed a minimum of six years of offering courses and have still failed to get the accreditation, asking them to get their accreditation from the National Assessment and Accreditation Council (NAAC) by this academic year or face action. There are 679 colleges affiliated to the university. The circular issued...
on June 29 says that all affiliated colleges, whether non-government, aided and permanently unaided, have to get their NAAC accreditation or re-accreditation if they wish to continue offering courses.

This criteria was made mandatory by a Gazette of India notification, dated January 19, 2013, and colleges were expected to comply with the rule before the start of 2013-14 academic year.

The list comprises colleges offering arts, science, commerce, law, engineering and management programmes. The courses are mostly Bachelor of Mass Media (BMM), Bachelor of Management Studies (BMS), Bachelor of Financial Markets (BFM), Bachelor of Banking and Insurance (BBI), BSC-IT. Also, 24 colleges offering B Ed, are yet to get accredited, though they had started offering courses on or before academic year 2006-07. Almost 33 colleges offering various engineering courses are also guilty of not getting accredited.

**Despite protests, UGC to assess teachers**

Anubhuti Vishnoi : New Delhi, Tue Jun 11 2013, 03:38 hrs

Despite stiff resistance from college teachers, the University Grants Commission (UGC) has retained the Academic Performance Indicators (APIs) based Performance Based Appraisal System (PBAS) to assess teacher performance. It has also brought in systems to ensure productive research by teachers.

However, the UGC has said that API scores will not be a factor for the final interviews but only for the screening process. The final stage of interviews will be scored separately by University Boards.
On May 10, 2013, the UGC approved amendments to the UGC Regulations of 2010 (Minimum Qualifications for Appointment of Teachers, Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standard in Higher Education), after changing the weightage to API indicators.

As per regulations, teachers are to be graded and assessed annually on their performance and become eligible for promotions through the PBAS that will be graded based on the APIs (teaching performance, research work and publication quality). The API and PBAS have been opposed by teachers’ bodies and, several varsities and the UGC itself was divided on the issue. Concerns had also been raised about the level of research and its quality, since in some instances teachers would get high API scores by focusing on ‘softer areas’; by attending conferences and skipping critical elements like research projects and papers. To ensure candidates contribute to all parts of research, the commission has now amended regulations so that no more than 15% of the API grading can be based on participation in training courses, conferences and seminars, sources say.

UGC retains Academic Performance Index for teachers’ promotion

Manash Pratim Gohain, TNN | Mar 12, 2013, 10.04AM IST

The API (Academic Performance Index) was introduced as an attempt to link teacher selections and promotions to their academic performance. The system was introduced along with the salary hike of the teachers received from the Sixth pay Commission in 2010, thereby making promotions under
career advancement scheme performance-linked and increasing the accountability of the country’s teachers to improve the standard of universities.

However, teachers’ unions protested the API system, saying that it is flawed as it allows favouritism and benefited a select few.

After many discussions when there was an initial move to scrap the Academic Performance Index (API), the University Grants Commission has decided to retain the Performance Based Appraisal System with API.

The 489th meeting of the UGC in October 2012 took up the matter on the recommendations of the Revisit Committee on granting of exemption to PhD holders from NET and removing the API and PBAS due to the suggestions from different groups. Subsequently in January 2013, the Commission did decide to scrap the PBAS with API.

The argument given for scrapping the API was that the strict but inflexible parameters of the UGC’s API were holding up appointments and worsening teacher vacancies scenario across universities. Scrapping of the API apparently gave the universities flexibility to evolve their own mechanisms to screen teacher performance.

However, scrapping the PBAS has evoked much criticism from the academia. But, according to a senior official with MHRD, “The ministry intervened and asked the UGC to take a re-look at the decision and to retain the API and work out necessary modifications to improve the system.” Following the intervention in the meeting held on Monday (10th March 2013), it has been decided that the PBAS with API system will continue for promotion and selection of senior university teachers at the full-Commission meeting.
UGC has also set up a three-member committee to look into the distorting factors in the API to make it a more workable and academically useful model for the university teachers' promotion. The committee may submit a workable model report in 20 days.

