



## A STUDY ON PERFORMANCE APPRAISAL OF MANAGEMENT GRADUATES BETWEEN TWO MBA COLLEGES IN ANANTAPUR.

**Dr. M.Subba Rao\* S.Wasim Ahamed\*\***

\*Principal Sri Balaji P.G College (MBA) Anantapur, Andhra Pradesh.

\*\* Asst.Professor Sri Balaji P.G College (MBA) – Anantapur Andhra Pradesh.

### Abstract

Performance Appraisals is the assessment of individual’s performance in a systematic way. It is a developmental tool used for all round development of the individual. The performance is measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, judgment, versatility and health. Assessment should be confined to past as well as potential performance also. The purpose of performance appraisal can be broadly of two types viz, administrative purposes and developmental purposes.

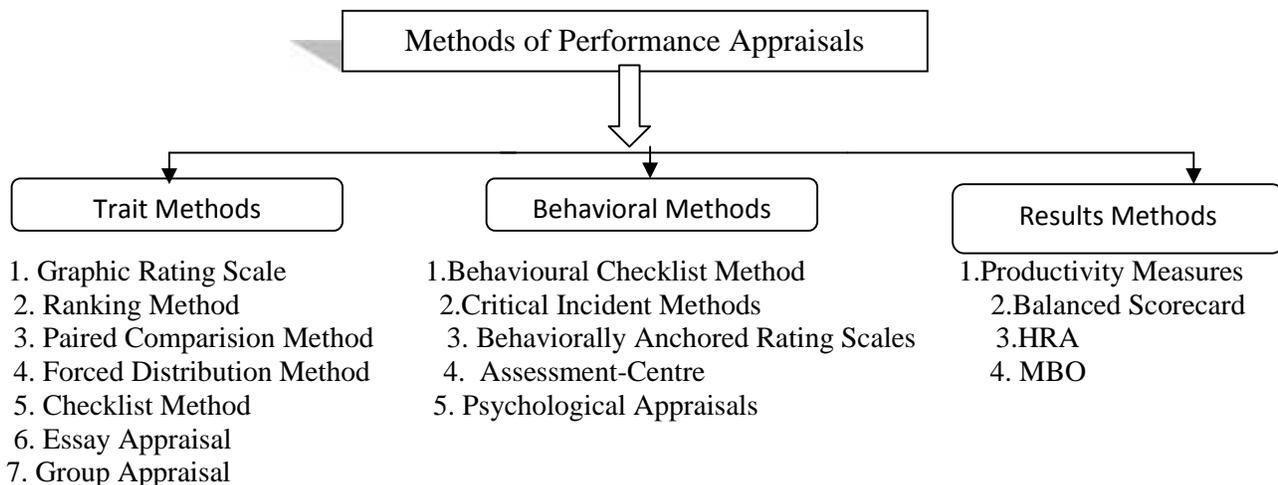
Focusing on the point of performance appraisals of students, development activities are taking the performance feedback of the candidate; identify the individual skills, core-competencies, strength and weaknesses. The main reason teachers evaluate is to find out what students have learned—the outcome of the instruction. While assessments of instruction can include a variety of strategies such as expert observation, analysis of student achievement data, self-appraisal, and peer evaluation, one of the most important sources of diagnostic information has been student evaluations. This article discusses the roles played by student evaluations in the instructional development process, reviews issues related to their use, and outlines suggestions for the construction, administration and analysis of student evaluations by the instructional development.

### Introduction

In this article readers may gain a knowledge on the performance of the management students between two MBA Colleges in Anantapur. The evaluation patterns and the results of the study on the students help the new comer to MBA. Performance appraisal is a systematic evaluation of performances of several candidates so that they can understand all abilities of a person and their development and growth. Classroom assessment and evaluation under the active management of teachers can also serve important professional development purposes since the information resulting from such evaluations provides teachers with valuable feedback about their instructional effectiveness that they can use to develop and improve their student’s skills.

