



Existing performance appraisal practices in private Engineering Institutions: assessment through teachers

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Abstract

The education scenario in higher education is very gloomy as far as the employability of students and their result is concerned. One of the factors related to this may be the quality of teachers in the institutions. The education has become dynamic with new innovations in processes, products and approaches. This fast changing pace in education has made the Human Resource Development Practices like Appraisal of Performance, Training & Management of Knowledge very crucial as are directly related to contents and practices of education system. This paper takes one of the factor i.e. performance appraisal to study. The engineering teachers are asked to assess the existing performance appraisal practices in their institutions through the closed ended structured questionnaire. The sample was draw through the convenient sampling. For data collection 5 scale likert scale is used. The analysis is done through percentage and the presentation is carried out using pie chart. The findings highlight that the assessment is on negative side. The overall findings suggest that the institutions must pay attention to performance appraisal practices and use it as an important Human Resource Development Tool.

Keywords: Higher Education, Engineering Teachers, Performance Appraisal, Human Resource Development, PA Benefit, PA Elements, PA Conduction.

Introduction

Condition of Engineering Institutions: In recent days the condition of engineering colleges is going down and down. As per the Patrika Newspaper in 2012-13 AICTE has given permission to 72 Engineering and Management Institutions to close down, in 2013-14 the figure is 111, in 2014-15, 77 institutions, 2015-16 its 125 and in 2016-17, 122 such institutions got the permission. Experts from AICTE points out to lacking of resources and quality behind the closing of these institutions¹. These figures are enough to highlight the situation of engineering education.

Condition of Engineering Graduates: The condition of passing out students from engineering institution is not different. An article by Devika Singh put forward the findings of recent National Employability Report by Aspiring Minds highlights that 80 percent of total fresh engineering graduates every year in India are unemployable since last five years because of lacking in basic skills². One of the CareerBuilder survey reports (2015) revealed that as per the employers, unemployable students lack on various personal capability and skills while the quantum is substantially very high. Students lack 50 percent on interpersonal skills, 60 percent on problem solving skills, 56 percent on creative thinking, 53 percent on team work, 49 per cent on leadership, 47 percent on oral communication, 45 percent on research and analysis, 39 percent on project management, 38 percent on written communication,

23 percent on computer and technical skills, and 20 percent on mathematics skills³.

Complexity in Teaching in Engineering Institutions: In engineering there are various techniques, tools and methods of dealing with fresh engineering graduates to generate employability in them. Apart from general lecture, chalk and talk, assignment, workshop, industrial visit, collaborative learning, brainstorming etc. there are other methods like case analysis, role play, group discussion, research projects, market surveys, simulation games⁴. These are to be performed by the faculty members of engineering institutions. It's the duty of engineering institutions to check whether their faculty members are acquainted with these or not. Moreover, ethno/phenomenography, grounded theory, narrative/ discourse analysis, action research are some promising methodologies but not in practice⁵. Thus, if performance appraisal is done then their training and development needs can be known. For training, knowledge management is very much required.

Various aspects of performance appraisal: Present study is focused on one factor i.e. Performance Appraisal as rest is dependent on PA. Performance is more necessary when there are so many innovation occurring. These innovations are making the education dynamic and keep the faculty members on their toe. Even when the selection process is very good still due to fast pace new learning are necessary. This makes PA very crucial. The output of PA will lead any organization in better

preparation of training programme, collection of right knowledge to be given to faculty members. The Figure-1 given below shows few aspects related to performance appraisal around which the whole study is focused.

Benefits of PA	P A	Elements of PA
Faculty Members Present Status		Unbiased
Base for Training		Resulted Centered
Base for Promotion		Confidential
Base for New Responsibility		Encouraging Employees
Conduction of PA		Utilization of Results of PA
Performance well informed		Result Communicated
Conducted on Regular Basis		Result Discussed
Conducted in Proper Format		Suggest Ways for Improvement
Suitable Questions Asked		Result Used for Training Purpose

Figure-1: Various Aspects of Performance Appraisal.

Need of the Study: As suggested above the condition of engineering institutions, engineering graduates are not good enough. Out of many factors responsible for this, quality of Human Resource can be one i.e. the faculty members. Providing education has become very dynamic. In this scenario, continuous learning by the faculty members is must. It's the duty of institution that their faculty members should be equipped by various tools, techniques, approaches of teaching so that they can be effective. Training and Development of Teachers must be required. But for right training, faculty members must be appraised thus Performance Appraisal is needed at first. This paper tries to assess the existing performance appraisal practices through the faculty members of engineering institutions.

Scope of the Study: This work has been carried in private engineering institutions affiliated to CSVTU and situated in Chhattisgarh. The subject for data collection, were the faculty members of these engineering institutions.

Literature Review: This section discusses about the one of the important Human Resource Development Tools i.e. Performance Appraisal and its relationship with enhanced employee performance leading to better organizational performance.

HRM/ D and Employee & Organizational Performance: Human Resource Development (HRD) Tools includes recruitment and selection, performance appraisal, training and

development, compensation, motivation, career and succession planning, promotion etc⁶. The researchers have concluded that the human resource management/ development practices⁷⁻¹⁰ and specific human resource management-related actions¹¹ have influence on job performance significantly and measures were found remarkable¹².

PA and Employee & Organizational Performance: Out of these HRD practices performance appraisal plays important role in enhancement of employee as well as organizational performance and the same has been confirmed by many researchers in their papers.

Performance appraisal in any organization helps in achieving improved employee and organizational performance. Its due to employee involvement^{13,14}, employee participation^{15,16} and the effect will be more when it is interpersonal i.e. between supervisor-subordinate¹⁷. Akinbowale and Lourens concluded that adequate performance appraisal policy will lead to improved employee performance¹⁷. Few researchers pointed out motivation as mediating factor. Employee motivation which is result of performance appraisal leads to improved employee performance^{14,15,18-21}. Performance appraisal in more effective when employees take it positively. The positive employee's perceptions of performance appraisal²⁰ as rewarding and by good appraisers²² have significant impact performance. Researchers also pointed the combination of duo i.e. PA and training. Employees' performance enhancement is the combined outcome of performance appraisal as well as training^{15,23,24}.

To have more influencing PA approach need to be appropriate. Femi suggested that if correct performance appraisal method is adopted with reasonable and transparent approach and development mindset improvement in workers performance and commitment is achieved²⁵. There are other mediating benefits of PA as stated by Iqbal that the performance appraisal as a strategic approach can be able to improve the inspiration, abilities and performance of their employees²¹. Thus, it is clear from above study that PA is useful in employee performance enhancement provided the conduction of PA should be proper.

Objective of the study: Setting of objectives is essential to provide a proper direction to the study. These are the objectives which guide from where and what data needs to be collected.

Objectives and Sub-objectives of the Study: The main objective of the study is the assessment of existing performance appraisal practices through the faculty members of private engineering institutions located in Chhattisgarh.

Further, categorically the objective is divided into four sub-objectives related various aspects of PA and are mentioned below: i. To assess the opinion of faculty members regarding the benefits of PA, ii. To assess the opinion of faculty members regarding the conduction of PA, iii. To assess the opinion of faculty members regarding the elements of PA. iv. To assess the

opinion of faculty members regarding the utilization of PA results.

