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PERFORMANCE APPRAISAL OF FACULTY IN VARIOUS ENGINEERING COLLEGES USING A CONCEPTUAL MODEL OF PERFORMANCE APPRAISAL SYSTEM

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ABSTRACT

Performance appraisal is a most critical activity of human resource management in present day organizations. The organization may be of any kind, either a service or product line where measuring the output of an employee, standardizing his learning's and communicating the same is of vital importance as human capital itself creates a competitive edge to the organization. However, a service oriented organization is totally sufficed on its human resources, which will enable the organization (in particular educational institution) to create a market of its sustainable growth.In India, educational institutions are dominant service organizations, which aim at producing a pool of talent which caters the needs of industry and help in generating the solutions of the problems arising in the industries. This paper highlights the various factors associated with educational institutions and industries which help in bridging the gap between them i.e., meeting the industry requirements. The performance indicators and their implications on learning in educational institutions, key performance areas and key result areas have been illustrated for understanding the performance management in institutions.

KEYWORDS: KPA'S (Key Performance Areas), Improvement, Constraints, Development, Interface.

INTRODUTION

Capitalizing on the Human Resources is the heart of any successful enterprise. Human resources play a vital role in creating a competitive advantage for the enterprise, as it is only differentiating factor from others it can be flexible according to the competition.In order to enhance the competitive edge, it is inherently understood that the organization should work in the direction of developing Human Resources, which includes measuring their performance, taking relevant measures to develop and enhance the performance capabilities of the workforce.

Performance management systems, which goes with performance appraisal and employee development, are the "Achilles Heel" of Human Resource Management function (Elaine D.Pulkas, 2010), which aims at clarifying job responsibilities, enhancing productivity and improving communication between employers and employee. It is a critical business tool that translates strategy into results and caters

organizational success (Hewitt, 1994) on the other hand it also a administrative tool for planning and controlling the assignment of work and how well it is completed (Sekou .D. Bangur, 2006).

The paper highlights major aspects of measuring the performance of the faculty and find out the factors that cause hindrances in their total performance working in various engineering institutions and thereby finding a solution to curb these factors which cause block hole in generating the desired output i.e., providing quality education to the students and working for the improvement of the organization and making citizens of tomorrow.

SIGNIFICANCE

Any organization, in order to sustain in the competitive world has to show its uniqueness and differentiatingcompetencieswhich makes it sustainable in the market. Organizations are therefore relying on the work force to gain that differentiating competence. This competence is developed in an educational institution and hence faculties play a major role in imparting quality in an individual and make them competent enough to match with the needs of industry.This study gets importance in the present scenario as the ministry of HRD has initiated various skill development activities in the country by way of incorporating various skill development centers to train teachers and students and associate them with performance management.

OBJECTIVES

1. To study the indicators of performance followed in various engineering colleges.
2. To study various key result areas that have to be used in sample origins.
3. To analyze the factors stimulating performance and suggest measures
4. To develop a conceptual model guiding to lead for better performance of the faculty.

LITERATURE REVIEW

The history of performance appraisal is quite brief. Its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion studies. But this is not very helpful, for the same may be said about almost everything in the field of modern human resources management.

As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War - not more than 60yearsago.

Yet in a broader sense, the practice of appraisal is a very ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession!

There is, says Dulewicz (1989), "... a basic human tendency to make judgments about those one is working with, as well as about oneself." Appraisal, it seems, is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily.

The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgments made will be lawful, fair, defensible and accurate.

Performance appraisal systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified.

The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order.

Little consideration, if any, was given to the developmental possibilities of appraisal. If was felt that a cut in pay, or a rise, should provide the only required impetus for an employee to either improve or continue to perform well.

Sometimes this basic system succeeded in getting the results that were intended; but more often than not, it failed.

For example, early motivational researchers were aware that different people with roughly equal work abilities could be paid the same amount of money and yet have quite different levels of motivation and performance.

These observations were confirmed in empirical studies. Pay rates were important, yes; but they were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem, could also have a major influence.