Now, colleges copy to get accreditation. Hemali Chhapia TNN. 25/02/2013.

Plagiarism in colleges was always associated with doctoral students and faculty members who copy from the hard work of others and pass it off as their own. Now, colleges applying for government accreditation have been found indulging in the same shameful practice. The National Assessment and Accreditation Council (NAAC) has noticed several instances of such plagiarism in the self study reports submitted by colleges.

In the last few months, the NAAC’s expert team has stumbled upon institutions that have ripped off hundreds of pages from the SSRs of other institutions. The NAAC executive committee, its highest decision making body has resolved that such institutions would be barred from applying for accreditation.

We don't need common education, Bharat Yagnik TNN. 11/02/2013

The state government is going to make the fourth attempt to introduce the Gujarat Common University Act. It plans to table the proposal in the budget session. The act was framed after the government felt the need to establish uniformity across universities, each of which has its own act, resulting in ambiguities.
Sources said that it was resolved before the Gujarat assembly elections that if Narendra Modi was voted back to power, he would go ahead with the implementation of the proposal. Officials said that the files which were gathering dust on the shelves of the Gujarat University are out again.

The act takes into account the following objectives:

- All teachers and non-teaching staff will be liable to being transferred
- Each university will lose its autonomy
- Senates and syndicates, which are main policy-making bodies of universities, will lose importance
- The Bombay Civil Service Rules will come into force
- The Syllabus of all universities will become Common
- Individual universities will buckle under state bureaucracy
- The act will not include private universities

The sources say that in fact the Gujarat University is the only institution in the state that does not need government approval to affiliate a college. Sources added that the act will also give the government powers to transfer some staff.

**Only 10% of B-school grads get jobs annually, says study, Himanshi Dhawan TNN. 1/02/2013**

B-schools appear to be losing their sheen. Apart from the top 20 business schools like the IIMs, merely 10% of graduates from business schools manage to get hired by corporate India on an average every year. A study was conducted which says, on an average only 10% of graduates from Indian
business schools, excluding those from the top 20 schools, get a job straight after completing their course. The campus recruitment was 54% in 2008.

The study claimed that more than 180 business schools had shut down in 2012 in major cities like Delhi, Mumbai and Kolkata as well. The need to update and re-train faculty in emerging global business perspectives is practically absent in many B-schools, often making the course redundant.

**State colleges to follow IIM-A's system- Chitra Unnithan-TNN. 18/01/2013**

The famous placement process at India’s top management institute will soon be replicated by colleges in Gujarat. To begin with, every college in Gujarat may soon be expected to set up a placement teams as suggested by IIM (A) experts. Having experience in handling placements and creating entrepreneurs, the institution is been given the task of helping the government churn out more entrepreneurs hence making education more meaningful for students.

The process of placement will be completely managed by the students. A three tier placement team will be established at college. Students would be analyzing the current situation through a database of student profiles, determine strengths, weaknesses and opportunities along with identifying the key soft skills essential for jobs and thereby evaluating gaps through aptitude tests and psychometric tests.

**65% jump in higher education enrollment in 4 yrs: Sibal. TNN . 22/08/2012**
The number of students enrolling for higher education appears to have shot up dramatically. According to a recent survey done by HRD ministry, the gross enrollment ratio (GER) for higher education has shot up from 12.4 to 20.2, a rise of almost 65% in the past four years. Our minister Kapil Sibal said that “The gross turnover of ideas, generated by the university system is the real wealth of nations – often more valuable than GDP “.

According to him the situation requires out-of-the-box solutions which include:

- Low-cost tablets and cellphones will play key role in absence of infrastructure.
- Cloud – computing will serve colleges in 4 regions.
- Expansion of open education resources by providing courses via IT highway
- Hundreds of online courses will help pupils create own combination-eg. maths and music.
- IT infrastructure for students to work with machines on the net or carry out lab experiments.

**Higher education to push realty demand, Economic Times - 29/11/2012**

The country’s higher education sector will create a real estate demand of around 900 million square feet by 2020 to maintain the current gross student enrollment ratio of 12%, according to a report by property consultant DTZ.