Questions of Sub-objectives of the Study: To find the answer of the above mentioned four objectives, four questions are constructed for each objective with one statement for each objective. The questions are categorically given below:

Statement 1: Performance Appraisal results in various benefits (As per general perception): i. Question 1a: Performance appraisal shows where faculty members stand on performance, Question 1b: Performance appraisal provides base for training of faculty members, Question 1c: Performance appraisal provides base for promotion of faculty members, Question 1d: Performance appraisal provides base for new/potential responsibility to faculty.

Statement 2: Performance Appraisal is conducted in well manner: Question 2a: Performance standard is well informed at in beginning, Question 2b: Performance appraisal is conducted on regular basis, Question 2c: Performance appraisal is conducted in proper format, Question 2d: Performance appraisal is conducted with suitable questions.

Statement 3: Performance appraisal has elements of good performance appraisal: Question 3a: Performance appraisal is use to be unbiased, Question 3b: Performance appraisal is use to be result-centred, Question 3c: Performance appraisal is kept confidential, Question 3d: Performance appraisal is designed for encouraging employees.

Statement 2: Performance appraisal result is properly utilized: i. Question 4a: Performance appraisal result is always communicated to faculty member, Question 4b: Performance appraisal result is discussed with faculty member, Question 4c: Performance appraisal result is used to provide ways for improved performance, Question 4d: Performance appraisal result is used for training of faculty member.

Methodology

Descriptive research design is found to be appropriate for the study in which the various variables relating to the study are described. Population of the study consists of Assistant Professor, Associate Professor and Assistant Professor carrying on their teaching in various private engineering institutions situated in Chhattisgarh and affiliated to Chhattisgarh Swami Vivekananda Technical University, Durg.

Data is collected from 263 respondents drawn through convenient sampling. Out of these 11 (7M, 4F) are Professor, 30 (20M, 10F) are Associate Professor and 222 (140M, 82F) are Assistant Professor. Questionnaire was sent to the sample through personal email. Few questionnaires were found to be incomplete, were sent back for completing and thus we have 263 completely filled questionnaires.

Data is collected through both the primary and secondary sources. The secondary data about the PA were obtained from various research papers and articles. Primary data i.e. opinion of respondents was collected through the well thought-out close-ended questionnaire. Five point likert scale with Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA) options is used to know the views of respondents.

The factors chosen through the study of books and various research papers. The details are as follows:

Factors	Authors
Performance appraisal shows where faculty members (FM) stands on performance	Bintu, Diriba
Performance appraisal provides base for training of FM	Khanam, Bintu, Adofo
Performance appraisal provides base for incentives of FM	Bintu, Adofo
Performance appraisal provides base for new responsibilities to FM	Bintu, Decheb
Performance standard is well informed	Khanam, Daoanis, Elverfeldt
Performance appraisal is conducted on regular basis	Bintu, Adofo, Diriba, Elverfeldt
Performance appraisal is conducted in proper format	Diriba
Performance appraisal is conducted with suitable questions	Bintu, Daoanis
Performance appraisal is use to be unbiased	Bintu, Daoanis, Diriba, Decheb, Elverfeldt
Performance appraisal is use to be result centred	Daoanis, Diriba
Performance appraisal is designed to motivate/encouraging FM	Daoanis, Diriba, Decheb, Elverfeldt
Performance appraisal result is always communicated to FM	Bintu, Adofo, Daoanis, Diriba
Performance appraisal result is discussed with FM	Daoanis, Diriba, Decheb
Performance appraisal result is used to provide ways for improved performance	Khanam, Diriba, Decheb, Elverfeldt
Performance appraisal result is used for training	Khanam, Bintu, Elverfeldt

Results and discussion

The observed data is shown below separately for each questions in four category i.e. Professor, Associate Professor, Assistant Professor and overall in tabular form and then for easy and quick understanding as Pie Chart. With each set of pie chart interpretation is provided.

Statement 1: Performance Appraisal results in various benefits (As per general perception)

Question 1a: Performance appraisal shows where faculty members stand on performance.

Category	SA	A	N	DA	SDA	Total
Professor	4	7	0	0	0	11
Asso. Prof.	9	21	0	0	0	30
Asstt. Prof.	37	185	0	0	0	222
Overall	50	213	0	0	0	263

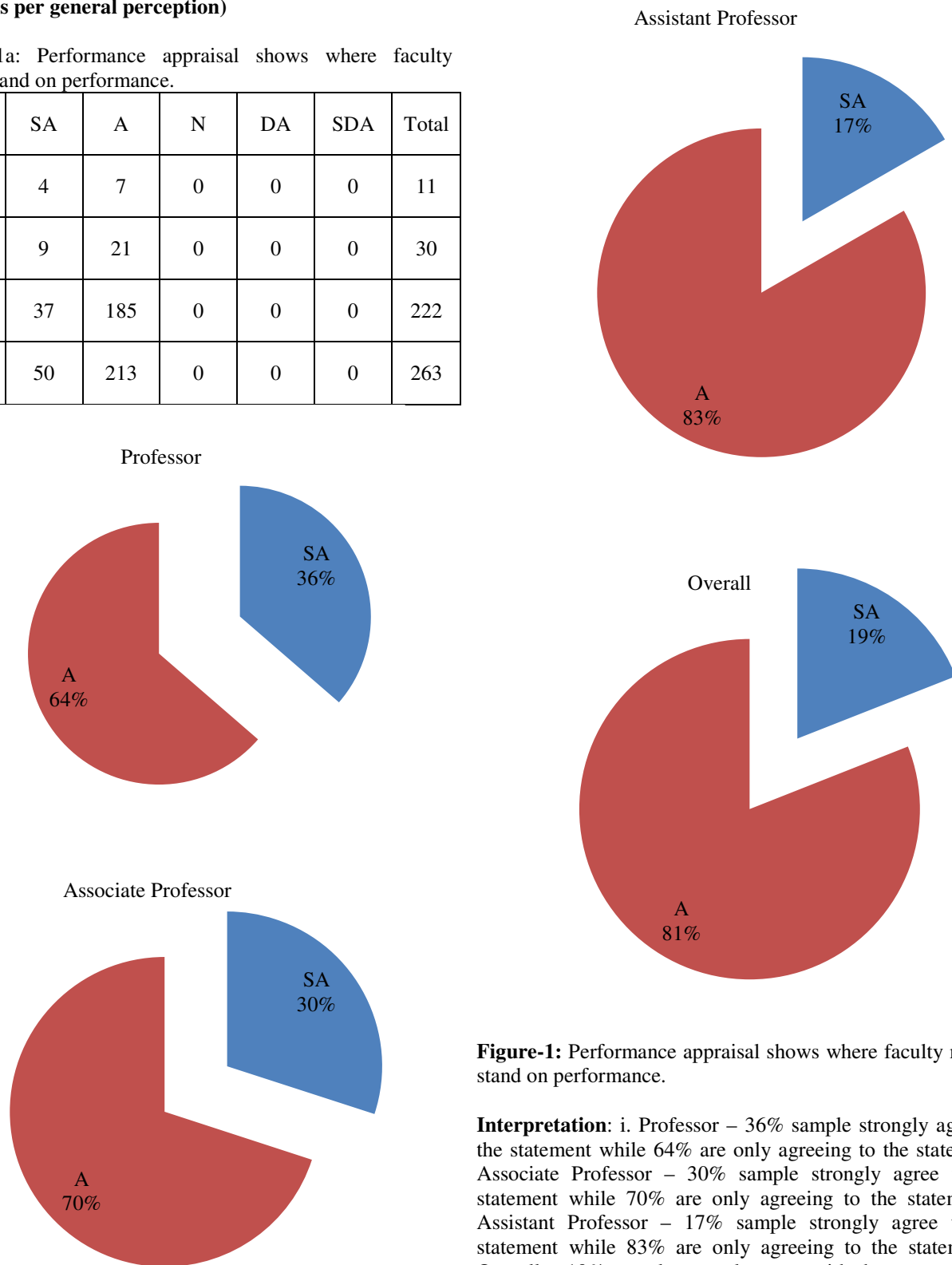


Figure-1: Performance appraisal shows where faculty members stand on performance.