As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as tool for motivation and development was gradually recognized. The general model of performance appraisal, as it is known today, began from that time.

Common outcomes of an effective performance appraisal process are employees' learning about themselves, employees' knowledge about how they are doing, employees' learning about 'what management values are' (Beer, 1981)

According to Stephen and Dorfman(1989), outcomes of effective performance appraisal are improvement in the accuracy of employee performance and establishing relationship between performance on tasks and a clear potential for rewards.

Dobbins, Cardy and Platzvienno(1990) gave five outcomes i.e., use of evaluation as feed back to improve performance, reduces employee turnover, increases motivation, existence of feelings of equity among employees, linkage between performance and rewards.

1. According to Cleveland et al (1989), the performance appraisal system is often guided by multiple goals.
2. Appraisals are used to make between person decisions, for promotions or termination or salary administrations.

3. Appraisals are used for within person decisions, to determine competency profiles and strengths and weaknesses for instance in order to give performance feedback and discover training needs.

Organization aspects such as system maintenance and documentation are other possible purposes of performance appraisal.According to DR. VasantKeshavraoBhosle(2012), performance management system is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization. Now a day's team based performance has become more prominent and more focus is laid on the competencies of the employee (DDI, 1997). Besides it caters the need for organizational success in terms of financial performance and productivity.

OVERALL PERFORMANCE FACULTY IN VARIOUS ENGINEERING COLLEGES: ANALYSIS

According to McKinsey global institute shows multinationals find only 25 percent of Indian engineers employable, the other 75 percent are to be trained in the line of the industry dynamics, so that they cater the requirement of the industry. As per a research study conducted by FICCI (Federation of Indian Chambers of Commerce and Industry) there are gaps in the education system as there is gap between industry and institutional interface, rigidity with respect to the process of re-evaluation of course which is non-flexible and lack of industry experience of trainers. In view of this, performance measuring parameters may help institutions to reduce the gap that is foreseen in the corporate scenario. The following are some of the observations and research finding that have been observed during the study on the assessment of performance management of faculty members in the institutions.

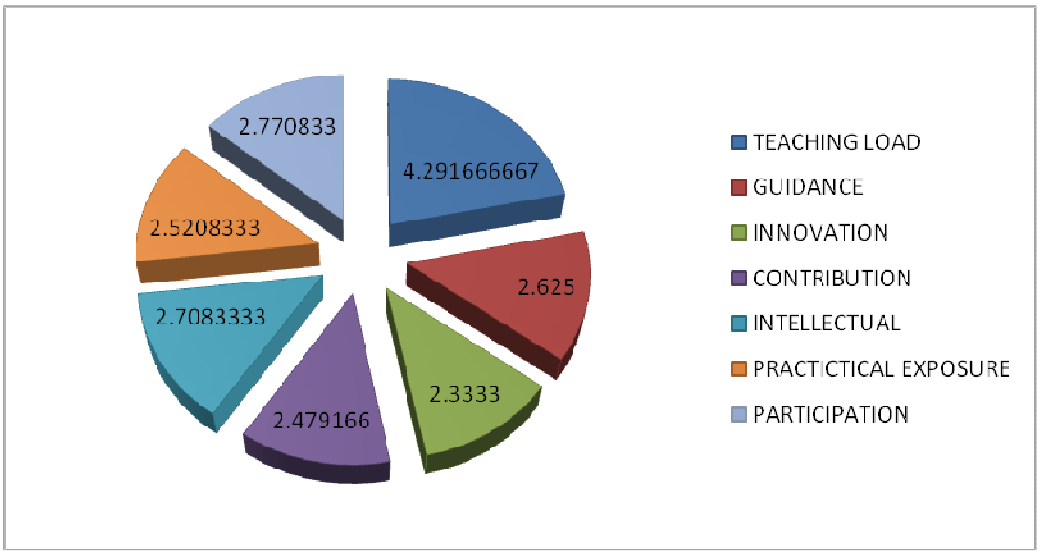

Fig (A) Source: From the Questionnaire Responses

The figure above shows various contributions of Key Performance Areas a detailed analysis is given regarding each KPA:

TEACHING LOAD

From all the indicators teaching load seems to be high in all the institutions as mean of this indicator is accounting to 4.29 out of 5 which is a outstanding effort on the part of the institutions.

