



Review Paper

## Status of Academic Performance Indicator (API) for College Teachers of Madhya Pradesh: A Review

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### Abstract

*The present paper deals with the status of API (academic performance indicator) and PBAS (Performance based appraisal system) in Madhya Pradesh, which has been applied in higher educational institutes in India since 2010. Academic performance indicator is quantitative approach to measure the quality of teaching staff, i.e. their proficiency level. The API was introduced as an attempt to link teachers selection and their promotions according to their academic performance and also as measures for maintenance of standards in the higher education. In India at all higher educational institutions academic performance indicator is applied for the CAS of teachers. Madhya Pradesh state higher education department has also adopted this API and PBAS in the year 2010. Presently the three categories of PBAS are well implemented, but in view of experiences from the college teachers of M.P., maximum score given in category II is 25, is insufficient and could be increased.*

**Keywords:** API, college teachers, higher education, Madhya Pradesh, PBAS, UGC.

### Introduction

The quality of education is facing threat in our country in terms of responsibility accountability and increased expectations by the stockholders: the students<sup>1</sup>. Indian higher education system ranks 2<sup>nd</sup> biggest in the globe. Millions of students from society who belong to different social and economic status are provided with their educational requirements<sup>2</sup>. Quality is the end product of responsiveness to their educational and professional needs and also to the need of personal development which has been the primary concern of the traditional systems of education in the country<sup>2</sup>. India is supposed to have a stock about seven million scientific and technical manpower in the world<sup>3</sup>. In a world of rapid changes and increasing diversity, the need for an active, informed and responsible education is greater than ever<sup>4</sup>. In a developing country like India where the share of youth is on its high level as compared to the rest of the world the quality of education, specially higher education needs to be maintained for the betterment of countries future. The ever increasing number of higher education institutions need to maintain their standards in terms of quality education. Politicians as policy makers need to make such laws and polices for improving quality in all higher education institutions, so that they abide with the imparting knowledge accountability, ethics responsibility and values in the students. Integrating Sustainability in Higher educational campuses not only beneficial for its own but also it will help to improve the overall sustainability of the nation. Virtually all universities are interested in committing their resources to develop effective citizenship among their student<sup>5</sup>.

To maintain the quality based on standards in higher education, UGC established few regulations for the teachers in higher education institution. University Grants Commission established regulations regarding minimum qualifications for appointment of teachers and other academic staff in universities and colleges in year 1956 from Ministry of Finance and later in year 2000 and revised in year 2008. Which are published in the Gazette of India 2010<sup>6</sup>. These regulations explain qualifications for candidates, their eligibility for recruitment and promotion to higher positions and under Career Advancement Scheme. These qualifications are related to teaching staff (university and college teachers) as well as principals (directors of educational institutions), sports staff and librarians. As soon as the sixth pay came into existence in 2010, to make the teachers of Indian higher educational institutions more accountable and to link their promotions to their performance this system of API and PBAS was introduced. The same has been adopted by the M.P. state higher education department<sup>7</sup>. The academics year is divided in to two semesters and the numbers of working days are in accordance with the regulations issued by UGC.

API has been protested by the Teacher unions. According to them the system is a faulty one and it could allow favouritism and benefit a select few. UGC was asked by the ministry for human resource development to have a re-look at the decision to scrap API. The 489<sup>th</sup> 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. Subsequently In January 2013,

the Commission decided 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 faculty shortage 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." it has been decided that the PBAS with API system will continue for promotion and selection of senior university teachers. Academic Performance Indicator (API), a mandatory requirement for universities to select and promote faculty members, the University Grants Commission has decided to retain the Performance Based Appraisal System (PBAS) with API.

As per UGC regulations 2010 on minimum qualifications for appointment of teachers and other academic staff in universities and colleges it is mandatory for all universities and colleges to prepare Performance Based Appraisal in the prescribed format for applying to any teaching post or career advancement. Madhya Pradesh Govt have given orders in this respect for filling the PBAS proforma for self appraisal and CAS in accordance with the latter from UGC dated 30 June 2010. At present the proforma for the year 2012-13 has been filled by the teachers of colleges.

