

CHAPTER I

CONCEPTUAL FRAMEWORK

1.1 Introduction

Facilitating quality education to the future generations is the pious duty on the shoulders of the teachers working at different levels of Education in any country. The yardstick to measure the quality varies from physical entities to the human ones, due to the complex nature of quality itself. But the great intellectuals of the time devoted much time in defining, creating, bringing, measuring and evaluating the quality of processes and products with different degrees of approximations. The success and glory of an organization is the outcome of the individuals working collectively, effectively and efficiently, for the preset goals, with good amount of devotion and passion. But facilitating quality education to the future generations is difficult due to the different levels of Education and teachers are now part of a large, established sector which has its own administration system, are responsible to educational authorities and open to formal assessment. And hence, measure of the quality varies from physical entities to the human ones.

Further, to assess the performance of individual working in an institution is also a difficult task but not impossible. This assessment not only answers *where one was?*, *where one is?* and *where one will be?*, but also gives the future course of actions and follow up for betterment of the society *in general* and institution *per se*. Like Individuals' performance is the central part to nation, a Teacher's performance is central to the Educational institution. How performance of a teacher should be measured? What duties it executes in and out of the class? What factors impacts its performance the most? What could be the plausible indicators of the performance for a teacher who is indulging in the task of nation building by educating the minds? ...The answers to these questions may lead to framing a system that can objectively assess the performance of the teacher. Similarly, this system of Performance Appraisal for teachers is much needed in the field of education.

The education is now-a-days gets influence from the Corporate-Pragmatic-Capitalist culture that stresses on regular appraisal of the employees for bringing quality in every dimension of the institution. The Multinational Companies' policy of 'Hire and Fire' based on empirical performance based appraisal data that not only provides enough information to the management but also to the individual about where one lacks and where one is having positive points. For the purpose, in India the University Grants Commission (UGC), a statutory body look after coordination, determination and maintenance of standards of Higher Education and it

realizes the importance of Performance based Appraisal System. India is witnessing a shift in formulating an Objective, Reliable and Wholistic mechanism for appraising the performance of the teachers and other academic staff working in the Higher Education level time to time. The UGC's *Regulations on Minimum Qualification for appointment of teachers and other academic staff in University and Colleges and Measures for the Maintenance of Standards in Higher Education, 2010* was one of the major steps in this direction. These regulations were first of its kind in terms of Performance Based Appraisal System (PBAS) and Academic Performance Indicators (APIs). The subsequent amendments in these regulations came in 2013, 2014 and 2016 were adding more to such mechanism for making this system of appraisal more comprehensive, simple and practical.

Further, appraising the performance of the teachers from diversified disciplines with a single tool always questions the reliability and comprehensibility of the tool and the assessor itself. While analyzing these regulations, it was found that less attention was paid to the aspects of "Teaching learning and evaluation related activities" and "Co-curricular, extension professional development related activities" but more attention was placed onto the "Research and academic contribution" related activities. This not only makes the lopsided evaluation of the performance on the part of the teacher but also questions the Wholistic nature of the system itself. Moreover, in the context of wholistic nature of PBAS-API tool, teacher needs to be evaluated from different angles. In our literature also this was mentioned as

आचार्यात् पादमादत्ते पादं शिष्यः स्वमेधया ।

सब्रह्मचारिभ्यः पादं पादं कालक्रमेण च ॥

(One fourth from the teacher, one fourth from own intelligence, one fourth from classmates, and one fourth only with time.) So now it is very much necessary to put forth this conviction regarding appraisal from different appraisers.

Tool for Performance Based Appraisal for a specific discipline is much needed whispers of the academia since long, which was less heard. The present study is an attempt to listen those whispers in much empirical and detailed manner for the field of Teacher Education *per se* by designing a Performance Appraisal System (PAS) for the Teacher Educators. Where appraisal from different perspective been considered to develop wholistic Performance Based Appraisal System. In the following section, the concept of Performance Appraisal System was elaborated to understand the idea and process under it.

1.2 Higher Education in India

Committed to provide Quality Education at different levels, and working on philosophy of “Universalization of Elementary Education, Vocationalization of Secondary Education and Rationalization of Higher Education” Indian government has heavily subsidized education as per demand and needs, since independence. For this purpose, all levels of education, from primary to Higher Education, periodically reviewed by Centre and State functionaries, such that no one will be deprived from education, nor developed feeling of being inferior or substandard. The efforts by Indian Government for quantitative growth in Higher Education and measures for bringing Quality can be seen from the following