Performance appraisals of a candidate/student can be done through various methods, they are

### Methods of Performance Appraisals

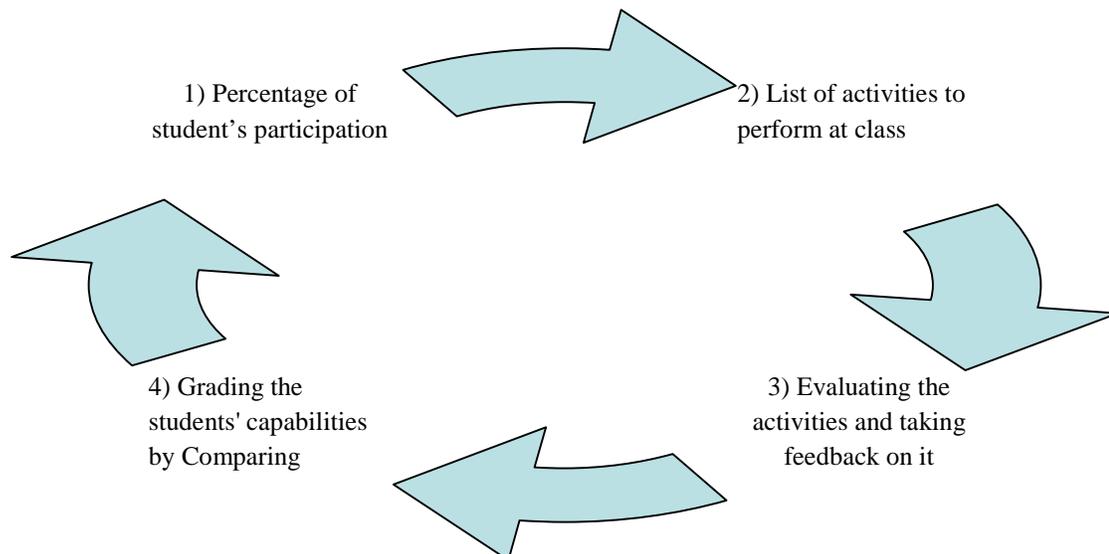


### Classroom Assessment and Evaluation

Gensee and Upshur (1996) state that classroom assessment and evaluation is concerned primarily with improving instruction so that student learning is enhanced. Classroom teachers in educational system, more than anyone else, are actively and continuously involved in assessment and evaluation. Students can also be active participants in assessing their own achievements and in planning how they will improve the skills. Syllabus plans which are not compatible with course objectives are not likely to be successful in achieving those objectives; therefore, they probably need to be changed. The particular part of instructional plans that are useful in classroom assessment and evaluation can briefly be considered as:

1. **Content:** specific content should be taught and make them learned so that it becomes a criteria for assessing progress in learning.
2. **Materials and equipment:** The materials may include textbooks, reference books, you tube videos, Videotapes, picture tests, management games. Equipment might include Power point presentations, overhead projectors, and tape recorders. Information about the materials and equipment needed to implement in the syllabus is also important to assessing the suitability of a particular Syllabus, unit, or lesson to meet instructional objectives.
3. **Activities and roles:** Activities refer to the ways in which materials and equipment are used and how the content is to be taught. Activities can be described as: 1) what the students are doing; 2) how the students are grouped; and 3) how the activities are organized in the classroom? Examples of classroom activities are role play, presentation skills, group discussions, project on market, business knowledge, logos identification, business quiz and so on. Students may be grouped into whole class activities, pair work, and small group or individual activities. Activities may be teacher- centered or student-centered. All students may work on the same activity, or they might be subdivided to work on various activities according to interest or their ability level.

**Fig: 1.1, Assessment Is A Process That Includes Four Basic Components**



### Evaluation Methodology

A survey is carried on the basis of trait methods i.e.; Graphic rating scale method, A sample of 180 students are taken to know the development of the candidates by the help of teachers.