Interpretation: i. Professor – 36% sample strongly agree with the statement while 64% are only agreeing to the statement. ii. Associate Professor – 30% sample strongly agree with the statement while 70% are only agreeing to the statement. iii. Assistant Professor – 17% sample strongly agree with the statement while 83% are only agreeing to the statement. iv. Overall – 19% sample strongly agree with the statement while 81% are only agreeing to the statement. v. There is no neutral, disagree and strongly disagree response at all.

Question 1b: Performance appraisal provides base for training of faculty members.

Category	SA	A	N	DA	SDA	Total
Professor	0	11	0	0	0	11
Asso. Prof.	9	21	0	0	0	30
Asstt. Prof.	37	185	0	0	0	222
Overall	46	217	0	0	0	263



Figure-2: Performance appraisal provides base for training of faculty members.

Interpretation: i. Professor – 100% sample agree with the statement. ii. Associate Professor – 30% sample strongly agree with the statement while 70% are only agreeing to the statement. iii. Assistant Professor – 17% sample strongly agree with the statement while 83% are only agreeing to the statement. iv. Overall – 17% sample strongly agree with the statement while 83% are only agreeing to the statement. v. There is no neutral, disagree and strongly disagree response at all.

Question 1c: Performance appraisal provides base for promotion of faculty members

Category	SA	A	N	DA	SDA	Total
Professor	4	7	0	0	0	11
Asso. Prof.	9	21	0	0	0	30
Asstt. Prof.	37	185	0	0	0	222
Overall	50	213	0	0	0	263



Figure-3: Performance appraisal provides base for promotion of faculty members.

Interpretation: i. Professor – 36% sample strongly agree with the statement while 64% are only agreeing to the statement. ii. Associate Professor – 30% sample strongly agree with the statement while 70% are only agreeing to the statement. iii. Assistant Professor – 17% sample strongly agree with the statement while 83% are only agreeing to the statement. iv. Overall – 19% sample strongly agree with the statement while 81% are only agreeing to the statement. v. There is no neutral, disagree and strongly disagree response at all.

Question 1d: Performance appraisal provides base for new/potential responsibility to faculty.

Category	SA	A	N	DA	SDA	Total
Professor	4	7	0	0	0	11
Asso. Prof.	9	21	0	0	0	30
Asstt. Prof.	37	185	0	0	0	222
Overall	50	213	0	0	0	263

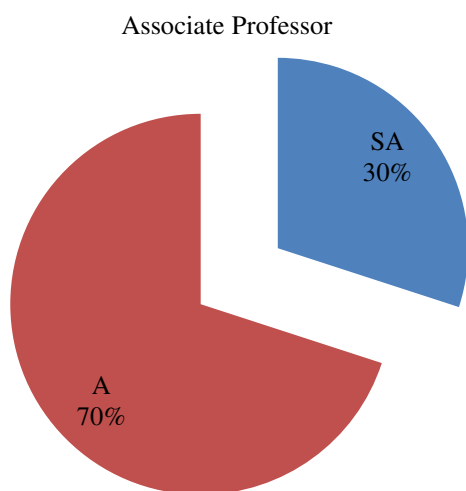
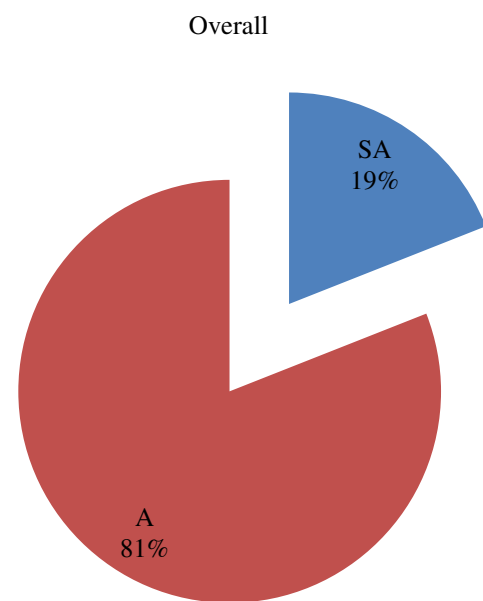
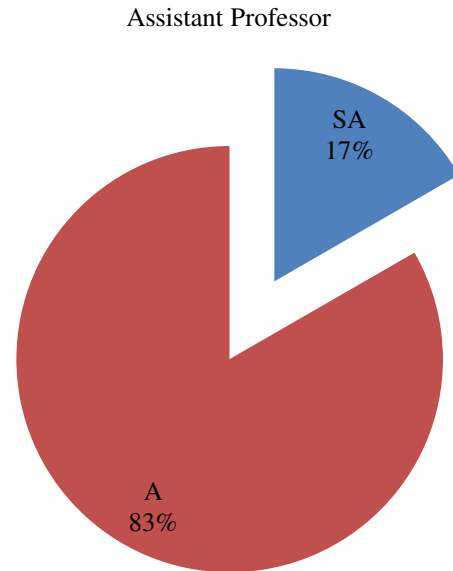
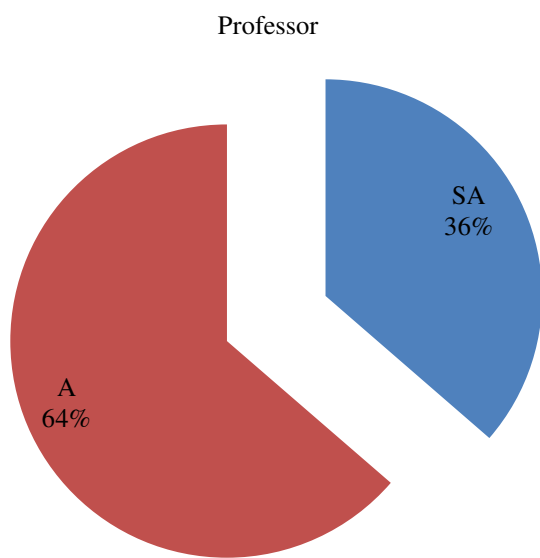


Figure-4: Performance appraisal provides base for new/potential responsibility to faculty.

Interpretation: i. Professor – 36% sample strongly agree with the statement while 64% are only agreeing to the statement. ii. Associate Professor – 30% sample strongly agree with the statement while 70% are only agreeing to the statement. iii. Assistant Professor – 17% sample strongly agree with the statement while 83% are only agreeing to the statement. iv. Overall – 19% sample strongly agree with the statement while 81% are only agreeing to the statement. v. There is no neutral, disagree and strongly disagree response at all.

