CHAPTER 1
INTRODUCTION
1.1 Introduction

India has 621 universities, 33,500 higher education institutes and more than 3,000 business schools at present making it one of the largest networks of higher education institutes across the world. These statistics are very impressive in quantitative terms but when we refer to the initial survey under the government’s RUSA project (Rashtriya Uchchatar Shiksha Abhiyan) the figures reveal that the higher education in India is lacking both in terms of access and quality.

It is a matter of concern that higher education in India has not been tapped in a concentrated manner, even though we know that the future of India is in the hands of the young Indians who by the year 2020 will have an average age of 29 years. This is better than many countries, including China that will have an average age of 37 years by 2020.

That is why the major focus of the XIIth plan has been on improving the quality of higher education and its accessibility to various far and remote parts of the country so that we may produce a work force of educated, skilled and creative young minds, which will act as a catalyst to India’s growth. Only such an educated group will be productive and efficient in the workplace.

If one observes the employment opportunities created by Indian education sector, we can clearly see that in 2012, the education sector in India provided 34,500 new job opportunities across India. This proves that the academic sector has emerged as the major employment driver in the country.
Now what is more important is the productivity and performance of the teachers in higher education because this will have a huge impact on nation building and developing the future of our country.

Today, people across the globe have been giving importance to education as they feel that this is the best way to secure their children’s future. This has created a huge market for various institutes providing both primary and higher education, whether private, public or public-private institutes both at national and international level. Many institutes have a full-fledged marketing staff dedicated to grab the best students, staff and resources for themselves. However, an imperative need is felt to have talented and dedicated faculty members so that the image of the institution gets a boost. No wonder then, all academic institutes aim at improving the quality of their teaching faculties. This can be done only by following a proper Performance Management process.

Presently, when the entire higher education sector is undergoing a major overhaul, it is most critical to evaluate the human resource in this field that will make a direct contribution in the system. The researcher firmly believes that a major responsibility of offering qualitative and contemporary knowledge to the student community lies on the shoulders of the academicians. This is more important in the context of today’s growing economy where we need to groom students who would be equipped to face the highly cutting-edge professional world. There are many appraisals done in corporate to ensure that its human resource performance is matching the expected minimum standards. With
many colleges mushrooming around, it will be beneficial for both the management and the faculty members if there is an effective Performance Appraisal Model which can be kept as a base to compare all their members and suggest measures for improvement to others.

There are many Performance Appraisals being done at present at various colleges in the form of career progress reports among various others, but most of these methods have a lot of subjectivity.

It has been observed that in the corporate world, whenever a systematic and regular Performance Management method has been implemented, the employee is clear about his Key Responsibility Area’s (KRA’s) from the very beginning of his career. This helps in creating and adding value to the employee’s performance which eventually enhances his productivity. It helps smoothen out the entire process of performance and productivity in the organisation as the Management and the Employee are both involved in determining employee’s performance parameters and monitoring it from the time he joins till he leaves the organisation. This continuous process called Performance Management is useful to both the organisation and the employee for productivity enhancement.

Similarly, when we also consider the higher educational sector as an institution and the teaching community as the component, we realize that at any level of career, be it the initial stage or the years preceding retirement, it is necessary that they always give their best and keep on contributing to teaching-learning process.
To enable the teachers to keep them updated with their knowledge and also understand the application of the same in the practical world, as this is what the students wish to learn from them, we need to ensure that the academic community is aware of their KRA’s and is also motivated to improve their performance continuously. A dedicated and committed academician will always remain committed to his job but since all people are not alike and all days are not the same, there has to be a model to keep a tab on teachers so that the overall objective of the educational institution is fulfilled.

If there is a regular Performance appraisal method being followed and the key parameters of minimum standards are clear for all, then the teacher can focus on achieving his minimum target and many will outperform and naturally be rewarded in terms of advancement of career. This will help both the management of the institution and also the individual to ensure whether his career is moving in the right direction.

This transparency of criteria of performance will also make things smoother for the newcomers and it will enable them to plan their career better than missing out on opportunities due to lack of information and guidance.

Apart from this the researcher feels that there is a need to critically analyse the present performance evaluation system (API) from the teachers’ viewpoint as it is they, who have been part of the system and may have some different opinion.
1.2  Meaning of Performance

Performance is often defined simply in terms of output—the achievement of quantified objectives. However, performance is a matter not only of what people achieve but how they achieve it. The *Oxford English Dictionary*, which uses the phrase ‘carrying out’, while defining performance as ‘the accomplishment, execution, carrying out, working out of anything ordered or undertaken’, substantiates the above idea.