To achieve a GER of 30% by 2020, Indian higher education system will need to augment its capacity by additional 37million seats. It took the higher education sector over 60 years to achieve a GER of 12%. DTZ added that it if provides significant opportunities for real estate developers to create physical infrastructure. India being ranked among the largest higher education markets globally with over 144million potential customers.
The report further said that India can now boast as one of the largest higher education system in the world with over 25,000 colleges and 460 universities.

225 B-schools, 52 engineering colleges shut in 2 years – Poor quality and job crunch to blame, Hemali Chhapia, TNN 9th October 2012

When the sun of the new millennium came up, shining on the aspirations of a young India, it marked the golden age for professional education. Hundreds of new institutes came up and thousands of aspirants queued up to join them. It was a time when India added up to 1 lakh seats to its professional colleges every year. But a decade later the picture is one of the stark contrast in professional colleges: since 2011, 225 B-schools and over 50 engineering colleges, which covered both undergraduate and PG, across India have shut.

On the academic floor MBA programme was once supreme, arrogantly and unambiguously, it became the final sign off to schooling. Now, for the time overall growth of MBA education is negative in the books of the AICTE.

For students, who choose not to apply to an MCA college, the decision is a ‘No brainer’: with many more engineering seats available now, an undergraduate would rather earn a B. Tech degree followed by a two year Masters than enroll for a Bachelors in Computer Application. Yet the small positive growth in the sector is from the engineering colleges where new institutes are coming up faster than closures taking place. This is a turning phase for the professional education sector.

Education system needs revision: Kapil Sibal, TNN Apr 3, 2012, 04.36AM IST
KOLKATA: Speaking at the higher education conclave organized by the Indian Chamber of Commerce, Minister of Human Resource Development, Kapil Sibal stressed ways to improve the existing academic patterns. He said that "Most of our universities are not forward-looking and follow archaic academic systems and policies because their highest decision making bodies - the academic and executive councils - are run by people with vested interests".

In his opinion, "The statutes and ordinances in most universities have outlived their utility and need revision. However, the academic and executive councils comprise people who are often politically motivated and do not want such changes. Naturally, there's a stalemate!"

He went on to criticize the dichotomy in the policies of universities across the country, causing a severe disparity in levels of learning. "There are forward looking universities that have converted colleges affiliated to them into the semester system, whereas there are many others who take exams at the end of the years. Naturally, there will be a wide gap in the quality of students produced," Sibal stressed.

He criticized affiliating universities that keep taking colleges under their wings, reminding everyone of Calcutta University that has nearly 400 colleges affiliated to it. "Such universities cannot concentrate on academics anymore because they have become centres that set exam question papers and publish results," Sibal said without mincing words.

He went on to elucidate on the plan of a single engineering entrance exam for the entire country. The idea is that not only the IITs and centre-run
engineering institutes will take students on the basis of one central exam, but even the state run colleges.

Kapil Sibal assured HRD Ministry would not force this on the states. Each state will be consulted before a final call is taken and it would be able to remove the disparity between the different school exam boards by arriving at a formula that is being devised for the purpose by the Indian Statistical Institute.

**Gujarat to set up ‘multiuniversity’. Prashant Rupera TNN . 3/01/2012**

Jayanti Ravi, Commissioner of higher education in Gujarat, has recommended a few steps towards setting up country’s first ‘multiversity’- a virtual university model that breaks physical barriers of universities and making higher education accessible even in remote areas. The aforesaid suggestions form part of her PhD thesis ‘A critical study of e-governance in Gujarat’, completed at MSU’s faculty of management studies.

The multiversity model, as her thesis suggests, would be a mega structured open higher education model that will have a virtual entity with complete back office, will be linked to the National Knowledge Network, associated with seven national programmes of education and Halls of Culture and Training (HCT) will be also setup across the state. With active role of our universities and colleges in creating course ware, we can bring about a silent yet powerful transformation of our education system.

A practical implementation of this model would mean a well governed and good quality education in Gujarat overcoming the boundaries of place, expenditure and skilled human resources.