

# Impact of Performance Appraisal System in Selected Non - Aided Institutions: A study

Prof. Pranjal Jadhav

*MM's Institute of Management  
Education Research and Training, Pune  
jadhav.pranjal@gmail.com*

**Abstract** - Education is a vital part for today's young generation. Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. From the first Five-year Plan onwards, India's emphasis was to develop a pool of scientifically inclined manpower. India's National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament. While having this it is essential to measure the performance of Teachers who are important stakeholder in education system. Performance appraisal is a systematic evaluation of the individuals with regard to his (or) her performance on the job and his potential for further development. Appraisal the performance of individuals, groups and organizations is a common practice of all societies while in some instances these appraisal processes are structured and formally sanctioned. Appraisal is a process of summarizing, assessing and developing the work performance of an employ. The basic purpose is to find out how; well the employee is performing the job and establish a plan of improvement. Performance Appraisal can also provide data to determine promotion transfer and even demotions of the employee.

**Keywords** - Performance, Appraisal, Non Aided

## I. INTRODUCTION

Education in India: Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The ratio of public schools to private schools in India is 7:5.

At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Certain post-secondary technical schools are also private. The private education market in India had a revenue of US\$450 million in 2008, but is projected to be a US\$40 billion market.

From the first Five-year Plan onwards, India's emphasis was to develop a pool of scientifically inclined manpower. India's National Policy on Education (NPE) provisioned for an apex body for regulation and development

of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament. At the federal level, the Indian Institutes of Technology, the Indian Institute of Space Science and Technology, the National Institutes of Technology and the Indian Institutes of Information Technology, Rajiv Gandhi Institute of Petroleum Technology are deemed of national importance.

The Indian Institutes of Technology are among the nation's premier education facilities. Since 2002, Several Regional Engineering Colleges (RECs) have been converted into National Institutes of Technology giving them Institutes of National Importance status.

The Rajiv Gandhi Institute of Petroleum Technology : The Ministry of Petroleum and Natural Gas (MOP&NG), Government of India set up the institute at Jais, Rae Bareilly district, Uttar Pradesh through an Act of Parliament. RGIPT has been accorded "Institute of National Importance" along the lines of the Indian Institute of Technology (IIT), Indian Institute of Management (IIM) and National Institute of Technology (NIT). With the status of a Deemed University, the institute awards degrees in its own right.

The UGC has inter-university centres at a number of locations throughout India to promote common research, e.g. the Nuclear Science Centre at the Jawaharlal Nehru University, New Delhi. Besides there are some British established colleges such as Harcourt Butler Technological Institute situated in Kanpur and King George Medical University situated in Lucknow which are important centre of higher education.

Central Universities such as Banaras Hindu University, Jamia Millia Islamia University, Delhi University, Mumbai University, University of Calcutta, etc. too are pioneers of technical education in the country.

In addition to above institutes, efforts towards the enhancement of technical education are supplemented by a number of recognized Professional Engineering Societies such as

- Institution of Mechanical Engineers (India)
- Institution of Engineers (India)
- Institution of Chemical Engineering (India)
- Institution of Electronics and Tele-Communication Engineers (India)
- Indian Institute of Metals
- Institution of Industrial Engineers (India)

- Institute of Town Planners (India)
- Indian Institute of Architects
- Birla Institute of Technology and Science, Pilani
- Vellore institute of Technology, Vellore

That conduct Engineering/Technical Examinations at different levels(Degree and diploma) for working professionals desirous of improving their technical qualifications.

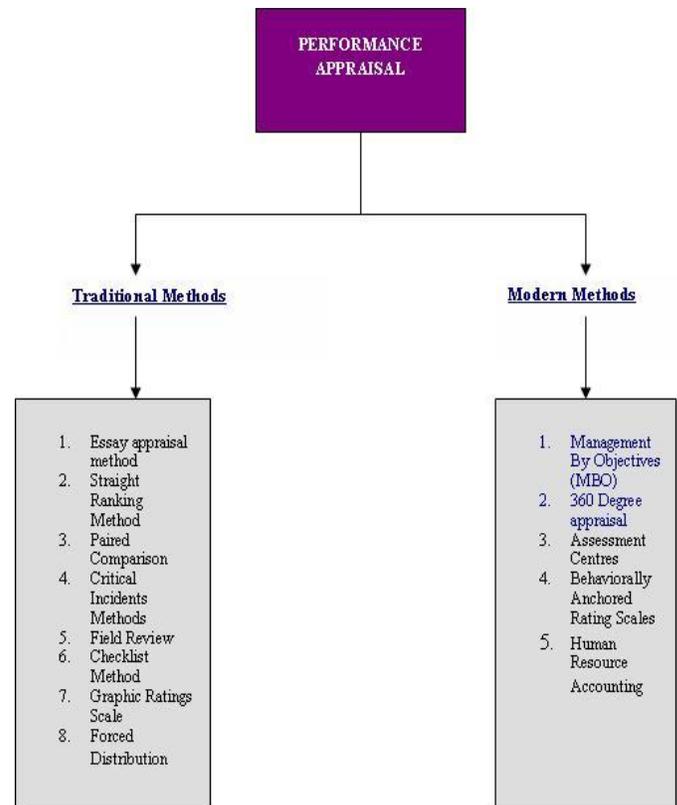
In addition to recognized institutes for technical education there are many private technical institutes such as

- NIIT
- The Tourism School
- ICA

The number of graduates coming out of technical colleges increased to over 700,000 in 2011 from 550,000 in FY 2010. However, according to one study, 75% of technical graduates and more than 85% of general graduates lack the skills needed in India's most demanding and high-growth global industries such as information technology. These high tech global information technologies companies directly or indirectly employ about 2.3 million people, less than 1% of India's labor pool. India offers one of the largest pool of technically skilled graduates in the world. Given the sheer numbers of students seeking education in engineering, science and mathematics, India faces daunting challenges in scaling up capacity while maintaining quality.