### Highlights of academic performance indicator

Teachers are well familiar with assessment and evaluation of students. Self appraisal helps to figure out what teacher's strengths and weaknesses are. It allows one to take at an honest look at oneself. It is a process of self evaluation to determine the level of self-efficiency. It is a part of continuing professional development or career advancement. It has been suggested as an indicator of CAS. Based on the teacher's self-assessment, academic performance indicators (APIs) are proposed in recruitments and career advancement scheme (CAS) promotions of college teachers and is organized in three categories:

- Category I - teaching, learning and evaluation related activities
- Category II - co-curricular, extension and professional development related activities.
- Category III - research and academic contributions.

The minimum API score required by teachers is different depending on categories, levels of promotion and between university and college. The self-assessment score is based on verifiable criteria and is finalized by the screening/selection committee.

**Category-I: Teaching, Learning and Evaluation Related Activities:** Academic Performance Indicator (API) scores for teaching, learning and evaluation related activities based on the

teacher's self-assessment. The self-assessment score will be based on verifiable criteria and will be finalized by the Screening / Selection Committee

**Category-II: Co-Curricular, Extension and Professional Development Related Activities:** Academic Performance Indicator (API) scores for co-curricular, extension and professional development related activities based on the teacher's self-assessment. The self assessment score will be based on verifiable criteria and will be finalized by the Screening /Selection Committee

**Maximum Scores Allocated: 50, Minimum API Score Required: 15**

API scoring will be progressively rolled out for categories I and II, beginning with assessment of one year for selection committees in 2010-11, annual average of two years in 2011-12 and so on. But for Category III, scores will be computed for the entire assessment period as already indicated in the Regulations.

**Category-III: Research and Academic Contributions:** According to the self-assessment done by the teacher, API scores are planned for two types of contributions i.e. research and academic activities. The minimum requirement of API scores for the teachers of university and colleges is different. It also varies for different levels of promotion. The score given by the teachers in the self assessment form should be based on verifiable criteria and it is to be finalized by the screening/selection committee.

### Required API Score Points for College Teachers Promotion

Table 4 presents minimum points per year or appointment period for college teachers. Academic Performance Indicator (API): Union Grants Commission (UGC) of India has adopted different categories that could be used to assess the teaching, learning and evaluation patterns of the teacher especially in higher education.

### No. of Teaching days and Workload

"The Universities/Colleges must adopt at least 180 working days, i.e. there should be a minimum of 30 weeks of actual teaching in a 6-day week. Of the remaining period, 12 weeks may be devoted to admission and examination activities, and non instructional days for co-curricular, sports, college day, etc., 8 weeks for vacations and 2 weeks may be attributed to various public holidays. If the University adopts a 5 day week pattern, then the number of weeks should be increased correspondingly to ensure equivalent of 30 weeks of actual teaching with a 6 day week."<sup>6</sup>

The professors who are actively involved in administration and extension activities, they may be given a relaxation of two hours

from the required workload. A minimum of 6 hours per week may have to be allocated for research activities of a teacher."<sup>6</sup>

**Workload for teachers:** If there are 180 teaching days in an academic year i.e. 90 days per semester the teacher must be involved actively in official work for minimum 5 hours daily and 40 hours in a week, for which necessary space and facilities should be provided by the College/University. The time requirement of actual teaching and learning for a teacher is as follows: Assistant Professor 16 hours. Associate Professor and Professor 14 hours.

**Discussion:** Main objective of education today is to encourage everyone to take action in accordance with their traditions and convictions, to respect pluralism. People today are in a state of confusion and feel torn between globalization, the effects of which they can see and sometimes are forced to bear, and the search for their roots.

In the present paper we discussed the regulations of UGC of India regarding the minimum qualifications for recruitment and CAS for the staff in higher education institutions. According to regulations API'S (Academic Performance Indicator), are not only meant for the advancement in career but they are also meant to maintain standards of teaching, learning and also the quality of education in the institutions. The main goal of these regulations is to inculcate the quality in the students at higher education institutions. We presented the structure of API score points calculation. We also described minimum requirements regarding API points for each of three categories (teaching, professional work and research) for and college teachers in India. Some rules are presented regarding minimum scores for category I and II and joint work score calculation in category III.