- ❑ The number of universities increased from mere 20 at the independence to about 777 (47 central universities, 356 state universities, 252 private, 122 deemed to be universities) and the number of colleges increased from less than 500 to more than 40,000. (UGC-Report on Education, 2016)
- ❑ Further, for reforming Higher Education the National Knowledge Commission (2008) recommends establishment of 1500 universities by 2020.
- ❑ The Rashtriya Uchchaitra Shiksha Abhiyaan (RUSA) targets on to attain a Gross Enrollment Ratio (GER) of 30 percent by 2020 which is presently 22-23 percent. But in this case, the lack of Quality Educators to impart their skills and a big question in front of us is how the quality will be ensured?
- ❑ It is saddening to note that National Assessment and Accreditation Council (NAAC) in its 20th annual report published in March 2015 mentioned that only 120 universities and 2808 colleges have volunteered for Accreditation by NAAC, others were still not ready for Accreditation. NAAC have almost in each of its criteria primarily stresses on teacher's quality. All seven criteria of NAAC are major indicators of the quality for any institutions.
- ❑ National Accreditation Board for Education and Training (NABET) provides accreditation to schools, training course providers and teachers that they meet the quality and also offers a mechanism for their international recognition.

All these quality assuring systems assess the quality on the basis of output, but the result of output heavily depends upon process, which further depends upon the quality and quantity of variety of inputs like human and physical resources. Among all inputs, major concern is with teachers, as they manage other resources for extensive growth and development in the process of Quality Education. So, Quality of education is depending on Quality of teaching provided by

teachers in a particular Institution. Further, Indian Education literature always praises the teacher in dignified terms as it evident from the following:

“The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teacher”.

—National Policy on Education (NPE), 1986/ POA, 1992

“The destiny of India is now being shaped in her classroom”.

—Kothari Commission, 1964-66

Hence, teacher is the reflection of society and yardstick that measures the achievement and aspiration of the society. Moreover, all most all the rating agencies at higher education like NAAC, UGC, NCTE gives impetus on the performance monitoring and appraisal system of the teaching and non-teaching members of the institution and more specifically quality of teachers.

“People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession.”

—University Education Commission, 1948-49

And Teacher Education is such system at higher education level which prepares future teachers.

1.3 Teacher Education

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the Knowledge, Attitudes, Behaviors and Skills they require to perform their tasks effectively in the classroom, school and wider community (Mangla, 2001). Further, in the Teacher Education Institutions, Teacher Educators are providing different experiences to the Student-teacher to become good teacher. These future teachers utilize their expertise in schools to provide Quality Education. As a result their students nurtured and grown in such environment that they will further contribute to the Higher Education and constructing future of the nation as they are the owner of coming generation. These students can build strong nation through their participation in different sectors of society. Thus, Teacher Education indeed plays crucial role in the professional development of teachers by honing prerequisites skills to become Quality Teacher. But, Teacher Education is never complete in terms of professional competence, as their role and duties are dynamic with societal needs and expectations and further for global village.

A major task before Teacher Education Institutions is to create new strategies, policies and programs of a revolutionary nature which can bring Quality in education by ensuring competency to sustain in this knowledge era and global competitive environment. To bring quality in education, all the resources need to be used and manage optimally. It is a prime duty of Teacher Educator to manage all resources in a way to create learning environment within institution in general and conducive classroom climate in particular. Here, the role of Teacher

Educator is becoming more critical and sensible in whole education system in general and Teacher Education Institutions in particular. Simultaneously expectations from them are very high; as a result they need to update themselves periodically, as per the societal expectations and requirements. It is indeed required for Teacher Educators to be self-disciplined in this concern and for the related matter, but simultaneously there is a need of appraisal system that can give them feedback on their performance, make necessary suggestions and remind them about their prime duties and objectives of work.

1.3.1 Present Scenario of Teacher Education Institutions (TEIs)

The National Council for Teacher Education (NCTE) as a statutory body, came into existence in pursuance of the National Council for Teacher Education Act, 1993 on the August 17, 1995. With prime objectives to achieve planned and coordinated development of Teacher Education system throughout the country, regulation and proper maintenance of norms and standards in Teacher Education system and the matters connected therewith. As per recent National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, total of 1116 Government TEIs and 14946 Private TEIs were recognised by NCTE till 2015 (see Table 1.2) with an intake capacity of 78017 (Government TEIs) and 1217784 (Private TEIs) respectively and a total of 15 different types of degrees programs are in voyage, those are mentioned in Table 1.1.

These courses are imparted in 7292 D.El.Ed. (764 Government and 6528 Private), 6848 B.Ed. (226 Government and 6622 Private), 909 M.Ed. (72 government and 837 Private), 1013 other institutions like D.P.Ed. / B.P.Ed./ M.P.Ed. (54 Government and 959 Private) institutions.

The MHRD also sanctioned 648 Districts Institutes of Education and Training (DIETs) / District Resource Centres (DRCs), 122 College of Teacher Education (CTEs), 39 Institution of Advance Study in Education (IASEs) and 122 Basic Institution of Teacher Education (BITEs) for bringing quality in Primary and Secondary Teachers. Out of these sanctioned institutions 614 DIETs/DRCs, 120 CTEs, 31 IASEs and 25 BITEs are functioning (MHRD, 2015).

