"APPRAISAL REVIEW AND SELF ASSESSMENT"
(ARSA - THE MIRROR)

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1. INTRODUCTION

NPE - 1986 adds followings dimensions to the personality of technical teachers in addition to teaching —
"developing skills and abilities in the students, revise and update curricula, render consultancy services, undertake R. and D. activities, participate actively in educational programmes, monitor and evalute the entire instructional process."

Naturally these multiple roles need fair accounting during the evaluation of performance of technical teachers.

Performance Appraisal is a systematic evaluation of an Individual's performance and potential for development. It is a continuous process of estimating/judging the value, excellence, qualities or status of an Individual and hence one of the important staffing process.

2. NEED FOR PERFORMANCE APPRAISAL

It has been widely accepted that performance appraisal plans need to be desigined to meet three needs - one of the Institution and other two of the teachers, viz-

(i) Adminstrative Decisions - promotions, transfers, rewards.

(ii) Personal Research-let the teacher know where he stands.

(iii) 'Employee Development -"
identification of training and development needs, feedback of performance, career planning.

3. THE PRESENT SCENARIO

The existing system of performance appraisal needs an entirely different outlook to overcome following major defeciencies-

(i) Unsystematic approach.

(ii) loss of reliability.

(iii) absence of objectivity.

(iv) Non-realization of teachers needs

(v) Use of system in only negative direction.

Present generation of teachers think that appraisal is useful but still they are not fully satisfied with the present system.

The reasons are as follows-

3.1 Format of Appraisal :-

(a) The formats lead to confusion and are difficult to interprete.

(b) The existing formats are heavily biased towards personality screening which yield no useful results.

(c) Raters become wooden and awkward when they try to follow an imposed sequence in appraisal manual.

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(d) The formats are unable to highlight the performance and the dynamic nature of tasks involved in the job.

(e) There is an increasing feeling that the formats have failed to record the full variance.

(f) The format talks about the personality traits and not about performance.

(g) The format does not put on record the factors which may have affected the performance during the appraisal period.

3.2 Role of Rater :-

(a) The rater generally take performance appraisal as an annual ritual than a constructive device.

(b) No two individuals are identical and their personalities are governed by a number of factors. Differences in philosophies is a major cause of conflict in a situation where an individual evalutes the other.

(c) The rater develops strong feelings-both for and against the ratee - that encompasses his results.

(d) Appraisals can be carried out by only human beings, responding to feelings and intution as well as facts. But human factor is generally ingnored.

(e) The ratee deserves to have cool head on the other side of table during appraisal.

(f) Try to call the rates only as you see him and do not call as he is.

(g). Credibitly suffers seriously when the ratee discovers discrepancies between what rater said and what he wrote in personal file.

(h) Raters deserve and demand training in personal development especialy on subjectives judgement since this is crucial to the well being of others.

(i) The evaluation should be hearsay evidences. The rater has a clear obligation to know the ratee's performance well enough to make an independent and fair evaluation.

(j) The responsibility of improvement lies with ratee and not with the rater.

(k) Attempts should be made to identify the achievements and feelings of ratee involved.

(l) Poor communication keeps the employees in dark about what is expected of them.

(m) Rater tends to follow the path of least resistance.

(n) Rater plays a dual and conflicting role of both judge and helper.

3.3 Expectation of Ratee :-

(a) Every ratee has a social standing and if this perception is disturbed, then the actions will be fought against.

(b) When an employee perceives that he has been penalized unfairly, rewarded improperly or acted against without opportunity for a hearing, resentment or hostility may result.

(c) Unequal / unfair treatment precipates jelousy.

(d) Always keep in mind that both rater and the ratee are human beings. Hence, ratee is expected to be performer and an achiever.

(e) Personal feelings should not influence the appraisal.

(f) The appraisal should reflect normal performance and should not be influenced by unusual incidents.

4.0 ARSA - A NEW APPROACH PROPOSED

Having realised the defeciences of existing appraisal system, a new approach can be suggested to achieve the objectives- ASRA (Appraisal, Review andSelf Assessment).