As far as the work load is concerned the regulations clearly indicate that the teacher needs to have major portion of the working hours devoted for teaching and the regulations also say that the teacher could gain 25 marks in the II category from a wide variety of activities related to co-curricular extension and professional development, but according to the study 80% of the teachers have been involved in activities related to II category and the actual fact is that the total score obtained by most of the teachers in this category is more than 100 points.

Teachers need to score in all of the three described categories. In the first category one has 125 total points, out of which he/she needs to score a minimum of 75 points in one academic calendar year. Teacher fellows and teachers on study leave for the completion of their M.Phil / Ph.D / D.lit / D.Sc. face the problem in this category, because they are involved in their research work and are not actively involved in classroom teaching. They may be given relaxation in such cases from the minimum requirement of points from category I.1.

Second category which is related with the co-curricular extensions and professional development activities out of maximum score i.e. 50 the teacher needs to score minimum 15 points and maximum 25, Points. It means that he/she needs to spend most of the working hours as teaching and research activities. There are wide range of activities from which a teacher could score 15-25 points. But most of the teachers in college are involved in these activities for a considerable period of working hours. These activities include (NSS/NCC, Gaon ki beti yojana, Vikramaditya yojana, awaas yojana, scholarship schemes, Admissions etc.) committees. Compilation of the responsibilities allotted to teachers at colleges may provide them more than 100 score in the second category. The institutions may be instructed by UGC regarding not to put too many responsibilities on the shoulders of a teacher so that teachers could concentrate more on teaching and research related activities. The main aim of these regulations is very clear from the fact that the teacher needs to score most in the category I and category III, and in the II category minimum 15 points are required to qualify for the next level.

The third category of UGC regulations is related with various aspects of research and academic contribution of teachers. Research papers writing, publication of book, projects of different kinds, guidance to Ph.D and M.Phil students and different kinds of trainings, workshops, conferences and seminars, invited lectures are the disciplines from which a teacher needs to score points. UGC regulations explain that at different stages the teachers need to score points accordingly. The score required for the teachers from stage I to II, II to III, III to IV and IV to V are 5, 10, 15 and 20 per academic year and 20, 50, 45 and 45 per assessment period respectively.

Category III is easily accessible for the teachers of colleges situated at the urban areas and universities. But for the teachers working in the colleges of rural area are facing many challenges in this category in regard to the facilities and technology updates etc. the required points could be scored as per minimum requirement but there remains a large gap in the points scored by the teachers working at rural and urban area colleges.

Teacher education could be called as brain of all educational disciplines and also the mother of all professions. Teacher education is affected by globalization<sup>8</sup>. There are evidences, which indicate that the teachers ability is the most important of all educational resources for the multidimensional development and success of nation<sup>9</sup>. A strong correlation has been shown in the researches made by the social science researchers between education and national development<sup>10</sup>. Today most of the colleges and universities are aiming to develop effective citizenship among their students, to make them understand about the community needs. Most importantly they are trying to establish creative partnerships between the university and the community<sup>5</sup>.