GUIDANCE

The world is changing so dynamically a student needs a guidance to survive in the dynamic competitive world and this indicator accounts to 2.625 out of 5 which is of course a satisfactory figure but needs review to increase the effort in this indicator.

INNOVATION

Innovation is the main base for an individual to grow as far as the study is concerned the mean amounts to 2.7 of 5 which is a satisfactory figure but is not up to the mark with respect to the pace at which the world is changing and hence institutions have to adapt new methods to meet the rapid change and faculty is the main source to deliver innovative things to the students.

CONTRIBUTION TOWARDS THE DEVELOPMENT OF CURRICULUM

This indicator is just satisfactory as it amounts to 2.27 of 5, the legacy systems have been outdated in order to create a modern equipments and systems a change in curriculum has to be adapted which is relevant to the changing world.

INTELLECTUAL CAPITAL

Intellectual capital is the most important indicator and whose mean is recorded as 2.7 of 5 which is close to good. In order to be updated a faculty has to actively upgrade himself by presenting himself to academic activities like seminars, industrial interactions, keeping track of relevant journals, magazines, publishing papers. Being a instructor to the students who decide the fate of nation they shall be upto date.

CONTRIBUTION TOWARDS INSTITUTION

This indicator has been recorded as 2.52 which is between satisfactory and good it must have been rated 3, to reduce the burden of the management and concentrate more on the development of the organization.

MEMBERSHIP IN PROFESSIONAL BODIES

A pool of faculty has memberships in professional bodies like IEEE, ISTE, AIMA, etc…. and records 2.7 which is of course a good sign as it provides an exposure to the world outside.

From the analysis done above we can interpret that the performance indicators are unbalanced as most of the concentration is on work load and where as others are not up to the mark. The predefined standard is 3 which is not met by any of the indicator other than the work load so a less concentration has to be laid on the work load and a chance has to be given to faculty to develop in the other areas as well.