If you can’t define performance, you can’t measure or manage it. It has been pointed out by Bates and Holton (1995) that ‘Performance is a multi-dimensional construct, the measurement of which varies, depending on a variety of factors.’

He said ‘Performance means both behaviours and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right- the product of mental and physical effort applied to tasks- and can be judged apart from results.’

This definition of performance leads to the inference that when managing performance, both inputs (behaviour) and outputs (results) need to be considered. They also state that it is important to determine whether the measurement objective is to assess performance outcomes or behaviour as

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2 Michael Armstrong and Angela Baron, Performance Management – A strategic and integrated approach to achieve success, A Jaico Book, 2006, p.15
developing methods to measure outcome are quite different from the ones to measure behaviour.

This is significant because sometimes it is the person’s behaviour or the mental approach towards a task to be achieved which makes all the difference in how it is completed. Sometimes a seemingly impossible task can be completed successfully, if the performer has a right attitude which is reflected in his behaviour and this goes a long way in making the impossible possible. High performance results from appropriate behaviour, especially discretionary behaviour, and the effective use of the required knowledge, skills and competencies.

For every organization (big or small) there are some objectives, goals or missions to accomplish. These goals can be achieved by better planning, implementing strategies and smart management of human resource. It is not a question of simply considering the achievement of targets as used to happen in MBO (management-by-objectives) schemes. Competence factors need to be included in the process as well.

One of the important concerns, however, is the measurement that whether people are doing their work at the right time and in the right manner. This process leads to the area of performance management. This is the so-called ‘mixed model’ of performance management, which covers the achievement of expected levels of competence as well as objective setting and review.
There are two well-known ideas about measurement and performance.³

1. What gets measured gets done
2. If you can’t measure it, you can’t manage it

As Daniels (1987) comments: ‘Anything can be measured and if it can be measured it can be improved.’

Hence to improve performance one has to know what the current performance is. Equally necessary is the process of agreeing and reviewing objectives, which is an important aspect of performance management. Here one has to keep in mind that there is no point to this process unless all the stakeholders are clear about the performance measures that can be used. It is equally futile to encourage people to monitor and manage their own performance if they cannot measure the progress towards their career growth.

1.3 What is performance management?

Considering that each individual is always basically interested in his own performance requirements and how to proceed from one level to another to improve their performance. It is the suggestion of Oakland (1993) which aptly suggest what should be covered under appropriate performance measurement:

1. Ensure that the requirements of the customer have been met.
2. Provide standards for establishing comparisons.

³ Michael Armstrong and Angela Baron, Performance Management – A strategic and integrated approach to achieve success, A Jaico Book, 2006, p.269
3. Provide visibility and a scoreboard for people to monitor their own performance levels.

4. Highlight quality problems and determine which areas require priority attention.

5. Indicate clearly the costs of poor quality.

6. Justify the use of resources.

7. Provide feedback for driving the improvement effort.

According to **Aguinis (2007)** it is ‘a continuous process of identifying, measuring and developing the performance of individuals.’ He further adds that this continuous capacity building needs clear objectives, observing and measuring performance and regular feedback.

Performance Management primarily focuses on its employees to develop their capabilities. However, it also covers other important aspects. It does not only do capacity building but ‘performance management helps managers to sense earlier and respond more quickly to uncertain changes’ (**Gary Cokins, 2004**).

A more comprehensive understanding of the concept is explained by (**Wilson, 2005**): Performance Management is neither a technique nor a single process, it can be considered as a set of processes, or a concept, a holistic philosophy that includes motivation of employees to perform well, employees knowledge about what their managers expect of them, development of employees, monitoring and measuring performance in order to know what areas are to be improved.

The above concept put forward by Wilson covers all the angles of the Performance Management process. Further, **Armstrong and Baron (2005)**...
highlighted the same point saying that ‘PM is a strategy which relates to every activity of organization and its implementation depends on organizational context and can vary from organization to organization’. Hence, it becomes pertinent that each organisation develops its own Performance Management methods or gets it customized from experts as this will prove more effective to achieve the organizational objectives.

Another aspect has been covered by (Greer, 2001, Koontz and Weihrich, 2005) when they underscored two major intentions of Performance Management:

- The first intention is that when people are involved in goal setting, they will consider themselves responsible for its results
- The second intention states that the achievement of these goals depends on degree of support (resources, processes, systems) that the employees receive from their management in order to meet these goals.