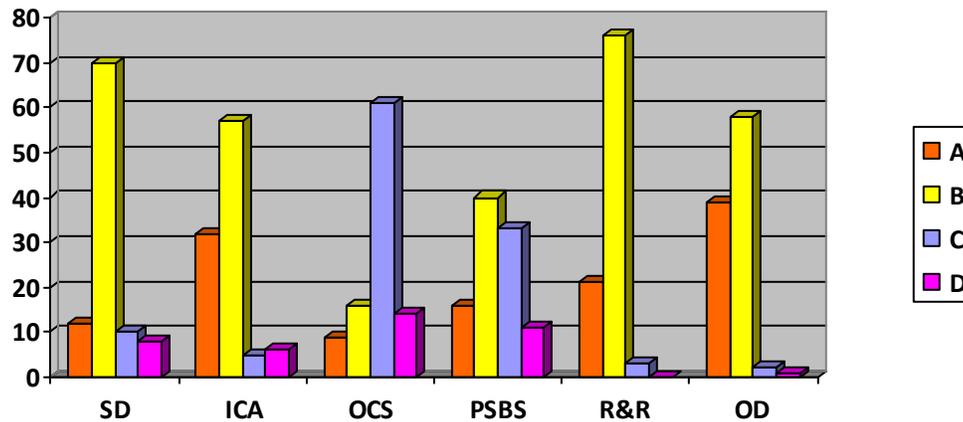


Fig:- 1.2

### Graph

**SD** =Student Dependability, **ICA**= Interest In Classroom Activities

**OCS**= Oral Communication Of Student, **PSBS**= Presentation Skills And Body Language Of The Student

**R&R**= Rules And Regulations Of The Activities, **OD**=Opportunity For Open Discussion

### Questionnaire for students

1. Student Dependability?

- A. Reliable in any situation. B. Reliable in most situations.  
C. Reliable in routine situations. D. Unreliable Supervision required.

2. Interest in Classroom Activities?

- A. Highly Participative. B. Very enthusiastic C. More than average interest D. Satisfactory

3. Oral Communication of student?

- A. Clear accent B. Clear content only C. A&B is Satisfactory D. Inadequate.

4. Presentation skills and body language of the student?

- A. Clear and well organized. B. Clear and understandable C. Satisfactory. D. Inadequate.

5. Rules and regulations of the activities?

- A. stricter B. Strict C. Lenient D. None

6. An opportunity to be given to have an open discussion with other students?

- A. Strongly agree B. Agree C. Disagree D. None of the above.

### Findings

1. Management is conducting the skill development classes only once in a month/week.
2. Students are getting such skill development opportunities only once in a month/week, that too it is conducted majorly on Saturday's.
3. Skill development sessions have to be conducted within a timetable, and a hour should be allotted for the skill exposure classes.
4. Faculty should give equal importance for practical learning as they are giving importance for the theory classes only.
5. Certain non-interested students are ruining the program.
6. Few students are hesitating to participate as they are from local language background.



### **Suggestions**

In my opinion

1. students must enhance their learning, motivation, and confidence levels.
2. Student must develop skills and strategies as self-assessors who are responsible for their own learning.
3. Faculty needs to identify individual student strengths and areas for growth ,so that they can perform at their best in securing jobs in the out world.
4. Even parents/guardians must take information about how student is progressing and achieving is on process of learning and development.
5. The regular reports of the particular student have to be maintained as the record from the day 1.And that should be compared on each and every activity. Particular group of students must be grouped and they should be allotted under one faculty i.e.; 30 students under one faculty.

### **Conclusion**

1. My conclusion on this study is to ensure the assessment, evaluation, and communication of student learning is aligned with the department of education's programs and expected learning outcomes.
2. Interpret assessment results with a student's personal and social context in mind.
3. Developing and communicating clear criteria for rating student performance based on curriculum results with students before the process of learning, assessing, evaluating and reporting occurs.
4. Students must allow to give descriptive feedback on each other focusing on students' growth and achievements in relation to expected learning outcomes.

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