Table 1.1: Different Degrees / Courses under the Preview of NCTE

Sr.No.	Courses/Degrees
1	Diploma in Early Childhood Education programme leading to Diploma in Pre School Education (DPSE)
2	Elementary Teacher Education Programme leading to Diploma in Elementary Education (D.El.Ed.).
3	Bachelor of Elementary Teacher Education Programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.
4	Bachelor of Education Programme leading to Bachelor of Education (B.Ed.) degree.
5	Master of Education Programme leading to Master of Education (M.Ed.) degree.
6	Diploma in Physical Education Programme leading to Diploma in Physical Education (D.P.Ed.).
7	Bachelor of Physical Education Programme leading to Bachelor of Physical Education (B.P.Ed.) degree
8	Master of Physical Education Programme leading to Master of Physical Education (M.P.Ed.) degree
9	Diploma in Elementary Education Programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.)
10	Bachelor of Education Programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.
11	Diploma in Arts Education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)
12	Diploma in Arts Education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts)
13	4-year Integrated Programme leading to B.A. B.Ed./B.Sc. B.Ed. degree.
14	Bachelor of Education Programme (Part Time) leading to Bachelor of Education (B.Ed) degree.
15	B.Ed. M.Ed (3 years integrated) programme leading to B.Ed. M.Ed (Integrated) degree

NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. The following Table 1.2 depicts the number of Teacher Education Institutions (TEIs) under different Regions.

Table 1.2: Regional Committee wise TEIs

Regional Committee	Government TEIs	Private TEIs	Total TEIs	%
Eastern Region Committee (ERC)	320	704	1024	6.38
Western Region Committee (WRC)	310	4214	4524	28.21
Northern Region Committee (NRC)	292	4724	5016	31.28
Southern Region Committee (SRC)	194	5280	5474	34.13
Total	1116	14922	16038	100

Source: Teacher Education Data, MHRD (2015)

As on March 2015, the Southern region constituted nearly 34.13%, followed by the Northern region with 31.28% and the western region with 28.21%, and then remaining in the Eastern region. The quality aspect of Teacher Education also suffers due to this quantitative expansion (Singh, & Desai, 2009). In Gujarat, 608 D.El.Ed. (29 Government and 579 Private), 356 B.Ed. (11 Government and 345 Private), 83 M.Ed. (8 government and 75 Private), 21 other institutions like C.P.Ed. / B.P.Ed./ M.P.Ed. (0 Government and 21 Private) TE institutions with the intake capacity of 68679 (2830 and 65849 private) contributing to the teacher preparation program in India.

From the aforesaid data it is clear that the numbers of TEIs are big in number. Also at the same time courses provided are also increasing in number. Absolutely, there is quantitative growth in recent time and area of NCTE is becoming wider and expanded, since ever.

1.3.2 Quality of Teacher Education

From the previous discussion, it is clear that proliferation of Teacher Education Institutions made significant impact on Quality aspect. There is a need to find bring Quality in Teacher Education and make necessary suggestions to the NCTE for its affiliation and permitting institutions. Teacher Education Institutions are at the centre of whole education system and they are the foundation of coming generations. So, Teacher Education must be updated on regular interval for implementation of the recommendations of National Curriculum Framework (NCF), Recommendations given by UGC on recruitment, continuation of work & growth of Teacher Educators and suggestions made by other functionaries like NCTE, NUEPA, etc. Different functionaries define quality differently according to their work and need but in this case the actual meaning has been diluting. In general terms Quality Teacher Education refers to “A system which provides upgraded material and human resources based on innovations and requirements of the system such that Teacher Educators utilized it for providing better learning experiences to the future teachers to adjust and endure in the competitive world and sustain in

their profession, further keeping in mind the requirements of the present school education.” (Mangala, 2001). So, it is necessary to update present Teacher Education along with School Education which is based on NCF recommendations. On this regard NCTE has suggested a document National Curriculum Framework for Teacher Education (NCFTE, 2009). This document makes few observations for Teacher Educators to mark quality by recommending changes in Pedagogical, Perspective, Foundational, Theory and Practical courses and practices along with regular updating the curricula. NCTE has further developed a Draft report in 2009, before publishing NCFTE, to catch idea from different stakeholders in the field of Education regarding proposed curriculum.

In that, crucial remark has been made on Teacher Education Institution statistics at different levels, such as Pre-Primary, Elementary, Secondary Teacher Education (Face-to-Face and Distance modes), M.Ed (Face-to-Face and Distance modes), M.Ed (Part-time), C.P.Ed, B.P.Ed and M.P.Ed. With the proliferation of Teacher Education colleges in the country, particularly with privatization and commercialization the resource management becomes issue to provide Quality education. To bring quality in Teacher Education, based on Justice Verma Commission (JVC, 2012) report, NCTE (2013) changed in duration of courses with effective from academic year 2014. Table 1.3 shows the changes in the duration in different programs.