4.1 WHAT IS ARSA

ARSA is a concentrated from of self inspection, self diagnosis, and self treatment. This wil help the ratee to determine his existing capabilities, to establish goals for feature development, to determine if the goals he has in mind are realistically compatible with his existing abilities and his apltitude to develop and to work out a plan of action through which realistic development can occour. (In marathi language, ARSA means a mirror)

4.2 WHY ARSA

(i) No one enjoys being told his faults. Everyone expexcts to know where he stands and what he should do to improve.

(ii) People do not like to take risk of revealing themselves unnecessarily to someone who is responsible for their future career.

(iii) Quantitative measures are easy to devise because they involve little judgement. There are many intangible factors that influence the performance and cannot be easily measured. eg:- motivation, values, and individual attritudes which have a very potent effect on performance. ARSA is likely to focus on such qualitative aspects.

(iv) Motivation and desire for change are inherent in a person. ARSA emphasises on how a person behaves than what kind of person he is during the process of performance appraisal.

(v) Individuals become more competant through understanding and developing their strengths rather than focussing on their weaknesses.

(vi) ARSA ensures more possibility of corrections within the ratee. People will correct themselves only when they are convinced and not merely on the basis of evaluation done by others. People find a change in their personalities over a time as a consequence of behavioural change.

(vii) ARSA offers the ratee with the opportunity to feel that he is an important part of the process. This makes him more open to disclose the factual information of his performance. He even can support his recording through evidance and statistics.

(viii) ARSA caters for psychological satisfaction of the ratee. Also it forces the ratee to become more personally involved to share responsibilites.

(ix) Basically none likes to be judged by others since ARSA process is continuously going on in the mind of ratee.

(x) No bias ! No isolation ! No claim of partiality !

(xi) ARSA is not merely Mirror, projecting own image, but it will work as Calidoscope, to show us different combinations of our roles - academic, professional, social, and

non-engineering. The calidscope will reveal, how we are being viewed by others.

4.3 GUIDELINES FOR INTRODUCTION OF ARSA

It is difficult and impractical to suggest rigid frames but broad guidlines can be provided. The format can be as simple as follows :

Period :-   From   To

Name :-

Designation :-

Department :-

On position since :-

(You are requested to factually record your achievements during above period in your present position. Please feel free to write frankly.)

(A) Teaching

1) Which subjects you are teaching now ? Which subjects will you like to teach for future year ?

2) What efforts you will like to take to improve your ability as a teacher ?

3) Do you have your own library ?

4) Which teaching aids you are using presently? How do you rate them ?

5) Have you assesed your teaching and how? Can you take review of your teaching? Have you varified the results of subjects which you have taught?

6) What efforts you have taken to improve the results of your subjects? Are you successful? If not, why?

7) Do you feel that some coaching is essential from Institution? What should be the mode of coaching?

(B) PROFESSIONAL

1) Do you think teachers should do reasearch and consultancy work in their related field?

2) Are - you engagged in any consultancy or professional work? If so, please give details.

3) What are your hobbies?

4) Which games do you play?

5) Are you participating in any of the extra curricular activities organised by Institution? If not, please state the reasons.

(C) STUDENT WELFARE

1) Are you interested in student welfare activites? If so, which type of activities you can initiate and look after?

2) Can you form hobby groups? If so, in which field you can work as advisor ?

3) Do you wish to work as counsellor for personal counselling groups?

(D) SOCIAL WORK

1) Are you associated with any social or cultural group?

2) How much time per month you can devote for social work, If undertaken by the Institution?

(E) GENERAL

1) To what extent are definate steps planned to help you in the areas where you need improvement?

2) To what extent does your rating of yourself differ from your immediate superiors rating about you? Do you get a fair hearing and necessary steps to amend the ratings?

3) Can you suggest programmes to be undertaken for job enrichment ?

4) What are your expectations frrom Institution ?

5) Do you feel job security? Have you decided to continue in the education field and in this Institution?

5. CONCLUSION

In conclusion, it can be stated that ARSA will supplement the present system of appraisal and will make it error proof through-

(i) Superior upward flow of information,

(ii) forcing the rater to be alert and realistic,

(iii) Improved communication, when disagreements are discovered,

(iv) Improved motivation as a result of greater participation of ratee,

(v) Effective use of the information in analysing and catagorising the existing manpower

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Editor