Statement 2: Performance Appraisal is conducted in well manner

Question 2a: Performance standard is well informed at in beginning

Category	SA	A	N	DA	SDA	Total
Professor	0	0	0	11	0	11
Asso. Prof.	0	0	0	30	0	30
Asstt. Prof.	0	0	0	197	25	222
Overall	0	0	0	238	25	263

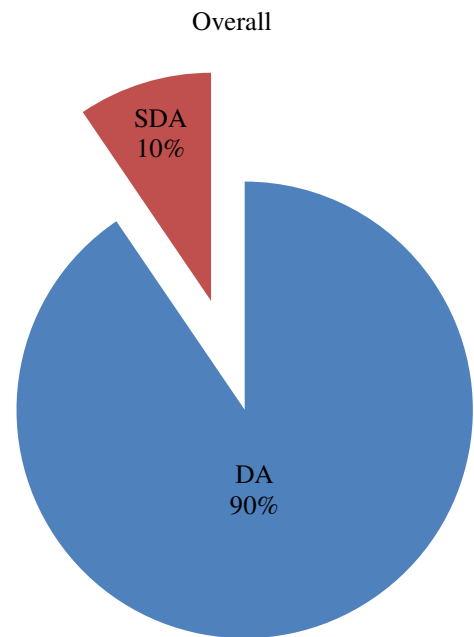
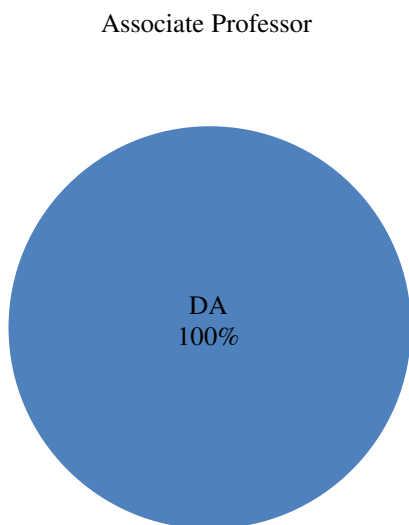
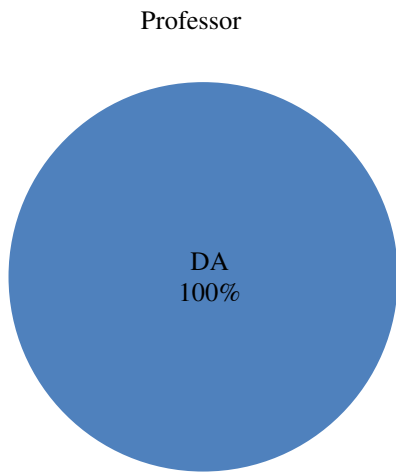
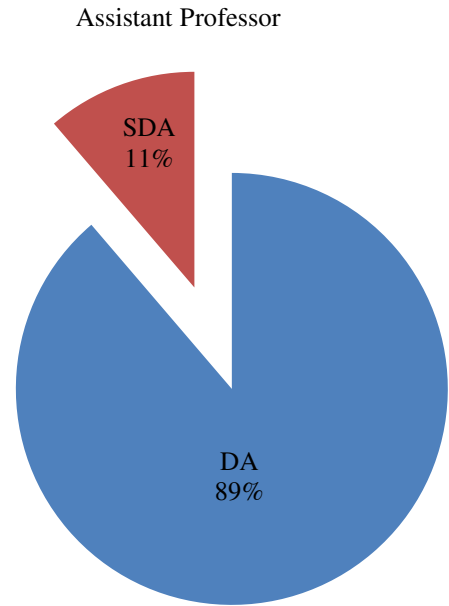


Figure-5: Performance standard is well informed at in beginning.

Interpretation: i. Professor – 100% sample disagree with the statement. ii. Associate Professor – 100% sample disagree with the statement. iii. Assistant Professor – 89% sample disagree with the statement while 11% are strongly disagreeing to the statement. iv. Overall – 90% sample disagree with the statement while 10% are strongly disagreeing to the statement. v. There is no strongly agree, agree and neutral response at all.

Question 2b: Performance appraisal is conducted on regular basis

Category	SA	A	N	DA	SDA	Total
Professor	0	0	0	11	0	11
Asso. Prof.	0	5	3	22	0	30
Asstt. Prof.	0	19	27	176	0	222
Overall	0	24	30	209	0	263

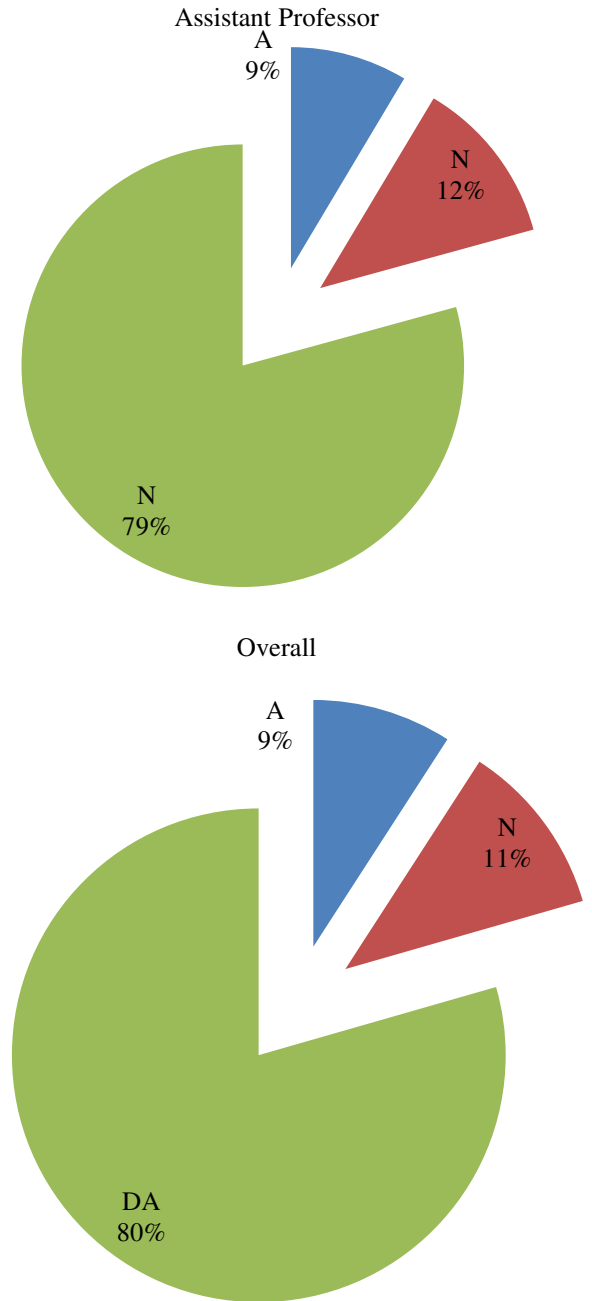
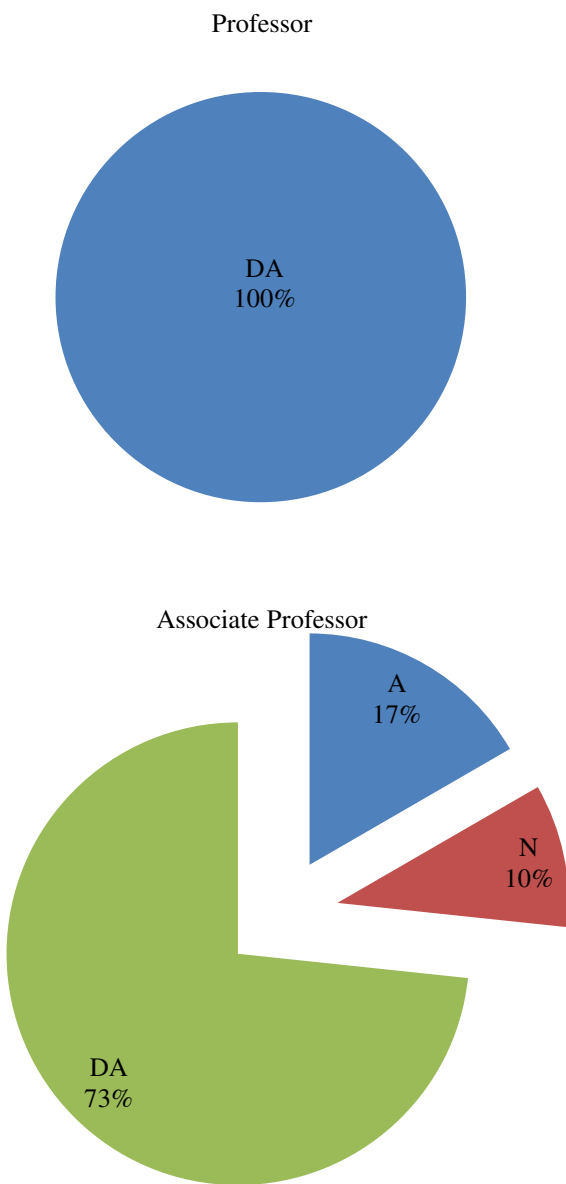