Table 1.3: Duration of the Courses

	Before 2014	After 2014
B.Ed.	1 year	2 year
M.Ed.	1 year	2 year
D.Ed.	2 year	2 year

Further, NCTE had identified Ten Competency areas, Five Commitment areas and Five Performance areas.

As per Sharma (2005), the competency areas are Contextual, Conceptual, Content, Transactional, Other Educational activities, Developing Teaching/ Learning Materials, Evaluation, Management, Working with Parents, and Working with the Community and other agencies. The commitments, to be internalized and put to practice, are Commitment to the learner, to community/society, to the profession, to knowledge/excellence and to values. The performance areas are, the Classroom, the School level, Outside the school, Parent-related and Community-related. These three areas taken together could be the guiding factors in assessing teacher effectiveness through well designed and professionally developed appraisal systems.

Moreover, to overcome the quality issue UGC has given the task of observing quality and relevance of Teacher Education to NAAC, it is functioning relatively better. But as mentioned

before, the statistics achieved after accreditation and assessment process for Quality at Higher Education, is as worse as opening of Teacher Education Institution. Thus, quality of Teacher Education is presently at pinnacle and Teacher Educator who can guide future teachers on the path of quality education for innovation and change are in confusion that what is expected from them? In this context appraisal of Teacher Educator help them to know how much knowledge they acquired about the innovation, profession, duty and role in Teacher Education; further performing their role and duty; and managing his teaching-learning situations according to the innovation and requirement. In a way it helps the institution to check the progress towards the desired goals and aims. The following section helped to conceptualize the term Performance Appraisal for the present study.

1.3.3 Views on Appraisal of Teacher Educator

Needs and aspiration of society are ever changing and so as the education system. Teachers working in isolation with all their capabilities and efforts are meaningless and do not suffice in this phenomenal expansion of education system as they have the direct bearing on quality of education and therefore,

- ❑ Kothari Commission (1964-66) recommended “A sound program of professional education of teachers.” So, the Teacher Education Institutions came up where teachers are taught by Teacher Educator to provide professional education. Most importantly here Teacher Educators are sensitive to new challenging roles; developing their knowledge and competencies accordingly and works as catalytic agent in dynamic process of teaching. Sensitizing the role of Teacher Educator, in education system it is necessary to update their knowledge and upgrade skills through appraising their performance at regular interval.
- ❑ National Policy on Education (NPE, 1986) said “...Professional improvement and career enhancement depending on performance evaluation of teachers should be addressed on a continuous basis. Only the best teacher through feedback mechanism can teach in better way; if teacher teaches in better way, learning process is automatically affected and that in turn improves evaluation process of the overall teaching”. And had recommended for ‘Annual Performance Appraisal’ of the teachers of Educational Institutions.
- ❑ Also University Grant Commission (UGC, 1988) issued a notification regarding ‘Accountability in Higher Education’ for all the Universities that Self Appraisal Performance of the teachers is to be made mandatory as a requirement of Career

Advancement Scheme (CAS) for the award of new pay scales and be implemented within a year.

- ❑ Lastly, the Justice Verma Commission (JVC, 2013) had also recommended that the Central Government, in consultation with the State Governments and other stakeholders, need to develop a framework for assessment of teacher performance based on the guidelines suggested in the Report.

Looking into all these sections it is clear that, appraisal of Teacher Educator's performance is necessary at regular interval so that accountability of work can be maintained. In this regard, Academic Performance Indicator (API) and Performance Based Assessment System (PBAS) were launched by (UGC, 2010). But only broad areas are mapped out in it in general and for all teachers of higher education. Here, every concerned university need to develop their own Performance Appraisal tool for their teachers following API based PBAS. So, it is a need of every institution to develop their performance appraisal tool by keeping in mind the contextual conditions of institutions and, moreover, betterment of education system by providing feedback through Performance Appraisal of Teachers.

What are the different approaches/methods of appraising performance of Teachers at the Higher Education level *in general* and for Teacher Education per se? Can a system of Appraising Teacher Educator's Performance be developed? If yes, what would be the nature/Structure of such a system? The present study was undertaken to locating the answers for the aforesaid set of queries through appraising performance of Teacher Educators based on certain indicators under a system. The following section deals with the same by conceptualizing meaning and purpose of the Performance Appraisal.