The two facts/intentions mentioned above apply to all individuals working in various organizations, whether public or private, as those, who are involved in goal-setting, will naturally be more responsible to ensure that these goals are reached. Also, if the resources are not easily available, even the most efficient and hard working employee will find it a tough task to get the desired results.

Bascal (1999) explains the essence of Performance Management as an ongoing partnership between employee and supervisor with regard to major job functions, employees’ involvement in setting of goals, and discussion concerning how both can work together to accomplish them. It also deals with
performance measurement procedures and how the constraints in achieving high performance can be removed.

1.4 Meaning of Performance Appraisal

It is necessary to understand Performance Appraisal and how it differs from the Performance Management Process. According to Edward Flippo, an authority in HR, "performance appraisal is the systematic, periodic and an impartial rating of an employee’s excellence in the matters pertaining to his present job and his potential for a better job."

Performance appraisal is a systematic way of reviewing and assessing the performance of an employee during a given period of time and planning for his future. Performance appraisal is the process of obtaining, analyzing and recording information about the relative worth of an employee. The major focus is on measuring and improving the actual performance of the employee and also his/her future potential. Performance appraisal is thus a small and integral part of the entire Performance Management Process.

1.5 The Scope of Performance Management

The scope of Performance Management is quite wide as it concerns everyone in the business – not just the managers. It rejects the cultural assumption that only managers are accountable for the performance of their teams and replaces it with the belief that responsibility is shared between managers and team members.

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4 Michael Armstrong and Angela Baron, Performance Management – A strategic and integrated approach to achieve success, A Jaico Book, 2006, p.11
In their report, David Guile and Nicky Fonda argue that underlying the current debates about organizational competitiveness is an assumption that the drive to enhance performance is making ever greater demands on the knowledge and skills of the workforce, and that people will carry a much greater responsibility for their own performance (Guile and Fonda 1998).

Richard Beckhard (1969) had earlier said that in a healthy organisation: The total organisation, the significant sub-parts, and individuals manage their work against goals and plan for the achievement of these goals.

The point made by Beckhard is clearly reflected in belief by many that only when each and every member of the organization contributes towards the organizational goal setting and achievement can the entire organization benefit with enhanced performance and productivity.

Since the concepts of Performance, Performance Appraisal and Performance Management and the scope of Performance Management are now clear, it seems appropriate to review the background of performance evaluation with a focus on higher education.

1.6 Performance Evaluation to improve performance (In Higher Education)

Every organization needs to monitor the performance of its employees to get their best output. Similarly, in the context of university administration, higher management consistently looks for different ways of evaluation and development of their faculty members. This evaluation process provides the
basis for promotion and tenure and remuneration of faculty members (Reddy, 2006).

The concepts like ‘Teachers are born and not made’ or ‘A teacher is effective only if he can deliver a lecture’ no longer exist. There is a strong belief that teaching skills can be developed by putting in some effort. These skills need to be developed considering the target group. Teachers in primary education need to concentrate on developing certain soft skills whereas those in higher education need to harness different set of skills.

Today, a teacher is involved in so many activities such as planning and updating the curriculum, developing learning environment, facilitating discussion, creating interactive environment where students can suggest solutions, preparing tests, setting assignment, providing feedback and proper counseling of students.

A university teacher is responsible not only for giving his students an insight into the subject but also for the overall development of their personality so as to make them better human beings and successful professionals.

Such varied and widespread responsibilities demand a systematic evaluation process for university teachers so that collectively all the teachers work for the larger growth of their institute. Considering the crucial nature of performance evaluation system, it should be fully supported by administration and the students, so that faculty members cannot overlook or disregard it at any later stage (Sheikh, 2007).
The concept of evaluation of faculty members is not really new. It always existed in the form of evaluation of teacher’s research publications or just a casual observation by the students. Students easily gauge a teacher’s ability in the class and his command over his subject. They appraise him during everyday lectures and make a note of his strong and weak points.

Therefore, it is important to have a more systematic performance measurement and evaluation system to let the teacher know about his strengths and weaknesses as they are pointed by his students and peers.

Theorists like Miller, Seldin, Kahn and Stronge cite different methods of evaluation not only the ones adopted by the higher ups, students and peers but a combination of these methods used globally to identify the performance gap and provide opportunities to overcome these gaps in university teaching.