This is something about the education in India. When it comes to Post Graduate degree, it is the stage where the overall career of that student is going to be decided. Hence it is very much important that each and every student should get quality education. To ensure this Performance of the teachers is carried out every year.

Performance appraisal is a systematic evaluation of the individuals with regard to his (or) her performance on the job and his potential for development. Performance appraisal is the process of evaluating the performance and qualifications of the employees in terms of the requirements of the job for which he is employed.



According to some writers, performance appraisal research has done little to improve its usefulness as a managerial decision-making tool (Thorndike, 1949; Banks & Murphy, 1985; Napier & Latham, 1986). Some have suggested that the issues dominating performance appraisal research (Le. formats, evaluator training, and cognitive processing), and the methodological designs being used in this research, seem at odds with organizational realities.

Appraisal systems are seen as key in most established models of HRM (Fombrun et al., 1984; Guest, 1989), and may be directly or indirectly connected to payment systems as well as other components of performance management approaches (Roberts, 1997).

While studying the performance appraisal system in any organization it is very much necessary to analyze that the performance appraisal system is being followed or not. Problem here is that many organizations specially Institutes do not follow the system. Or Even if they are following it varies from organization to organization. Hence it becomes to measure all the organizations on same parameter.

**a. Statement of problem definition**

The University Grant Commission (UGC) in 2010 has made performance based appraisal system (PBAS) mandatory to all teachers in higher education. All granted colleges are following the PBAS system for promotion of teachers.

Basically UGC has introduced the PBAS system for development of quality of technical education. In this PBAS

system each teacher is assessed based on Teaching, Extension of academics and research criteria.

It is also observed all over India that, number of non-grant/private management colleges are increasing due to motivation from the policy of All India Council for Technical Education (AICTE) for providing increasing opportunities for pursuing education in the field of Management. But unfortunately it is observed that Non-grant technical colleges such as management colleges are not following this system for teacher's promotion. So it is making impact on quality of functioning of Technical education and ultimately quality of technical education.

This study came into focus because it was going to help to find out the gap between the actual performance and the performance required by the organizations.

The study would bring about huge change in the overall performance of the employees working in the institute. More over the focus was on teaching staff that are the main part of any education system that could bring out the talented young generation. If the performance of the teachers is as per the expectation no one could stop the institute to be on the top.

A study was carried out where 100respondent were taken as sample size.

1 - H<sub>1</sub>. There is an association between type of appraisal system and satisfaction

H<sub>0</sub>: There is no association between type of appraisal system and satisfaction.

2. H<sub>1</sub>. There is an association between appraisal helps to improve overall performance and satisfaction

H<sub>0</sub>: There is no association between appraisal helps to improve overall performance and satisfaction.

**1. Chi square test for type of appraisal system and satisfaction:**

**Purpose:** To study if there is any relationship between **type of appraisal system and satisfaction**

**H<sub>0</sub> :** There is no association between **type of appraisal system and satisfaction.**

**Statistical test :** Chi square test of contingency.

**Level of significance (α):** 0.05

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
VAR00002 * satisfaction	100	100.0%	0	.0%	100	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.679 <sup>a</sup>	2	.012
Likelihood Ratio	.699	2	.005
Linear-by-Linear Association	.670	1	.013
N of Valid Cases	100		

**Findings:**

$\chi^2 (2) = .679$ , P value < 0.05.

Since the P value (0.000) is less than level of significance (0.05) Null is rejected and it is concluded that there is a significant relationship between **type of appraisal system and satisfaction.**

**2. Chi square test for helps to improve overall performance and satisfaction:**

**Purpose:** To study if there is any relationship between **helps to improve overall performance and satisfaction**

**H<sub>0</sub> :** There is no association between **appraisal helps to improve overall performance and satisfaction**

**Statistical test :** Chi square test of contingency.

**Level of significance (α):** 0.05

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
help to improve overall performance * satisfaction	100	100.0%	0	.0%	100	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.456 <sup>a</sup>	4	.044
Likelihood Ratio	5.425	4	.046
Linear-by-Linear Association	.661	1	.116
N of Valid Cases	100		

**Findings:**

$\chi^2 (4) = 5.456$ , P value < 0.05.

Since the P value is less than level of significance (0.05) Null is rejected and Null is rejected and it is concluded that there is a significant relationship between **helps to improve overall performance and satisfaction.**

**REFERENCES**

- Thorndike, R. L. (1949). Personnel selection: Test and measurement techniques. New York: Wiley
- Murphy, K. R. 1991. Criterion issues in performance appraisal research: Behavioral accuracy versus classification accuracy. Organizational Behavior and Human Decision Processes, 50: 45-50.
- Roberts, I. (1997), "Remuneration and reward", in Beardwell, I. and Holden, L. (Eds), Human Resource Management: A Contemporary Perspective, Pitman, London, pp. 549-610.
- Fombrun, C., Tichy, N. and Devanna, M. (1984), Strategic Human Resource Management, Wiley, New York, NY.
- Guest, D. (1989), "Human resource management; its implications for industrial relations and trade unions", in Storey, J. (Ed.), New Perspectives on Human Resource Management, Routledge, London..
- [https://en.wikipedia.org/wiki/Education\\_in\\_India](https://en.wikipedia.org/wiki/Education_in_India)
- <https://unipune.ac.in>
- <https://www.ugc.ac.in>
- <https://www.aicte-india.org>
- <https://www.dtemaharashtra.gov.in>
- <http://www.performance-appraisal.com/>