1.4 Performance Appraisal: Concept, Purpose and Meaning

The success of any Teacher Educational Institution and its people is based on a sound and pragmatic appraisal system-simple, dependable, easily understood and actionable. This not only helps in bring about a change if needed but also induces continuous growth and transformation that can take place, that is very important for the institution like Teacher Education as it has to keep a pace with the fast growing world and international environment through producing competent teachers. The kind of appraisal system, a Teacher Education Institution have to be reflective in its nature and status and therefore, what is required is a reliable and objective assessment of performance, oriented towards the development of an individual Teacher Educator in particular and institutional growth in general (Terrance & Joyce, 2004).

1.4.1 Purpose

The main purpose of Performance Appraisal is Evaluation and Development of practices. Here evaluation for self efficacy, selection of methods, training program or assigning any task, plans human resources and development for position, promotion, training, career advancement, communication, salary administration and termination. Thus, it is serving as feedback mechanism for Teacher Educators and TEIs.

According to Steard and Steward (1977), the Performance Appraisal serves the following purposes: Manpower Skill Assessment and Evaluation, Manpower Forecasting, Assessment of Teacher's Potential, Succession planning, Salary planning, Training planning, Equity between the teachers, Downward transmission of Institutional objectives, problems and grievance detection and handling, all round development of teachers, since teaching institutions are public service organizations so establishing accountability to outside world is also an important purpose of a Performance Appraisal System.

1.4.2 Meaning

Performance can be defined as the "...the record of outcomes produced on specified job or activity during specified time" (Thomas, 1987). Thus, Performance is measured in terms of results. Appraisal is the judgment of characteristics, traits and performance in formal set up of work. Hence, the Performance Appraisal is the judgment of characteristic obtained after result on certain activity, capabilities or skills in formal setup of work. Further, according to Flippo (1984) "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." Further, Yong (1996) defines Performance Appraisal as "...an evaluation and grading exercise undertaken by an organization on all its employees either periodically or annually, on the outcomes of performance based on the job content, job requirement and personal behaviour in the position".

Summarizing above, Performance Appraisal is defined as the continuous and systematic process of obtaining, recording, analyzing information about the relative worth of an employee to the institution and using results for improvement, change or praise the performance for the development of institution and developing whole-person. Performance Appraisal is generally aimed to review the performance of the teachers over a given period of time, to judge the gap between the actual and the desired performance, to help the management in exercising institutional control and to diagnose the training and developmental needs of the future.

1.4.3 Types of the Performance Appraisal

Traditionally, Performance Appraisal has been used as just a method for determining and justifying the salaries of the employees. Then it began to be used a tool for determining rewards (a rise in the pay) for the past performance of the educators. It only past oriented approach and development is not entertained. But in modern approach the process of Performance Appraisal is more formal and structured. Now, the Performance Appraisal is taken as a tool to identify better performing from others, their training needs, career development paths and their promotions to the next levels. Moreover, Sharma (2005) has classified the Performance Appraisal in broadly three viz. formative, summative and developmental.

- ❑ **Formative:** Providing individual teachers with feedback on their performance which include data, judgments and suggestions for improvement. It provides opportunities to individuals for their development and thereby organization's development.
- ❑ **Summative:** Grading of teachers based on their performance and identification of those teachers whose performance is at very high level. It motivates to develop in the subsequent task and for others to improve their performance to achieve excellence.
- ❑ **Developmental:** Identifying and provide opportunities for development of expertise in individual teacher. It identifies developmental needs of teachers. By a system of appraisal, their strengths and weaknesses can be identified. This approach is future oriented and developmental in nature.

A generation ago, appraisal systems tended to emphasize employee traits, deficiencies and abilities, but modern appraisal philosophy focuses on present performance and future goals (Newstrom and Davis, 1993). The system served the purpose of researcher to appraise performance of Teacher Educators, for professional development, provide guidance for the weaker part to work upon and motivate to excel. Hence, it was formative, summative and developmental all together. Teachers' teaching was appraised from different perspective to have overall idea about their performance. These different perspectives were different appraisers' response like Students, Self, Peers and Head. The types of Performance Appraisal have given insight to different organizations, to make some procedures, to measure the performance of the employees. And higher education system in India is not an exception in that; it partially comes under the preview of UGC that made efforts to measure the performance of the teachers through Performance Based Appraisal System (PBAS) using Academic Performance Indicator (API). The forthcoming section provides a panoramic view about the same.

1.4.4 Performance Based Appraisal System (PBAS)

With the advent of the PBAS-API, the UGC had brought episodic amendments to its UGC PBAS-API regulation (2010) also called as Master Regulation, 2010. The present section deals with the progress of development in these regulations with respect to the weightage to its different categories and sub categories. UGC's PBAS-API regulation (2010) has made PBAS more transparent, objective and credible methodology of analysis of the merits and record of the applicants based on weightage given to the specific performance of the candidate in different relevant dimensions and his/her performance on a scoring system Performa. The areas under Proforma of PBAS and the recommended PBAS tool, is mentioned in Table 1.4.