Figure-6: Performance appraisal is conducted on regular basis.

Interpretation: i. Professor – 36% sample strongly agree with the statement while 64% are only agreeing to the statement. ii. Associate Professor – 30% sample strongly agree with the statement while 70% are only agreeing to the statement. iii. Assistant Professor – 17% sample strongly agree with the statement while 83% are only agreeing to the statement. iv. Overall – 36% sample strongly agree with the statement while 64% are only agreeing to the statement. v. There is no strongly agreeing response at all.

Question 2c: Performance appraisal is conducted in proper format

Category	SA	A	N	DA	SDA	Total
Professor	0	0	0	11	0	11
Asso. Prof.	0	3	0	27	0	30
Asstt. Prof.	0	19	0	203	0	222
Overall	0	22	0	241	0	263

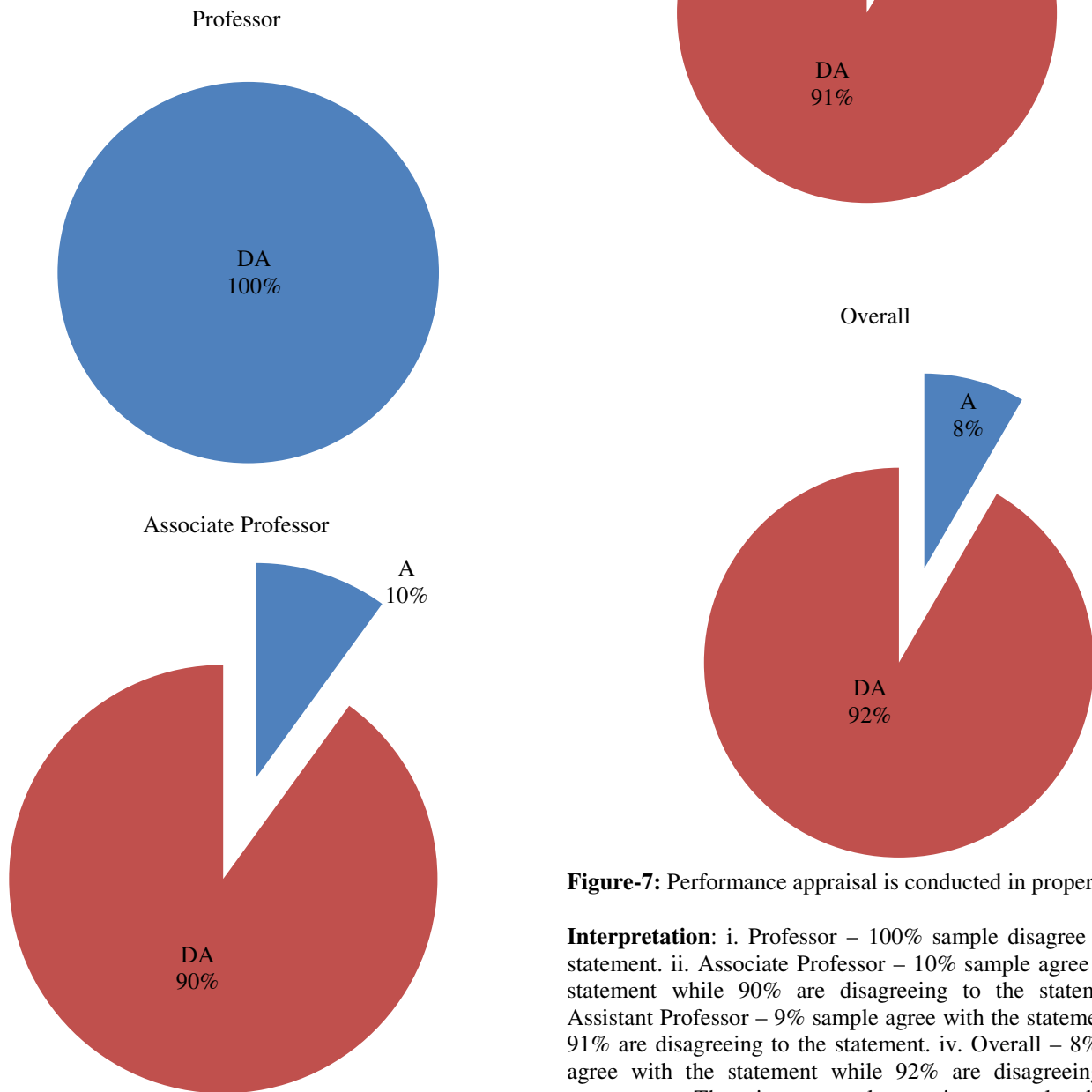


Figure-7: Performance appraisal is conducted in proper format.

Interpretation: i. Professor – 100% sample disagree with the statement. ii. Associate Professor – 10% sample agree with the statement while 90% are disagreeing to the statement. iii. Assistant Professor – 9% sample agree with the statement while 91% are disagreeing to the statement. iv. Overall – 8% sample agree with the statement while 92% are disagreeing to the statement. v. There is no strongly agreeing, neutral and strongly agreeing response at all.

Statement 3: Performance appraisal has elements of good performance appraisal

Question 3a: Performance appraisal is use to be unbiased.