**Table-1**  
**Teaching, learning and evaluation related activities.**

	<b>Nature of Activity</b>	<b>Max. Score</b>
(i)	Lectures, seminars, tutorials, practical, contact classes should be based on verifiable records. (a) No score should be assigned if a teacher has taken less than 80% of the assigned classes. University may give allowance for periods of leave where alternative teaching arrangements have been made. <b>Maximum score of 50 if there is 100% performance</b>	50
	(b) If a teacher has taken classes exceeding UGC norms, then two points to be assigned for each extra hour of classes/credit	10
(ii)	Imparting of knowledge / instruction as per curriculum with the prescribed material (Text book/Manual etc.), syllabus enrichment by providing additional resources to students ( <b>100% compliance = 20 points</b> )	20
(iii)	Use of participatory and innovative teaching-learning methodologies; updating of subject content, course improvement etc.	
	Updating of Courses, design of curriculum, (5 per single course)	10
	Participatory and Innovative T/L Process with material for problem based learning, case studies, Group discussions etc. (a) Interactive Courses : 5 points/each (b) Participatory Learning modules: 5 points/each (c) Case studies: 5 points/each	10
	Use of ICT in T/L process with computer-aided methods like power-point/Multimedia/Simulation/Software etc., ( <b>Use of any one of these in addition to Chalk and Board: 5 points</b> )	10
	Developing and imparting Remedial/Bridge Courses (each activity: 5 points)	10
	Developing and imparting soft skills/communications skills/personality development courses/modules (each activity 5 points)	
	Developing and imparting specialized teaching-learning programmes in Physical education, library; innovative compositions and creations in music, performing and visual arts and other traditional areas (each activity: 5 points)	10
	Organizing and conduction of popularization programmes/training courses in computer assisted teaching/web-based learning and e-library skills to students (a) Workshop/Training course: 10 points each (b) Popularization programmes: 5 points each	10
	<b>Maximum Aggregate Limit</b>	<b>20</b>
(iv)	Examination Related Work	
	College/University end semester/Annual Examination work as per duties, allotted. (invigilation – 10 points, Evaluation of answer scripts – 5 points; Question paper setting – 5 points) ( <b>100% compliance = 20 points</b> )	20
	College/University examination/Evaluation responsibilities for internal/ continuous assessment work as allotted ( <b>100% compliance = 10 points</b> )	10
	Examination work such as coordination, or flying squad duties etc. (maximum of 5 or 10 depending upon intensity of duty) ( <b>100% compliance = 10 points</b> )	10
	<b>Maximum Aggregate Limit B (iv)</b>	<b>25</b>

**Table-2**  
**Co-curricular, extension and professional development related activities.**

S. No	Nature of Activity	Max. Score
<b>(i)</b>	<b>Extension and Co-curricular, Extension and Professional Development Related Activities</b>	
	Institutional Co-curricular activities for students such as field studies/ educational tours, industry-implant training and placement activity ( 5 point each)	10
	Positions held/Leadership role played in organization linked with Extension Work and National service Scheme (NSS), NCC, NSO or any other similar activity ( each activity 10 points)	10
	Students and Staff Related Socio Cultural and Sports Programmes, campus publications (departmental level 2 points, institutional level 5 points)	10
	Community work such as values of National Integration, Environment democracy, socialism, Human Rights, peace, scientific temper; flood or, drought relief, small family norms etc. ( 5 points)	10
	<b>Maximum Aggregate Limit</b>	<b>20</b>
<b>(ii)</b>	<b>Contribution to Corporate Life and Management of the Institution</b>	
	Contribution to Corporate life in Universities/colleges through meetings, popular lectures, subject related events, articles in college magazine and University volumes ( 2 point each)	10
	Institutional Governance responsibilities like, Vice-Principal, Dean, Director, Warden, Bursa, School Chairperson, IQAC Coordinator (10 points each)	10
	Participation in committees concerned with any aspect of departmental or institutional management such as admission committee, campus development, library committee ( 5 points each)	10
	Responsibility for, or participation in committees for Students Welfare, Counseling and Discipline (5 points each)	10
	Organization of Conference / Training as Chairman/Organizational Secretary/Treasurer: (a) International ( 10 points) National/regional ( 5 points) (b) As member of the organizing committee ( 1 point each)	10
	<b>Maximum Aggregate Limit</b>	<b>15</b>
<b>(iii)</b>	<b>Professional Development Related Activities</b>	
	Membership in profession related committees at state and national level a) At national level : 3 points each b) At site activity : 2 points each	10
	Participation in subject associations, conferences, seminars without paper presentation (each activity : 2 points)	10
	Participation in short term training courses less than one week duration in educational technology, curriculum development, professional development, Examination reforms, Institutional governance (each activity: 5 points)	10
	Membership/participation in State/Central Bodies/Committees on Education, Research and National Development (5 points each)	10
	Publication of articles in newspapers, magazines or other publications (not covered in category 3); radio talks; television programmes (1 point each)	10
	<b>Maximum Aggregate Limit</b>	<b>15</b>