Table 1.4: API for University Teachers with its Maximum and Minimum level scores

Sr. no	Academic Performance Indicator (API)	Max score	Min score
I.	Teaching, Learning and Evaluation related activities	125	75
	a. Teaching related activities	30	
	b. Domain knowledge	50	
	c. Participation in examination and evaluation	25	
	d. Contribution to innovative teaching	20	
II.	Co-curricular, Extension and Professional development related	50	15
	a. Student related co-curricular, extension and field based activities	20	
	b. Contribution to corporate life and management of department and institution through participation in academic and administrative committees	15	
	c. Professional development activities	15	
III.	Research and Academic contribution		
	a. Research papers in referred journals	15/each	
	Research papers in non-referred journals	10/each	
	b. Research publication in international publisher's book	50/sole	10/chapter
	Research publication in national publisher's book	25/sole	5/chapter
	Research publication in local publisher's book	15/sole	3/chapter
	c. Research projects major	20/each	
	Research projects minor	10/each	
	d. Research guidance at M. Phil	3pts each	
	Research guidance at Ph. D.	5pts each	
	e. Training courses and workshop Not less than two weeks	20/each	
	One week	10/each	
	conferences/seminars at International level	10 each	
	National level	7.5 each	
	State level	5 each	
	Local level	3 each	

UGC has also made it compulsory and sent regulation to adopt for selection committee, selection procedures for the direct recruitment and for Career Advancement System (CAS) through incorporating the Academic Performance Indicator (API) based on PBAS to all the universities.

For this reason, universities might have adopted the template proforma or adapting it for their teachers in strict adherence to the API criteria based on PBAS prescribed in these regulations. In case of Associate Professor or Professor duly filled PBAS proforma developed by the respective universities based on the API criteria is one of the necessary documents. These are considered for all discipline and faculty institutions. As per their requirement they can make self-assessment scale for their teachers satisfying API based on PBAS. The minimum score under each criterion is necessary for all teachers and this needs to be revised annually.

- ❑ Due to excessiveness of scores and mal practices in means of achieving those score in third category Research and academic contribution UGC PBAS-API regulation (2010) been amended and substituted by UGC PBAS-API regulation (2013), where amended section in titled Research and Publication and Academic Contribution shown in Table 1.5.

Table 1.5: API Criteria for University Teachers with its caps in section III

Category	Research and Publication and academic contribution	Cap as % of API cumulative score in application
III(A):	Research Papers (journals etc)	30%
III(B):	Research Publications (books, etc)	25%
III(C):	Research Projects	20%
III(D):	Research Guidance	10%
III(E):	Training Courses and Conferences /Seminars	15%

- ❑ Further, in UGC PBAS-API (4th amendment) regulation (2016), the nature of activities remain as it was given in UGC PBAS-API (2nd amendment) regulation (2013) except addition of (f) part that is Development of e-learning delivery process/material, and were seen in the maximum score values with their specifications. Detailed information is shown in below Table 1.6.

Table 1.6: UGC PBAS-API (4th amendment) Regulation (2016)

Cat egor y	Nature of Activity	Assistant Professor Max. Score	Associate Professor Max. Score	Professor Max. Score
I	a. Direct Teaching (lectures, tutorials, seminars, practical, contact hours undertaken)	70	60	60
	b. Examination Duties (invigilation, paper setting, evaluation/assessment of answer scripts)	20	20	10
	c. Innovative Teaching-learning methodologies, updating of subject, contents/courses, mentoring etc.	10	15	20
II	a. Student related co-curricular, extension and field based activities.	15	15	15
III	a. Research paper published in Refereed and Repute journals	25 per publication		
	b. Publications Text/Reference, Books published by other than International Publishers, with ISBN/ISSN number as approved by the University and posted on its website. The List will be intimated to UGC.	30 per Book for Single Author		
	articles (books, chapters in books)	20 per Book for Single Author		
	c. (iii) Projects Outcome/ Outputs	Major Policy document prepared for international bodies like WHO/UNO/UNESCO/UNICEF etc. Central / State Govt./Local Bodies		
		30 for each International, 20 for each national level output or patent. Major policy document of Int.bodies-30 Central Govt. – 20, StateGovt.-10 Local bodies – 5		
	d. (i) M.Phil.	Degree awarded Degree awarded		
	(ii) Ph.D.	Degree awarded / Thesis submitted		
	e. (i) Fellowships / Awards	International Award/Fellowship from academic bodies 15		
		National Award/Fellowship from academic bodies 10		
	(ii) Invited lectures / papers	International 7 per lecture / 5 per paper presented		
		National level National level 5 per lecture / 3 per paper presented		
		State/University level State/University level 3 per lecture / 2 per paper presented		
	f. Development of e-learning delivery process/material	10 per module		