By and large, the faculty members encourage performance evaluation if it results in more satisfaction, improvement and rewards for effective teaching in the larger context and also if it leads to a better awareness of the university priorities.

Performance evaluation should also lead to an improvement in the overall teaching environment and better learning atmosphere for students (Reddy, 2006).

1.7 Purpose of Performance Evaluation

The obvious and primary purpose of performance evaluation is to guide a faculty to improve his teaching capability in order to deliver his best.
Goldstein and Anderson (1977) fixed the responsibility upon the teacher by pointing out that s/he should be able to make changes and increase her/his productivity by improving those areas which are being pointed out as evaluation results.

Apart from the central objective discussed above, evaluation has many other purposes like accountability of the teacher and his professional growth.

Seldin (1980) asserts that no one is perfect in the world and each person needs to improve at different stages of life. He further emphasized that it is not only the students, who need guidance and advice for their career, but even faculty members require an accurate and honest data for improving their weak areas. It is possible to bring about positive improvement in teaching faculty only when they will have large measures of their performance evaluated based on facts that come out from evaluation results.

Any faculty performance evaluation system will fail unless the teachers are clearly suggested the areas which need to be improved.

In the context of higher education in India, the appraisal based on API was introduced along with the salary hike in the Sixth Pay Commission benefits offered by the UGC (University Grants Commission) back in 2010. The measure was inspired by the vision to link the appointment of teachers and their promotions to their academic performance.

However, almost 3 decades ago, Seldin (1980) had pointed out that many institutions were emphasizing on many more areas than just traditional
evidences, (e.g. research publications and employee service period in the institution) for taking decisions regarding promotions.

He further cited another purpose of evaluation which is to provide data to major stakeholders like board of trustees, government officials, individual or organizations operating off the campus. Lastly, assessing faculty performance can lead to many benefits to students. By regular and systematic evaluation teachers will increase their productivity and efficiency in order to provide students with new teaching methods, improved learning atmosphere and more detailed research on both subject outline and content.

McGreal (1988), who later re-examined and summarized Seldin (1980), said that these multiple purposes of the evaluation process could be achieved only if this evaluation was considered as part of the larger mission, when this concept aims not only at teacher improvement but also the improvement of the university or institute.

This idea suggested by McGreal is quite relevant to this research as it spells out the fact that the process of teacher improvement through Performance Management is directly linked to the overall improvement of the university/institute.

Another obvious reason why performance evaluation is undertaken in the universities is for taking decisions related to the promotion, tenure, reward for performance and hiring and termination for various teaching positions. Later, laying further stress on and synchronizing both these aspects, Peterson (2000) drove home the fact that accountability is important in order
to ensure that the teacher is delivering the services as per the requirements of the institution and the improvement in performance is leading to the professional growth and development of teacher.

Overall, effective teaching evaluation must have its foundation on certain principles with a clear purpose regarding what an institution wants to get out of it. Another important thing which both management and teachers must ensure is that performance evaluation must consist of the best possible procedure and it must be a fundamental part of the teaching-learning process, not a disruption to the learning process.

Data collection for evaluation process should consist of well-defined parameters which are acceptable by management, students and teachers.

In institutes where students give feedback about their teacher’s performance in class in terms of competency, knowledge of subject, and other soft skills for effective classroom control. The teacher evaluation process should be a learning process for both the students and teachers where they should accept their responsibilities. A student should give fair and factual feedback regarding the teacher’s performance in class and it is the responsibility of the teacher to make efforts for creating a better learning environment and updating himself from time to time (Reddy, 2006).
1.8 What is productivity?

Productivity is the measure of the rate at which outputs of goods and services are produced per unit of input (labour, capital, raw materials, etc). It is calculated as the ratio of the amount of outputs produced to some measure of the amount of inputs used.\(^5\)

Productivity measures are used at the level of firm, industry and economy. Depending on the context and the selection of input and output measures, productivity calculations can have different interpretations.

Improving productivity can have connotations of economizing on the use of inputs, e.g. adopting efficient production processes that minimize waste.

At the same time, improving productivity can also have connotations of yielding more output, e.g. -using resources in activities or with technologies that generate more output.

Conceptually, productivity is a ‘supply side’ measure, capturing technical production relationships between inputs and outputs. But, implicitly it is also about the production of goods and services that are desired, valued and in demand.