CONCEPTUAL MODEL OF PERFORMANCE APPRAISAL SYSTEM FOR THE FACULTY IN ENGINEERING COLLEGES

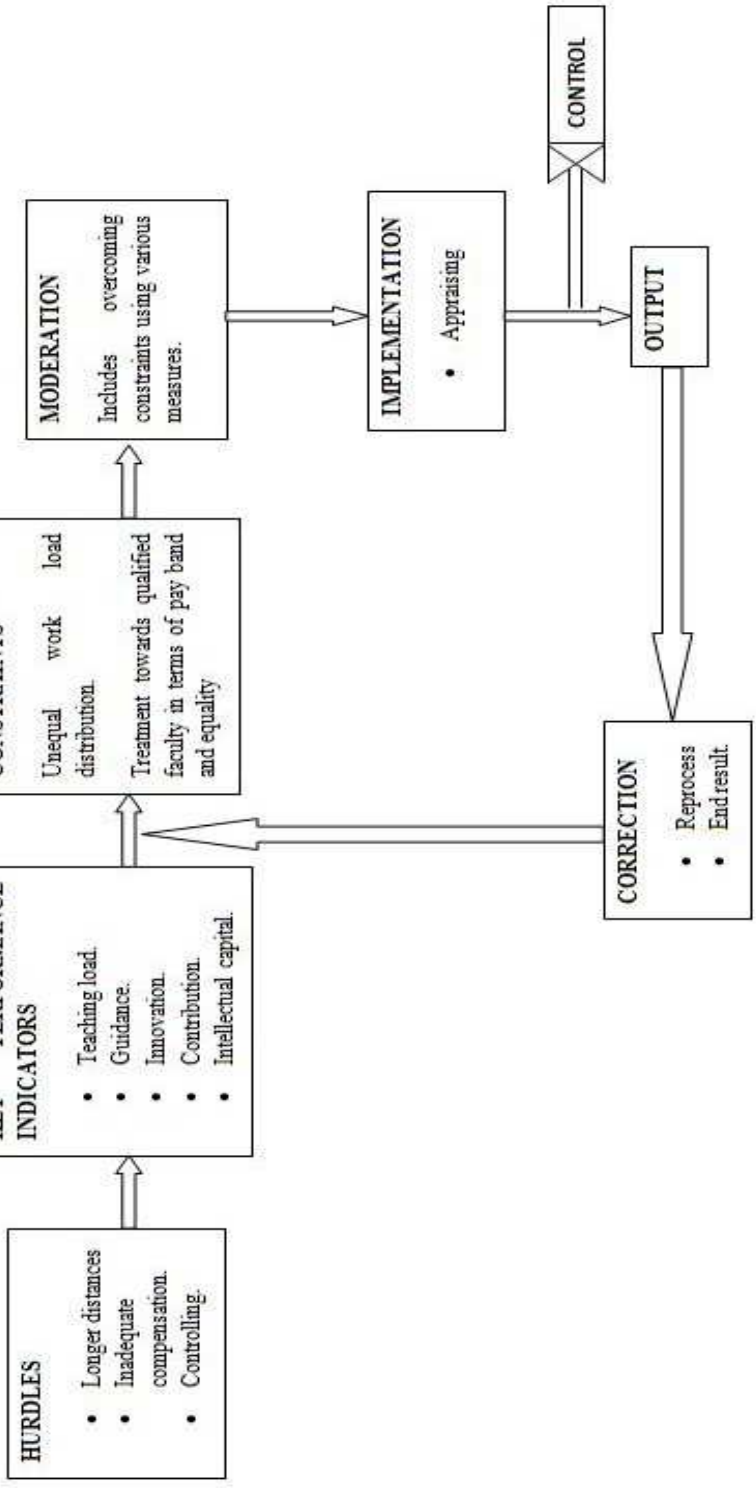

Fig (b): Performance Appraisal Management Model for Faculty

A detailed description of the above model is given below

HURDLES

Various hurdles that a faculty faces while performing are longer destinations, improper facilities, improper support from management, less compensations, non availability of educational improvements etc. on over coming these hurdles a faculty can perform even better.

KEY PERFORMANCE AREAS

Key performance indicators are the reflections of the missions and strategies of the organization, these key performance indicators provide a frame work for measuring the performance through a well designed appraisal (appendix I). KPI's are the base elements of work that correlate with the strategic goals of the organization, and obviously on achieving the KPIs, organizations can achieve its performance goals.

The Key Performance Indicators used for the study are listed as follows:

1. Experience
2. Analytical skills
3. Counseling capability
4. Innovation
5. Intellectual capital
6. Practical exposure

These indicators are found to be apt to conduct the study; they reflect the Key Performance Areas like development of students, development of the educational institutions in academic prospects, self development of the faculty.

CONSTRAINTS

1. There are various constraints that decrease the performance of the faculty they are:
2. Unequal distribution of workloads to the faculty.
3. No distinction between qualified and unqualified faculty due to which a greater dissatisfaction is seen among qualified faculty.
4. Pay bands are even making them dissatisfied as they are equal for both the qualified and less qualified faculty.

MODERATION

In this phase all the constraints are overcome by eliminating the uncertain extremes to meet equal needs of all the organizations which are here in terms of workloads and different policies. As far as the pay is considered 6^{th} pay commission has wonderfully come up with broad banding concept there is every possibility of differentiating among talented faculty with the help of academic grade pays within same bands.

IMPLEMENTATION

An appraisal format is prepared based on the Key Performance Indicators with a predefined set of standards which are not disclosed to the apraisee or faculty and was asked to fill in to assess their

performance based on the KPI's in the performance areas like self development of faculty, development of students and organizations.

OUTPUT

The output in the study was the assessment of the faculty which depends on the KPA's as already analyzed teaching load is outstanding with respect to other areas, however more focus should be on the other KPA's i.e., guidance, innovation, contribution, intellectual capital, participation which are ranging from 2-3 out of 5 to have a good performance output.