- ❑ UGC's PBAS-API (2nd amendment) regulation (2013), forced to implement cap to calculate total API score claim for direct recruitment or through CAS.
- ❑ In UGC's PBAS-API (4th amendment) regulation (2016), the maximum score in First category was changed by subsequent change in its sub categories. Similarly in category II and III minor changes compared to UGC PBAS-API regulation (2013) were seen.
- ❑ UGC PBAS-API (3rd amendment) regulation (2014), was regarding appointment of vice chancellor in Deemed to be universities and procedure under recruitment for the same. This amendment was out of purview of present research.
- ❑ Teacher Educators may assessed on teaching and research aptitude through seminar or lecture in classroom situation or discussion.
- ❑ It also recommended universities to prepare their own self-assessment cum Performance Appraisal forms for teachers keeping in mind categories and scores mentioned in section III.
- ❑ NAAC (2008) under its document underlining regulation for accreditation where Teaching learning and evaluation related activities has given 250 points, Co-curricular, extension and professional development related activities including research has given 200 points and academic contribution has given 150 points in its maximum rating. Here, also appraisal has been done by self and in general for all at higher education level.

At the end, it was clear that the assessing performance of a teacher for specific field/discipline requires certain aspects in consideration, while few others to refrain or discarded was remained unattended in these PBAS regulations and subsequent amendments. These all issues are discussed in below section

1.4.5 Issues of Present Appraisal forms

Some of the issues in the present form of the PBAS (2010) were as under:

- ❑ The API based PBAS restricts itself to self-evaluation only. The PBAS format is to be filled by the concerned faculty. Later that to be reviewed by the screening committee for promotions.
- ❑ The Peer evaluation of the faculty is not highlighted anywhere in the PBAS-API, also Students' assessment mentioned in 2016 but not taken it seriously.
- ❑ The first two categories viz. (Category I: Teaching, Learning and Evaluative related activities & Category II: Co-curricular, Extension, Teaching Learning Methodologies, updating content, course improvements etc.) of PBAS-API are non-discriminative. As it only indicates marks for minimum expectancy out of their work prescribed by UGC.

- ❑ Curriculum updating criteria are different for different institutions that create disparities in scoring.
- ❑ In overall scoring negligible points given to classroom teaching where as in research part there is no bar. (later Cap was introduced in 2013)
- ❑ In the third category under the research projects if department gets the DSA/DRS/SAP the coordinator will gets the marks rather than the other faculty members, which irrespective of being part of the project gets no additional marks.
- ❑ API-PBAS, undue importance given to publication with ISBN/ISSN/impact factor/citation index/ patents etc. The Impact factor, patents are affluent in the Technological and Natural sciences disciplines as compare to the Social science fields. There is less scope of the teachers working in social science fields to have some patents. Due to overemphasis on the publications in the API-PBAS all of sudden there is mushrooming of publications units with ISSN/ISBN everywhere. These publication shops advertised there publication through the varied form of media to attract the teachers for publication with handsome amount of money.
- ❑ Qualitative aspects ignored more emphasis on Quantitative aspects. Teaching in terms of hours are only evaluated and marked but behavioral, spiritual, emotional change in students and teachers themselves, are not highlighted and given any evaluative measures.
- ❑ The immediate and continuity component of the feedbacks are completely neglected. The yearend self assessed report in form of PBAS will not be suffice to improve the class room teaching learning environment.
- ❑ The documentation work for each and every aspect to score high becomes tedious task for teachers. The person failed in documentation failed to get high scores beside the quality of work produced by him/her.
- ❑ At the same time, one who is given extra work, overtime due to the non-availability of the teachers etc. are not being given any importance in the PBAS-API.
- ❑ There is an inherent threat of becoming over-ambitious due to such API-PBAS. That is guiding teacher or senior teacher upholding their profile and doesn't concern about others.
- ❑ The individual goals will become more important rather than the organizational goals. The destructive competition among the staff members may adversely affect the organizational climate.
- ❑ The API system is too general for specific vocation. In a sense single scale is there to appraise all different disciplines with diverse objectives is improper for comprehensive appraisal.

PBAS seems effective but going through above pitfalls it was found that the recommended tool to appraise the performance by the other stakeholders is missing. As there is no scope of the student's & Head's evaluation of the performance of teachers, the discrimination in first two categories are required and also quality aspects to be taken into consideration while appraising teachers. So, there is a need to refine above system by a comprehensive system to appraise the performance of the Teacher Educator.

Till now, reviewed lots of regulations of Teacher Education and analyzed UGC given PBAS leads to rationalize importance of the specific Appraisal System for Teacher Educators. For the purpose prescribed role of Teacher Educators are needed, which further gives clear idea about the required performance from Teacher Educators.