Category	SA	A	N	DA	SDA	Total
Professor	0	0	11	0	0	11
Asso. Prof.	0	5	20	5	0	30
Asstt. Prof.	0	24	159	39	0	222
Overall	0	29	190	44	0	263

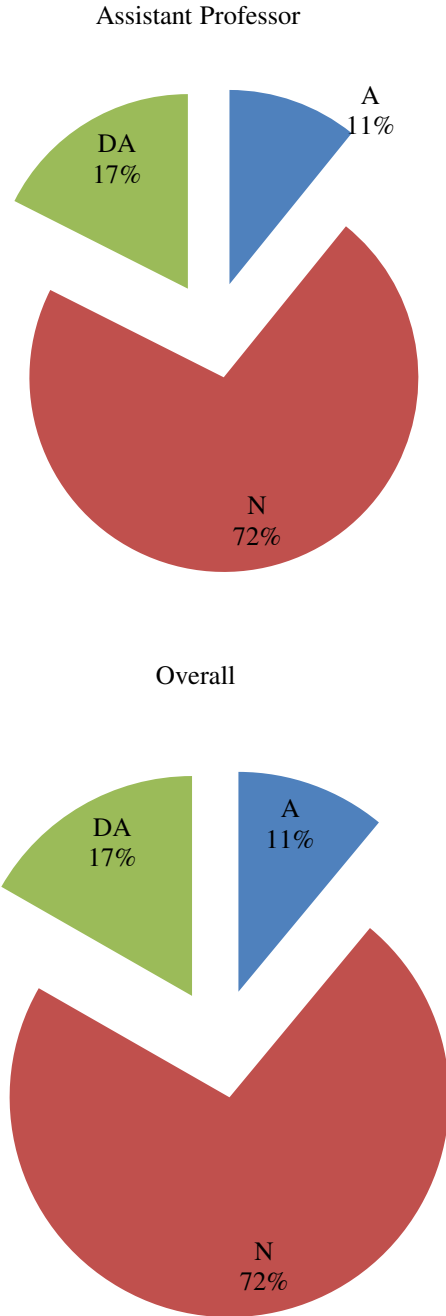
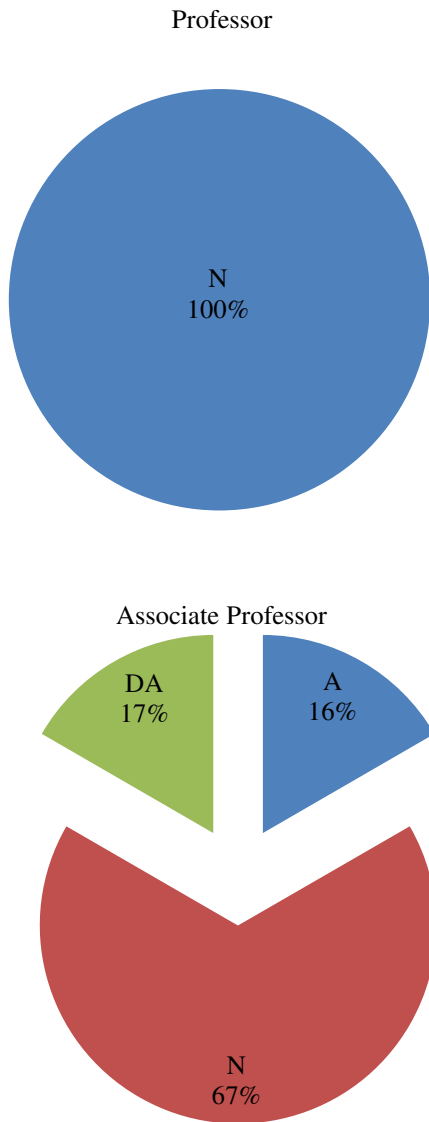


Figure-8: Performance appraisal is use to be unbiased.

Interpretation: i. Professor – 100% sample is neutral with the statement. ii. Associate Professor – 16% sample is agreed with the statement, 67% is neutral while 17% are disagreeing to the statement. iii. Assistant Professor – 11% sample is agreed with the statement, 72% is neutral while 17% are disagreeing to the statement. iv. Overall – 11% sample is agreed with the statement, 72% is neutral while 17% are disagreeing to the statement. v. There is no strongly agreeing and strongly disagree response at all.

Question 3b: Performance appraisal is use to be result-centred.

Category	SA	A	N	DA	SDA	Total
Professor	0	0	11	0	0	11
Asso. Prof.	0	5	20	5	0	30
Asstt. Prof.	0	24	159	39	0	222
Overall	0	29	190	44	0	263

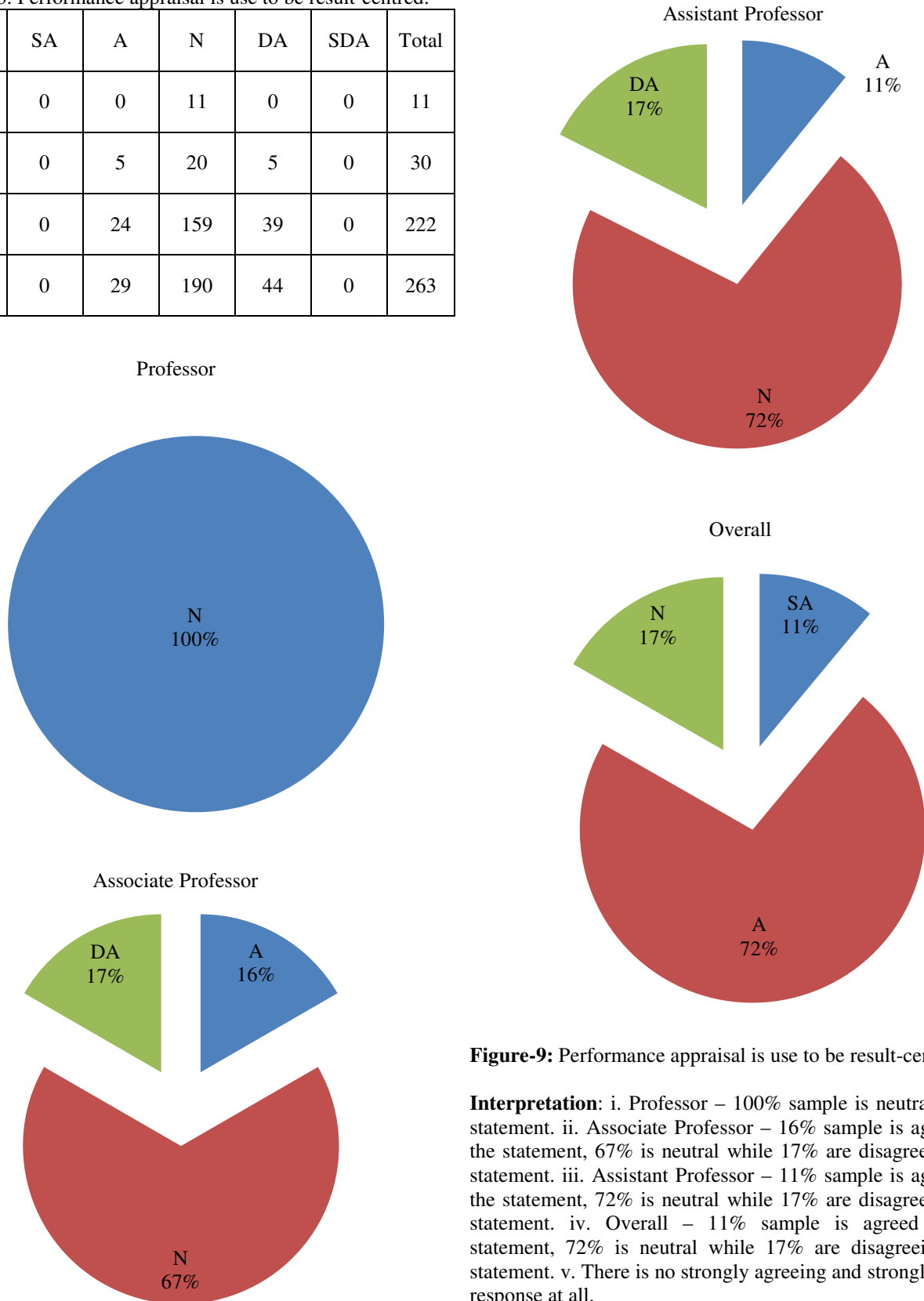


Figure-9: Performance appraisal is use to be result-centred.

