

Best Practice - 1

1.0 Performance Incentive Scheme for faculty who have excelled in teaching and research at TIET

2.0 Goal

For TIET, the processes used to evaluate and provide feedback about the performance of the faculty working with us is extremely important. If these evaluation processes are properly designed, these can help the Institute thrive by providing appropriate rewards and encouragement for good performers, and guidance about how to improve their performance to others. The existing evaluation processes for faculty did not appropriately make the distinction based on performance and may result in lower morale, engagement and productivity. The Institute recognizes the importance of a faculty performance evaluation process that is fair and that provides productive and appropriate incentives to faculty. As a result, a new performance incentive scheme was designed to reward performers and encourage all others to improve their performance.

3.0 The Context

No faculty performance review process can be free of issues or problems. Bearing this in mind, a committee was constituted to review the existing performance review system and recommend changes and policies to improve the process. The committee formulated a new Performance Incentive Scheme (PIS) that is more transparent and better understood, more equitable, and provide more useful feedback to faculty members. The implementation of this new scheme since last 5 years has enhanced morale, rewarded good performers, motivated and reinforced productive activity of faculty at TIET. The aim of the new evaluation process is to appropriately quantify the academic and research performance of all faculty members at TIET through a self-appraisal system wherein marks are awarded for pre-defined activities of a faculty during a year. The marks are awarded for all activities of faculty which directly contribute to attaining the documented quality policy and objectives of the Institute. The method is devised in a way so as to eliminate/reduce subjectivity of measuring performance of a faculty. The goal is create a measure by which faculty can self-assess its performance. The good performers are rewarded with incentive for that year.

4.0 The Practice

The faculty is requested to fill up an online form wherein he reports his academic (teaching) and research performance besides other services or co-curricular activities he/she had undertaken during the previous year. The teaching performance is judged on the basis of results of a Student Response Survey (SRS) form for each faculty and each subject. The students are required to fill up this form online. The results of the survey are used as a measure of teaching potential and quality of a faculty. The scores are compiled using a customized software. Based on the SRS score obtained (given by students) a teaching score for all the subjects taught by the faculty during the two semesters is generated. The research scores are awarded by considering publications, research projects, and student guidance during the year. For all other activities undertaken by the faculty during the year, perception score is given by the reporting officers. The factors that are presently being considered for PIS evaluations are:

(I) Teaching Quality: Judged through performance in lectures, tutorials, and practicals by using Student Reaction Survey results

(II) Professional / Career Development considers *Publications, Projects and Student Guidance*:

5.0 Evidence of Success

The new evaluation scheme has been in use since the last 5 years. Most faculty members have responded favorably to this new system of evaluation of their teaching skills although some improvements may still be required. Research is a critical component of the Institute Quality Policy. In all, refereed publications of high quality (SCI/Impact Factor) are expected as evidence of scholarly productivity. Quality is considered more important than mere quantity. Significant evidence of research publications and earning sponsored projects is considered important for the growth of the academic profile of the Institute. There has been a significant increase in the research output of the Institute since this new scheme has been introduced. The number of SCI publications has increased significantly. Similarly, the number of sponsored research projects is also on rise. There are over 120 ongoing sponsored projects at any given point of time and the number is going up. The research funding has also seen a jump.

6.0 Problems encountered and resources required

As expected there were many misgivings amongst the faculty about the new scheme of evaluation of faculty performance. All misgivings of the faculty in accepting the Performance Incentive Scheme were eliminated through a series of meetings and personal contacts by the Director and other senior functionaries of the Institute. The scheme has created a positive attitude and zeal to excel.

Best Practice - 2

1. To prepare TIET faculty for a student-centred approach to learning, through a programme of workshops that promotes professional development and acquisition of key skills.

2. Objectives of the Practice

Following a comprehensive needs analysis conducted by survey, workshops, and consultation meetings we now have a better understanding of the development needs, and as a result a tailor bespoke programme has been developed that is delivering more meaningful results for Thapar. The first priority is to address with Thapar staff the paradigm shift needed from teaching to learning, and to teaching, learning and research, shifting emphasis from teachers as content experts to teachers as facilitators of student-centred learning. This will support a whole-institutional approach to teaching and learning and facilitate a broad adoption of this new learning paradigm.

3. The Context

The needs analysis showed that the challenges of achieving change in teaching & learning at TIET are multifaceted, partly due to the foundational level of the starting point at Thapar, partly due to the weight of work needed to be addressed to ensure change at an institutional level, and partly due the necessity to do things very differently. While professional development can provide a foundational springboard for academics in the area of teaching and effective learning, survey analysis and focus groups showed that a cultural shift in TIET is needed in order to achieve its strategic teaching and research goals – in short, the ‘teaching’ culture needs to change to a ‘teaching & learning’ culture. Broad-scale change

4. The Practice

TIET is supporting teachers through workshops and programmes that improves or changes their individual perspectives on student learning. It was paramount to develop a teaching & learning framework that will facilitate the adoption and implementation of new and sustainable learning paradigms – particularly in the area of learner-centred approaches, active learning, curriculum and assessment.

Constraints: Thapar up till 2015, like most Indian Institutions, promoted teacher-centred learning, and the teaching-research nexus was distinctly skewed in favour of teaching. Without a bespoke teaching & learning framework designed for and with Thapar to inform a teaching & learning strategy over an ample time period, fulfilment of a rigorous research agenda was less likely to succeed. Based on the needs analysis report, TIET has conducted for all its staff teaching and learning modules in the following areas:

- Assessment
- Curriculum
- Teaching-research nexus
- Class management/large group teaching

- Learner-centred teaching
- Professional Development.

5. Evidence of Success

TIET faculty has completed five core workshops:

- Student-Centred Learning
- Assessment
- Curriculum
- Outcomes Based Approach to Student Learning
- Sharing scholarship in teaching and learning

Other than the above five core modules, at least two optional workshops were completed during the course (Formative; skills will complement and feed into the core modules):

- Creative Thinking
- Supporting Group Work

The programme of workshops (both core and optional) has been completed in groups of 100 (divided into sub-groups of 20 each) during each year. The one year 'window' was to allow time for faculty reflection on the workshops and implementation of some of these new approaches into educational practice. This was also to allow time for meaningful feedback on assessed assignments to be provided to participants in follow on support after the programme is completed.

6. Provide evidence of success.

TIET has formally established Community of Practices (CoPs) of existing groups to revisit issues addressed in the various posters and / or could focus on assignments in terms of each person summarizing what they did and having a wider discussion. These CoPs have become selforganizing and self-sustaining; participants identify topics they want to focus on and discuss Lunch time teaching and learning seminar are scheduled at least once a month for all faculty at Thapar which consist of 15-20 mins talk and wider discussion. Distinction holders or enthusiastic volunteers are engaged in helping to mentor the subsequent batch. Two graduates of first batch are associated with each group of the second batch. During the poster prep sessions held in November every year, the previous batch posters are revisited e.g. In terms of their experience of the process and the product.

7. Problems Encountered and Resources Required

Not many problems were encountered during the implementation except some resistance from older and more experienced faculty about the need for a program of this type. This was however only in the initial

stages of implementation in 2015 but everyone has been convinced now of its usefulness. TIET had earmarked adequate resources for the project.