1.5 Role of Teacher Educator in Teacher Education Institutions

Teaching, Research and Extension are the three Major roles of the educators at higher education level (UGC, 2010). But considering the Teacher Education in particular the following roles emerge out explicitly (Mangla (2001), NCFTE (2009) & Sharma (2005)).

- ☐ Teaches compulsory paper consisting foundation courses
- ☐ Teaches special area consist of topics related to school education of student's interest
- ☐ Teaches method paper consist content cum pedagogy s
- ☐ Takes remedial classes
- ☐ Demonstrates and teaches practical work containing skills, practice teaching lessons, preparation of teaching aid, blue-print, assignments
- ☐ Observes the student teacher on practicing lessons at micro teaching, simulation, stray-lessons, block teaching etc.
- ☐ Gives feedback to the student teacher on practicing lessons at micro teaching, simulation, stray-lessons, block teaching etc.
- ☐ Evaluates student on their practical as well as theoretical work and Prepare results
- ☐ Assesses student's assignment and projects
- ☐ Manages daily classroom time table
- ☐ Prepares school timetable for practicing school
- ☐ Takes part in admission and recruitment process
- ☐ Manages relation with other staff members
- ☐ Perform duty as invigilator or examiner
- ☐ Solves student's problem and guide them
- ☐ Handles classroom situations affectionately

- ❑ Makes action research on problems
- ❑ Organizes field trips and educational tour
- ❑ Plans, executes and organizes co-curricular activities such as celebration of national days, days related to educationist and freedom fighters, other cultural events.

And such list will be difficult to be exhaustibly enumerated. Considering these roles is a decisive factor for the system of appraisal of performance of the Teacher Educator for the study.

1.5.1 Performance Appraisal of Teacher Educator

Summing up the literature about the Performance Appraisal along with the Teacher Education system in India, Performance Appraisal of Teacher Educator is defined as “...the record of outcome of specified curricular activities like teaching, observation of lessons, evaluation skills, practical work, assignments, projects, feedback on lesson plans and lessons etc; co-curricular activities like organizing assembly, group-work, seminar, educational tour, arranging different educational events; managerial work like helping in admission procedure, arranging lessons for student teachers in education institutions, executing duties in examination process and evaluation, participating in planning and management of resources available to the institute.”

Thus, from the above it is clear that performance of the Teacher Educators should be assessed on the task performance vis-a-vis to the roles assigned to them. Rather than a ‘fit for all size’ approach of PBAS-API a ‘Taylor made’ Context specific PBAS is needed that can assess the performance of the teacher Educators as per their regular performances. Teacher Educators’ performance helps Teacher Education Institutions to perform well and helps Teacher Educator to overcome deficiency and develop competencies they possess for the advancement of individual and institution. The focus of the Performance Appraisal was measuring and improving the actual performance of the Teacher Educator and also the future potentials of the Teacher Educator. Those were all futuristic view, perhaps system felt a need of Performance Appraisal and the need of the Performance Appraisal of the Teacher Educators are described as follows.

1.5.2 Needs of Performance Appraisal of Teacher Educator

As seen in roles of Teacher Educator, it is very clear that they have to perform many tasks and be abreast of innovations in education sector, technological changes in the global world and knowledge around. To be in the profession, it is also needed to well equip with professional requirements and be familiar with needs of the stake holders. It is necessary to appraise performance of Teacher Educators to guide them and give idea about their performance. These few needs (Wilson, 1998) of the appraisal of Teacher Educators are as under.

- ☐ To encourage continual professional growth
- ☐ To give feedback on performance of Teacher Educators
- ☐ To identify educators training needs
- ☐ To identify in-service and staff development needs and plan programs
- ☐ To help pupils through supporting their teachers
- ☐ To develop a sound 'knowledge base' from appraisal reports To facilitate communication between educators and administrator
- ☐ To help Teacher Educators in understanding their roles and responsibilities
- ☐ To identify among teachers, those areas where good quality needs to be maintained or where improvement is desirable
- ☐ To identify both strengths and challenges among teachers
- ☐ To help Teacher Educator in giving career advancement and other rewards
- ☐ To provide the opportunity diagnosis and remedies and further development
- ☐ To provide remedies for deficient performance that fail to contribute to productive professional and educational environment
- ☐ Performance Appraisal takes into account the past performance of the Teacher Educator and focuses on the improvement of the future performance

Performance Appraisal help teachers at different levels, like Competent and good teacher can enhance their skills and expertise in the field, job satisfaction, motivation, in sharing ideas and expertise with others about their experiences, support each other, new initiatives and staff development can be raised; moreover, restore self-esteem among and between them.

After having detailed overview regarding the Performance Appraisal, it is also necessary to have a clear idea about the researches done in this needed area. This helped the researcher to present the current research problem more objectively and systematically. That is described in Review Related Literature under Chapter II.