Types of productivity measures

Productivity = output/inputs

Productivity can be defined as:

\(^5\) [http://shodhganga.inflibnet.ac.in/bitstream/10603/3705/13/13_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/3705/13/13_chapter%203.pdf)
• a physical measure (for example, number of cars produced per employee)

• a monetary measure (for example, thousands of dollars of output per hour worked)

• an index (for example, output per unit of labour =100 in 1997-98)

In principle, inputs can be broadly defined to cover people’s time, their skills, land, raw materials, machinery and equipment, energy (electricity) etc.

Most commonly, inputs are defined in terms of:

• Labour (number of employees or hours of work)

• Capital (building, machinery and equipment etc).

**Labour productivity (LP)** is the ratio of output to the input of labour. Typically, it is measured as the amount of output produced per hour worked.

**Multifactor productivity (MFP)** is the ratio of output to the combined input of labour and capital. Sometimes this measure is referred to as total factor productivity.

**Benefits derived from higher productivity are as follows:**

i. It helps cut down cost per unit and thereby improves the profit.

ii. The gains from productivity can be transferred to the consumers in the form of low-priced products or better quality products.

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6 Abha kumar, Quality and productivity PDF, Lesson9, Page 5-8
iii. These gains can also be shared with workers or employees by paying them at higher rate.

iv. A more productive entrepreneur can have better chances to exploit export opportunities.

v. It would generate more employment opportunities.

Hence, ‘Productivity isn’t everything, but in the long run it is almost everything. A country’s ability to improve its standard of living over time depends almost entirely on its ability to raise its output per worker. World War II veterans came home to an economy that doubled its productivity over the next 25 years. They found themselves achieving living standards their parents had never imagined. Vietnam veterans came home to an economy that raised its productivity less than 10 percent in 15 years; as a result, they found themselves living no better, and in many cases worse, than their parents.’

‘Over long periods of time, small differences in rates of productivity growth compound, like interest in a bank account, and can make an enormous difference to a society’s prosperity. This contributes to reduction of poverty, increase in leisure, and the country’s ability to finance education, public health, environment and the arts.’

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1.9 Eight important factors affecting Productivity

1. **Technical Factors:** In today’s world, productivity largely depends on technology, which includes Plant Layout, Plant and Machinery, R&D and computerization.

2. **Production Factors:** Productivity and factors of production have a lot of correlation; hence production departments of various organizations use coordinated and controlled production processes with the use of good quality raw materials for production. Production process should also be simplified and standardized.

3. **Organisational Factors:** These directly affect productivity. If the authority and responsibility of every individual and department is defined well, the line and staff conflict will be greatly reduced and this will increase the productivity.

4. **Personnel Factors:** Productivity is directly proportional to Personnel factors. Personnel selected in organizations should be given proper induction and training and mentoring so that they feel comfortable in the new job. Financial and non-financial rewards should be appropriate. If there is a feeling of job security and an environment where in the suggestions offered by the workers are considered, if the

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8 http://kalyan-city.blogspot.com/2013/03/factors-that-affect-productivity.html
policies for promotions and transfers are transparent, the staff will be more productive.

5. **Finance Factors:** If the finance is managed well in the organization, then there is a positive feeling among the management and workers and this increases productivity. Thus, a proper balance between fixed and working capital should be maintained and capital expenditure should be controlled.

6. **Management Factors:** These include many factors like whether the management is scientific, professional, future-oriented, sincere and competent as such management can easily steer the organization and its members in the correct direction. The managers and leaders should be visionary, future-oriented and also enterprising. They should be competent to make optimum use of resources to get the maximum output at minimum cost. An efficient management will develop good relations with their employees and take their suggestions and reduce wastage and improve productivity.

7. **Government Factors:** If the management has good relations with the government and is aware of the government rules and regulations, they can increase the productivity by benefitting from the rules.

8. **Location Factors:** These include various factors like law and order, skilled workforce, and infrastructure facilities as all these have an impact on productivity.
1.10 Relationship between Productivity Enhancement and Performance Management

Many people use the terms ‘production’ and ‘productivity’ interchangeably. However, there is a basic difference between the two.

- Production refers to the total output of all the employees at a point of time.
- Productivity refers to the output relative to the inputs per person or system with reference to a point of time.

In today’s highly competitive environment, the need of the hour is to hire highly skilled workers who can perform well and improve the productivity. We have seen that companies with higher level of performance and productivity enjoy a better position in the market and have a brighter future. To ensure higher performance of the employees, it is important to have an effective performance management system.