CONTROL

From the above data we could interpret that the performance indicators are unbalanced as most of the concentration is on work load and where as others are not up to the mark. The predefined standard is 3 which are not met by any of the indicator other than the workload so a less concentration has to be laid on the work load and a chance has to be given to faculty to develop in the other areas as well.

CORRECTION

This block has two sub block which are reprocess or growth and development and end result which are discussed in detail.

REPROCESS

It acts as a showcase for the training needs that have to be concentrated and caters as a plan to overcome the discrepancies reaching the performance standards.

END RESULT

This is the result of the respondents were actually they belong on the scale whose details are enclosed in the appendix 2

CONCLUSIONS

From the analysis made these are the following conclusions which have to be implemented in the institutions where the study is conducted:

1. The result mostly lies on the work load and this KPA has been outstanding in almost all the institutes.
2. Through a detailed observation in all the institutions much stress is laid on the working loads which are creating an obstacle to other KPA.
3. Management has to take necessary measures to decrease the workloads of the faculty and use the same energy for the contribution to students, innovation etc…
4. A training module is necessary to develop the intellectual capabilities of the employees through various seminars, memberships in professional bodies and industrial exposure.
5. The broad banding concept has to be implemented, the details of which are clearly mentioned in the sixth pay commission in order to differentiate qualified from less qualified faculty.

6. Hence, performance appraisal system can be used for developing the human capital and measuring for their growth and the organization as well.

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PPENDICES

APPENDIX-I

Performance Appraisal for Faculty

Part I

1. Name of the faculty member:	
2. Designation:	
3. Date of birth:	
4. Educational qualifications including professional and technical qualifications	
5. Date of appointment in university:	
6. Date of appointment to the present post:	
7. Name of the courses taught during the year:	
8. Maximum no. of periods per course available in the semester as per time table	
9. No of total lectures delivered	
10. No of leaves taken	
11. Any specific problem of any student solved, or taken initiative to solve	
12. Any innovation of any type introduced in the institution	
13. Papers published	
14. Contribution to industrial development, seminars etc…	
15. Membership or fellowship of professional bodies	
16. Any additional contributions which are not covered	

Place: Signature

Date:

Part II

Assessment of reporting officer

Name and designation of reporting officer:

Kindly provide your assessment on the five point scale in respect of the following parameters

Outstanding -5 Very good- 4 Good-3 Satisfactory-2 Unsatisfactory-1

a. Assessment of part I filled by the faculty

Keeping in view the information furnished by the faculty member, please provide your assessment on the following parameters:

(i)	Teaching load and regularity in taking class	
(ii)	Guidance to students	
(iii)	Innovations introduced in the course	
(iv)	Contribution to curriculum development	
(v)	Intellectual capital (books/articles/patents/talks)	
(vi)	Organizing and participation in seminars/workshops etc….	
(vii)	Contribution to institution	
(viii)	Membership or fellowship of professional bodies	

Total:_____

Outstanding: 45 to 50
Very good: 38 to 44
Good: 30 to 37
Satisfactory: 20 to 30
Unsatisfactory: upto 20

Signature of reporting officer:

APPENDIX-II

respondent 1	qualification	teaching load	guidance	innovation	contribution	intellectual capital	contri to institution	membership	
respondent 2	M.com, MBA	4	4	3	1	2	2	1	17
respondent 3	MBA	4	3	1	1	1	1	1	12
respondent 4	M.com, MBA, MFA,NET, Ph	5	4	4	3	5	5	4	30
respondent 5	M.com, B.ed, PGDCA	4	1	1	1	1	1	1	10
respondent 6	MBA	4	3	4	2	3	2	3	21
respondent 7	MBA	3	1	1	4	2	2	3	16
respondent 8	PGDM-HR	4	1	1	3	3	2	4	18
respondent 9	M.COM, MBA, PGDBM	5	3	5	3	4	4	1	25
respondent 10	MCA, MTECH	5	4	4	3	2	4	2	24
respondent 11	B.Tech	4	1	1	1	2	1	2	12
respondent 12	B.Tech	4	1	1	1	1	1	1	10
respondent 13	M.tech	5	1	1	2	1	1	1	12
respondent 14	M.tech	4	4	5	4	4	4	2	27
respondent 15	M.tech	5	3	1	1	1	1	2	14
respondent 16	M.tech	4	3	1	3	3	2	5	21
respondent 17	MBA	5	3	2	2	1	3	2	18
respondent 18	MBA	5	1	1	1	1	1	1	11
respondent 19	M.tech	4	1	1	3	5	4	2	20
respondent 20	M.tech, PhD	4	3	4	3	5	4	3	26
respondent 21	M.Tech	3	1	1	2	3	2	3	15
respondent 22	M.tech	4	1	1	3	3	2	3	17
respondent 23	BBM, MBA	4	2	1	1	1	2	2	13
respondent 24	M.tech	4	2	1	2	4	2	3	18
respondent 25	B.Tech	3	2	1	1	1	1	1	10
respondent 26	M.tech phd	4	5	4	4	5	3	5	30
respondent 27	M.tech	5	2	1	1	1	1	2	13
respondent 28	Msc, Phd	4	5	5	5	5	5	5	34
respondent 29	M.Tech	4	3	1	3	3	2	5	21
respondent 30	M.Tech	4	3	3	3	3	3	4	23
respondent 31	B.Tech	3	1	1	2	2	2	3	14
respondent 32	M.Tech	5	3	3	2	3	2	2	20
respondent 33	M.Tech	4	4	2	2	3	2	4	21
respondent 34	M.Tech	5	3	3	3	3	3	4	24
respondent 35	M.Tech	4	2	2	2	2	2	3	17
respondent 36	M.tech, PhD	5	3	3	4	4	4	4	27
respondent 37	M.tech	5	4	4	3	2	4	2	24
respondent 38	M.Tech	4	1	1	1	2	1	2	12
respondent 39	Msc, Phd	4	1	1	1	1	1	1	10
respondent 40	M.Tech	5	1	1	2	1	1	1	12
respondent 41	M.Tech	5	3	3	2	3	2	2	20
respondent 42	B.Tech, CDAC	4	4	2	2	3	2	4	21
respondent 43	M.tech	5	3	3	3	3	3	4	24
respondent 44	M.tech	4	2	2	2	2	2	3	17
respondent 45	M.tech (phd)	5	3	3	4	4	4	4	27
respondent 46	M.tech	4	5	5	5	5	5	5	34
respondent 47	M.Sc, phd	4	5	5	5	5	5	5	34
respondent 48	M.tech, PhD	5	3	3	4	4	4	4	27
respondent 49	M.tech	5	4	4	3	2	4	2	24
	means	4.291666667	2.625	2.33333333	2.47916667	2.708333333	2.520833333	2.770833333	

APPENDIX-III

JOB DESCRIPTION

JOB TITLE: Faculty

SUPERVISES: To supervise engineering students and research students.

REPORTS TO: Head of Department.

PURPOSE OF JOB:

1. To deliver a range of programmes of teaching to engineering students.
2. To be a part of design and development of curriculum.
3. To co-ordinate research activity within the specific subject area.

DUTIES AND RESPONSIBILITIES

1. To oversee the design and development of the overall curricula, and develop and deliver a range of programmes of study at various levels.
2. To develop the quality assurance framework within the college's overall framework, including the validation and revalidation of courses and student admission and assessment.
3. To transfer knowledge including practical skills, methods and techniques.
4. To encourage the development of innovative approaches to course design and delivery and ensure that teaching design and delivery comply with the quality and educational standards and regulations of the department.
5. To develop the ability of students.
6. To supervise student projects, field trips etc…
7. To set mark and assess work and examinations and provide feedbacks to students.
8. To ensure that the teaching content and methods of delivery are in accordance with equal opportunities.
9. To be a part of professional bodies to gain practical exposure and transfer the same to the students.