**Table-3**  
**Research and academic contributions**

S. N.	APIs	Engineering/Agriculture/ Veterinary Science / Sciences /Medical Sciences	Faculties of Languages Arts / Humanities/Social Sciences/Library / Physical education/Management	Max. points for University and college teacher position
III (A)	<b>Research Papers (Published in Journals)</b>	Refereed Journals*	Refereed Journals*	15 / Publication
		Non-refereed but recognized and reputable journals and periodicals, having ISBN/ISSN numbers.	Non-refereed but recognized and reputable journals and periodicals, having ISBN/ISSN numbers.	10 / Publication
		Conference proceedings as full papers, etc. (Abstracts not to be included)	Conference proceedings as full papers, etc. (Abstracts not to be included)	10 / Publication
III (B)	Research Publications (books, chapters in books, other than refereed journal articles)	Text or Reference Books Published by International Publishers with an established peer review system	Text or Reference Books Published by International Publishers with an established peer review system	50 /sole author; 10 /chapter in an edited book
		Subjects Books by National level publishers/State and Central Govt. Publications with ISBN/ISSN numbers.	Subjects Books by National level publishers/State and Central Govt. Publications with ISBN/ISSN numbers.	25 /sole author, and 5/ chapter in edited books
		Subject Books by Other local publishers with ISBN/ISSN numbers.	Subject Books by Other local publishers with ISBN/ISSN numbers.	15 / sole author, and 3 / chapter in edited books
		Chapters contributed to edited knowledge based volumes published by International Publishers	Chapters contributed to edited knowledge based volumes published by International Publishers	10 /Chapter
		Chapters in knowledge based Volumes by Indian/National level publishers with ISBN/ISSN numbers and with numbers of national and international directories	Chapters in knowledge based volumes by Indian/National level publishers with ISBN/ISSN numbers and with numbers of national and international directories	5 / Chapter
III C	<b>Research Projects</b>			
III C (i)	<b>Sponsored Projects carried out/ ongoing</b>	(a) Major Projects amount mobilized with grants above 30.0 lakhs	Major Projects amount mobilized with grants above 5.0 lakhs	20 /each Project
		(b) Major Projects amount mobilized with grants above 5.0 lakhs up to 30.00 lakhs	Major Projects Amount mobilized with minimum of Rs. 3.00 lakhs up to Rs. 5.00 lakhs	15 /each Project
		(c) Minor Projects (Amount mobilized with grants above Rs. 50,000 up to Rs. 5 lakh)	Minor Projects (Amount mobilized with grants above Rs. 25,000 up to Rs. 3 lakh)	10/each Project
III C (ii)	<b>Consultancy Projects carried out / ongoing</b>	Amount mobilized with minimum of Rs.10.00 lakh	Amount mobilized with minimum of Rs.2.00 lakhs	10 per every Rs.10.0 lakhs and Rs.2.0 lakhs, respectively
III C (iii)	<b>Completed projects : Quality Evaluation</b>	Completed project Report (Acceptance from funding agency)	Completed project report (Accepted by funding agency)	20 /each major project and 10 / each minor project

III C (iv)	<b>Projects Outcome / Outputs</b>	Patent/Technology transfer/ Product/Process	Major Policy document of Govt. Bodies at Central and State level	30 / each national level output or patent /50 /each for International level
III D	<b>Research Guidance</b>			
IIID (ii)	<b>M.Phil</b>	Degree awarded only	Degree awarded only	3 Points for each candidate
III D (iii)	<b>Ph.D</b>	Degree awarded only	Degree awarded only	10 Points for each candidate
		Thesis submitted	Thesis submitted	7 Points for each candidate
III E	<b>TRAINING COURSES AND CONFERENCE /SEMINAR/WORKSHOP PAPERS</b>			
III E (i)	Refresher courses, Methodology workshops, Training, Teaching-Learning- Evaluation Technology Programmes, Soft Skills development Programmes, Faculty Development Programmes (Max: 30 points)	(a) Not less than two weeks duration	(a) Not less than two weeks duration	20 points each
		(b) One week duration	(b) One week duration	10 points each
III E (ii)	Papers in Conference/ Seminars/ workshops etc.**	Participation and Presentation of research papers (oral/poster) in	Participation and Presentation of research papers (oral/poster) in	
		a) International Conference	a) International Conference	10 Points each
		b) National	b) National	7.5 Points each
		c) Regional/State level	c) Regional/State level	5 Points each
III E (iv)	Invited lectures or presentations for conferences / symposia	(a) International	(a) International	10 Points each
		(b) National level	(b) National level	5 Points each

\*Wherever relevant to any specific discipline, the API score for paper in refereed journal would be augmented as follows: (i) indexed journals – by 5 points; (ii) papers with impact factor between 1 and 2 by 10 points; (iii) papers with impact factor between 2 and 5 by 15 points; (iv) papers with impact factor between 5 and 10 by 25 points.

