

# ON IMPLEMENTATION OF "PADS"

## i.e. PERFORMA CE APPRAISALS DEVELOPMENT SYSTEM

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### 1.0 Introduction

At present, there is no system of teacher appraisal Teachers are appointed and no attention is paid to their performance unless students complain against a particular teacher, either about this teaching/irregularity/behaviour. His performance comes to fore only if the results of his students are either too good or too bad. Otherwise the inference is, everthing is going on well. This way of working could be justified in the first few years but not too long. The urge for betterment and excellence must prevail and steps to review the working of the College and introducing some measures for its betterment must be taken up.

### 2.0 Why pads?

What systems/subsystems must be taken up? There are many : PADS is one, and it is of basic important a it encampases many other aspects essential for the development of the institution, - the physical facilities, the quality improvement of faculty, the academic atmosphere of the Institution, the way it is marching ahead on its path to fulfillment of the objectives set out for the institution in the wider context of objectives set forth at state, regional and national level. Hence priority ofr implementation of PADS.

### 3.0 The Role Of The Head Of The Institution.

For introducing this system, the role of the Head of the Institution/Principal is most important, Apart from having the prescribed qualifications and experience, he should be a dedicated teacher, an educational planner and administrator, a person with a vision and will to work for the betterment of the institution in the wider context of the educational system. A sense of devotion, dedication and determination with a clear vision is a must. The management must keep these aspects in mind and see that only such a person is appointed as a principal and continued in the position and frequent changes are undesirable if the instituion is to make any progress worth the name.

The Principal has the onerous task of setting out plans for the development of the institution, long term as well as short term plans - say a 5 year plan & yearly plans. These are to be finalised in consultation with the management on one side and the H.O.D.S. and the faculty members on the other side. A sense of participation must be extended to all these who are responsible for implementing the plans. This will result in sufficient motivation to the faculty members and lead to their whole hearted participation in the task of building up for the Instituion on sound footing.

### 4.0 Take faculty in Confidence

At the beginning of the academic year/semester the PADS should be discussed in full length: its necessity,

objectives, methodologies, and advantages etc with the faculty members, so that they do not take it as an unnecessary burden but accept it as something essential for the betterment of the individual staff members and that its implementation will result in the healthy growth of the Institution and in the enrichment of the Quality of Education. All the details of implementation of the scheme must be worked out. All this has to be done before the commencement of the teaching session.

### 5.0 Monthly Review

A monthly review of the working of the scheme should be taken making modification, wherever necessary. At the end of the term, the results should be analysed and the gains accrued be placed before the faculty. The improvements that are necessary should be discussed so that in the next semester/year, the scheme is implemented in an improved form. A case study should be prepared at the end of the year, so that this can be circulated to other institutions, discussed in seminars / conferences and the experience gained can be exchanged and shared. All this has to be a continuous and un-ending process; this should become a part of the normal functions of the Institution, the H.O.D, and the individual teacher. This will lead to identification of the needs of the individuals, the department and the Institution, without which no institution can grow and develop in any real sense.

### 6.0 When to start Implementation ?

Our education system, as the society feels, is in a mess. To some extent, it is true. Hence, we the teachers must take immediate steps to improve it. There is no place for delay or postponement. We must immediately take up steps for improvement and PADS is one such step, as it encompasses all other aspects of engineering education and within a short period, we

shall find that we are improving and marching ahead towards quality and excellence.

### 7.0 Work Together And Not In Isolation

The PADS should not be implemented by an institution, in isolation. All Institution Implementing PADS should be linked together and a small cell may be formed representing those who are responsible for implementation of PADS in each of these Institution. Members of this cell must meet frequently to watch and monitor the implementation of the scheme. They should also work out the programmes necessary for

1. the improvement of the individual faculty members and
2. for the improvement of the development of Institution and pass on these to D.T.E. and I.S.T.E. & the State/Central Govts. so that necessary programmes can be organised. This will definitely lead for the betterment of the individual faculty members, the Department, the institution and thus the entire educational system itself.

### 8.0 Private Self Financing Colleges Very Well-Suited for PADS Implementation

What are the prerequisites to be fulfilled by the Management for implementation of PADS and let us see how these can be taken care of

1. The system has understanding and acceptability of the faculty for whom it is operational and to whom it is applicable; this can be arranged within the Institution.
2. Appropriate skills and knowledge of the system are possessed by the person responsible for operating it, for which orientation programmes may be arranged. I.S.T.E. at national

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and sectional level can organise such programmes.

3. The scheme is supported by a system of awards and a plan for faculty development to meet the educational and training needs of the teachers. The Institution can institute suitable awards and Q.I.P. can cater to the needs in respect of training of teachers.
4. The system is efficiently linked to an annual institutional planning process. The Principal can take care of this.

Considering these prerequisites, it is clear that except the support in terms of awards and faculty development programme to meet the needs of the faculty, there are no other financial implications. The other pre-requisites can easily be taken care of, by I.S.T.E./D.T.E./I.S.T.E. section. What is needed is the will and determination, on the part of the Institution and then the Heads of Departments. PADS can be easily implemented in self-financing Institution if the principal of such a Colleges is determined to implement it; whereas Govt. and Govt aided colleges depend on D.T.E.'s Orders/circulars Instructions. It is high time that, will and determination develops at institutional level for betterment and quality education and is not required to be imposed from above by planners and administrators at regional/national level whose sole responsibility should be to plan and organise necessary facilities like seminars, conferences, work-shops where new ideas are thrown up, discussed in such a manner that the participants - Principals professor and other teachers- pick it up and follow it up, when they return to their institutions.

### 9.0 Training of Teachers

For this one more aspect has to be taken care of; that is, professional awareness on the part of the teachers. The teacher is the crucial component in the entire educational system. he must be made aware and trained in every aspect of the teaching profession - instructions, Management, Learning resource development, research, and development and innovation in teaching, curriculum design, interaction with industry and consultation, extension services etc. Depending upon the various stages of his career as a teacher, he will be called upon to concentrate on one or two of these functions but directly/indirectly he will be associated in an intimate manner/with all other aspects as well. Hence a proper understanding and awareness of all these aspects of teaching profession is a must, hence it is essential that before embarking on any particular programme like PADS, every teacher should be trained for his profession and be made aware of the sanctity and nobility associated with his profession; he should realise how significant a role a technical teacher has to play in the building up of the nation in all its aspects, mental, moral as well physical. After all, how can a person be assessed/appraised. If he is not trained nor prepared for the job? Hence, Teacher Training programme/orientation programme for those who take up teaching profession is the first and foremost pre-requisite to be fulfilled before a teacher is appraised for his performance. You may appoint a fresh graduate as a teacher but don't try to assess/appraise him without making him aware of the professional obligations and without training him for the job. Train him, prepare him for the job and only then, we shall be justified in appraising him; not otherwise.