In any organization, there are various controllable and uncontrollable factors which influence a person’s productivity. Some of them are: working conditions, job security, management approach, salary packages, HR policies, career development opportunities and liberty to perform at workplace among others. It is the duty of the management to understand the various factors affecting the productivity and then align the controllable factors against the uncontrollable factors. Mostly the factors affecting productivity play a collective role but at times one of the factors may be more responsible at a particular point of time.
Human resource is the most significant factor affecting productivity. Even if the organization hires the best of manpower and acquires the latest technology, there will not be a significant increase in productivity if the various conditions affecting productivity / performance are not favourable. Hence Management should always remember that there is a direct relationship between Performance Management and Productivity Enhancement

The job performance always depends on the competencies and motivation level of the manpower employed. Expected performance cannot be achieved if the people employed lack interest in the work and commitment to their organization.

It is only the manpower which eventually makes a difference to the performance. Efforts should always be made to motivate, maintain and retain talented and committed manpower.

1.11 Relationship between Productivity Enhancement and Performance Management in Higher Education

If one has to study the relationship between productivity enhancement and performance management in higher education, we have to base it on the factors affecting the human resource in higher education.

In Tamil Nadu, a study was conducted by G. Barani and Rajesh.R in September, 2013 to find out the factors affecting the teachers’ performance in higher education. The result of the analysis indicates 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.⁹

In the course of this research, the three major factors that determine the productivity and performance of the teacher, which have come to light and can be underscored in detail as follows:

1. Career growth
2. Student’s success
3. Institutional development

**Career growth** – This implies the overall progress in the career of an individual in the field of higher education. It covers all the aspects of teaching, administrative work and contribution towards research that the academician has done to enhance his career. Here it is important to note that for a proper and positive career growth, efforts of the individual and support from the management are both necessary. A lot of individual effort can go in vain if the management does not create a favorable environment which helps the individual with opportunities to grow.

**Student’s success** – This is measured in terms of student quality being developed by the teachers in the institute and the further success of the students in the professional world. Many institutes like the IIM’s have a proven

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track record of highly well placed alumni, which is a mark of the success of their students. This further attracts better students.

**Institutional Development** – Many factors like developing infrastructure, updating the library, wifi connectivity on the campus, research prospects and other such amenities need to be considered. The image of the institute is also a benchmark of the Institutional Development.

All these three factors are inter-related because if a teacher focuses on his/her Career Growth, s/he would follow all the steps to enhance one’s performance by updating knowledge, attending seminars and conferences and doing extension activities. This would lead to student’s success as they are the consumers of the teacher’s efforts and enhanced teaching. Performance evaluation of the teachers will improve the quality of teachers and this enhanced productivity will improve the quality of the students.

Collectively a group of better teachers and students would contribute to Institutional Development as the institute would have better infrastructural facilities, research prospects and satisfied teachers leading to enhanced productivity.

**1.12 Government Regulations regarding Academic Performance in Higher Education**

The API (**Academic Performance Index**) was introduced by the UGC (University Grants Commission) to link teacher selections and promotions to their academic performance in 2010 along with the salary hike received from the Sixth pay Commission. PBAS (**Performance Based Appraisal System**)
made promotions under career advancement scheme performance-linked and increasing the accountability of the country’s teachers to improve the standard of India’s universities.

Many teachers unions have protested against the API system due to its strict but inflexible parameters. The other concern was also that the UGC’s API were holding up appointments and worsening teacher vacancies scenario across universities. This led to a situation where in the UGC almost decided to scrap the API around Jan-Feb 2013. However this too received lot of flak from the academic committee which felt that certain criteria were needed to measure performance of the teachers.

After much deliberation, on **May 10th 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 given to API indicators.

The University Grants Commission has decided to retain the Performance Based Appraisal System on 10th March 2013 at the full commission meeting. 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.
The argument given in favour of scrapping the API was that it would give the universities flexibility to evolve their own mechanisms to screen teacher performance. Another fear is increase in plagiarism by faculty members for the purpose of maintain the mandatory scores needed in PBAS. 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.

Knowing well that the UGC Regulations of 2010 would be base for all academic decisions being taken by the teachers in higher education now, the researcher attempts to find out what are the opinions and expectations of the teachers as far as their performance is concerned as well understand their views on factors affecting job satisfaction.

For further reference refer:

1 - UGC 2013 JUNE API RULES, pg 111 - 117

2 - SCORE FOR PROMOTIONS, PBAS