\*\* If a paper presented in Conference/Seminar is published in the form of Proceedings, the points would accrue for the publication (III (a)) and not under presentation (III (e)(ii)).

**Note:** The API for joint publications will have to be calculated in the following manner: Of the total score for the relevant category of publication by the concerned teacher, the first/Principal author and the corresponding author/supervisor/mentor of the teacher would share equally 60% of the total points and the remaining 40% would be shared equally by all other authors.

It is important to mention few rules: "The API for joint publications will have to be calculated in the following manner: Of the total score for the relevant category of publication by the concerned teacher, the first/Principal author and the corresponding author/supervisor/mentor of the teacher would share equally 60% of the total points and the remaining 40% would be shared equally by all other authors". For university and college teachers, they "may score 10 points from either Category I or Category II to achieve the minimum score required under Category I + II".<sup>6</sup>

**Table-4**  
**Weightage for expert assessment to be applied for the promotion of teachers, in colleges (UG and PG) under Career Advancement Scheme (CAS)**

		Assistant Professor or/ equivalent cadres: stage 1 to stage 2	Assistant Professor or/ equivalent cadres: stage 2 to stage 3	Assistant Professor (stage3) to Associate Professor equivalent cadres: (stage 4)	Associate Professor to Professor promotion in Colleges (Stage 5) as per assigned posts
1 <sup>st</sup> cat.	Teaching-learning and evaluation related activities (Category-I)	75 per Year	75 per Year	75 per Year	75 per Year
2 <sup>nd</sup> cat.	Co-Curricular, Extension and Professional Development Related Activities (Category-II)	15 per Year	15 per Year	15 per Year	15 per Year
	Minimum total average annual score under Category I and II*	100 per Year	100 per Year	100 per Year	100 per Year
3 <sup>rd</sup> cat.	Research and Academic contributions	5 per Year (20per Assessment period)	10 per Year (50 per Assessment period)	15 per Year (45 per Assessment period)	20 per Year (60 per Assessment period)
	Expert assessment system	Screening committee	Screening committee	Selection committee	Selection committee
	Percentage distribution of weightage points in the expert assessment (Total weightage = 100.minimum required for promotion is 50)	No separate points Screening committee to verify API scores	No separate points Screening committee to verify API scores	20% - Contribution to research 60% - Assessment to domain knowledge and teaching practices 20% - Interview performance	30% - Contribution to research 50% - Assessment to domain knowledge and teaching practices 20% - Interview performance

\* Teachers may score 10 points from either category I or category II to achieve the minimum score required under category I+II  
 Note: For universities for which sixth PRC Awards (vide Appendix 2) are applicable, stages 1,2,3,4 and 5 correspond to scales with AGP of Rs. 6000, 7000, 8000, 9000 and 10000 thousand respectively.

## Conclusion

Keeping in view of these aspects the regulation in mind it could be concluded that the regulations are made for the betterment of students and teachers, where teaching and exam related duties are compulsory for the teachers and they need to score min 75 points per year. Co-curricular extensions and professional development activities are not mandatory and teacher could score required minimum 15 points from a wide variety of activities. In third category a teacher could score as many points he likes to. It is quite evident from the above discussion that there is a need of slight modifications in the points scored from category II, and to make the teachers more focused towards the teaching and research direct involvement of government may prove to be constructive. The teachers at higher education are having the main responsibilities of shaping the future of a country. The youth which could be turned into any shape is in the hands of the teacher of higher education institution. The

major role of a teachers is to impart skills, knowledge, compatibility and to make the student good human being. It could be achieved through applying multidimensional approach towards the maintenance of standards and quality in higher education which will lead towards the better performance of students, society and in turn country.

**Abbreviations:** API – Academic Performance Indicator, CAS – Career Advancement Scheme, CSIR - Council of Scientific and Industrial, MHRD- Ministry of Health Research and Development, NET- National Eligibility Test, PBAS – performance Based Appraisal System, PhD- Doctor of Philosophy, PPT – Power Point Presentation, R and D – Research and Development, UGC - University Grants Commission



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