Interpretation: i. Professor – 100% sample is neutral with the statement. ii. Associate Professor – 16% sample is agreed with the statement, 67% is neutral while 17% are disagreeing to the statement. iii. Assistant Professor – 11% sample is agreed with the statement, 72% is neutral while 17% are disagreeing to the statement. iv. Overall – 11% sample is agreed with the statement, 72% is neutral while 17% are disagreeing to the statement. v. There is no strongly agreeing and strongly disagree response at all.

Question 3c: Performance appraisal is kept confidential.

Category	SA	A	N	DA	SDA	Total
Professor	0	0	11	0	0	11
Asso. Prof.	0	17	8	5	0	30
Asstt. Prof.	0	110	69	43	0	222
Overall	0	127	88	48	0	263

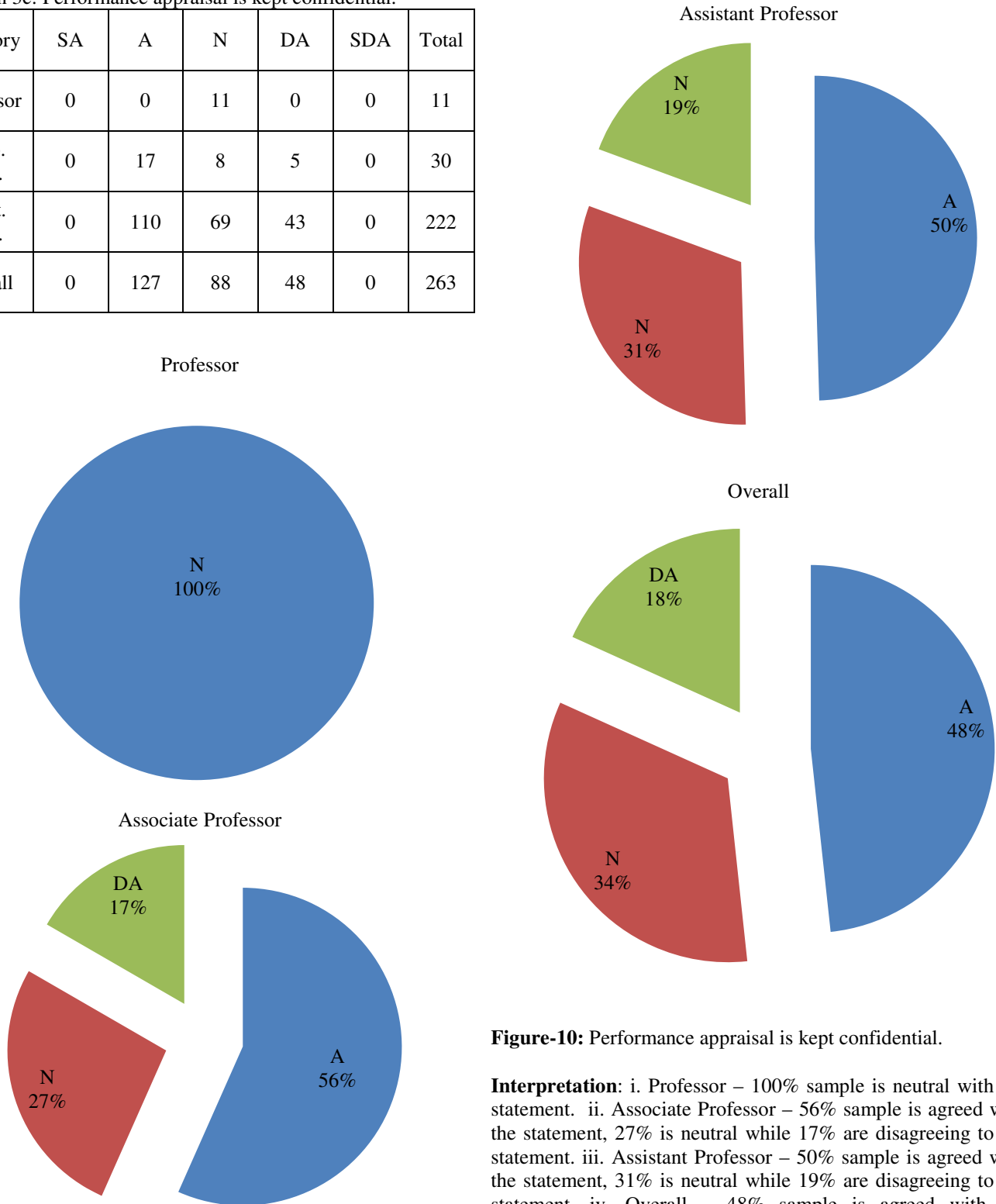


Figure-10: Performance appraisal is kept confidential.

Interpretation: i. Professor – 100% sample is neutral with the statement. ii. Associate Professor – 56% sample is agreed with the statement, 27% is neutral while 17% are disagreeing to the statement. iii. Assistant Professor – 50% sample is agreed with the statement, 31% is neutral while 19% are disagreeing to the statement. iv. Overall – 48% sample is agreed with the statement, 34% is neutral while 18% are disagreeing to the statement. v. There is no strongly agreeing and strongly disagree response at all.

Question 3d: Performance appraisal is designed for encouraging employees.

Category	SA	A	N	DA	SDA	Total
Professor	0	0	11	0	0	11
Asso. Prof.	0	6	8	16	0	30
Asstt. Prof.	0	25	59	138	0	222
Overall	0	31	78	154	0	263

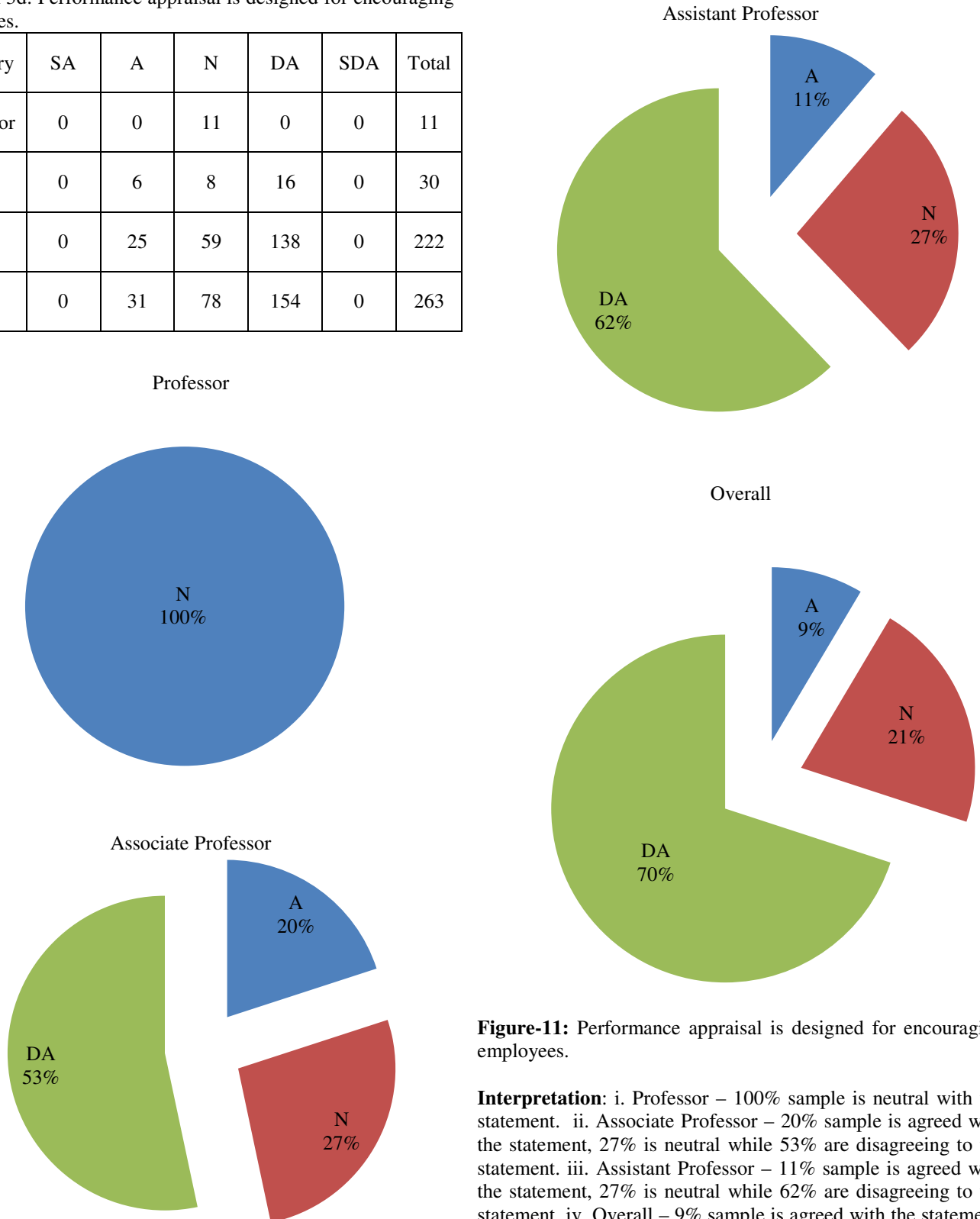


Figure-11: Performance appraisal is designed for encouraging employees.

Interpretation: i. Professor – 100% sample is neutral with the statement. ii. Associate Professor – 20% sample is agreed with the statement, 27% is neutral while 53% are disagreeing to the statement. iii. Assistant Professor – 11% sample is agreed with the statement, 27% is neutral while 62% are disagreeing to the statement. iv. Overall – 9% sample is agreed with the statement, 21% is neutral while 70% are disagreeing to the statement. v. There is no strongly agreeing and strongly disagree response at all.

Statement 4: Performance appraisal result is properly utilized:

Question 4a: Performance appraisal result is always communicated to faculty member

Category	SA	A	N	DA	SDA	Total
Professor	0	0	0	11	0	11
Asso. Prof.	0	3	0	27	0	30
Asstt. Prof.	0	11	0	211	0	222
Overall	0	14	0	249	0	263

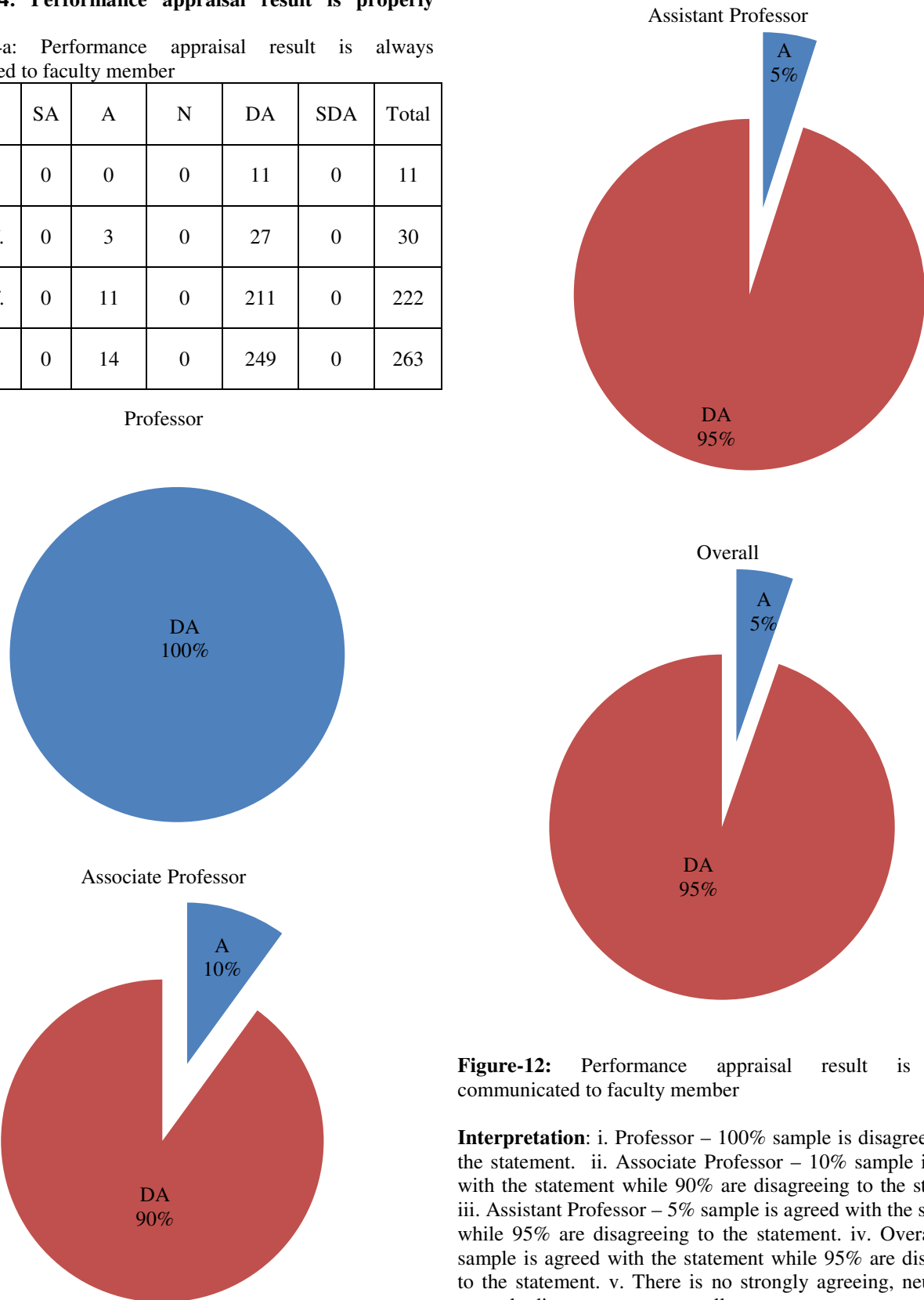


Figure-12: Performance appraisal result is always communicated to faculty member

Interpretation: i. Professor – 100% sample is disagreeing with the statement. ii. Associate Professor – 10% sample is agreed with the statement while 90% are disagreeing to the statement. iii. Assistant Professor – 5% sample is agreed with the statement while 95% are disagreeing to the statement. iv. Overall – 5% sample is agreed with the statement while 95% are disagreeing to the statement. v. There is no strongly agreeing, neutral and strongly disagree response at all.

Question 4b: Performance appraisal result is discussed with faculty member.

Category	SA	A	N	DA	SDA	Total
Professor	0	0	0	11	0	11
Asso. Prof.	0	3	0	27	0	30
Asstt. Prof.	0	15	0	207	0	222
Overall	0	18	0	245	0	263

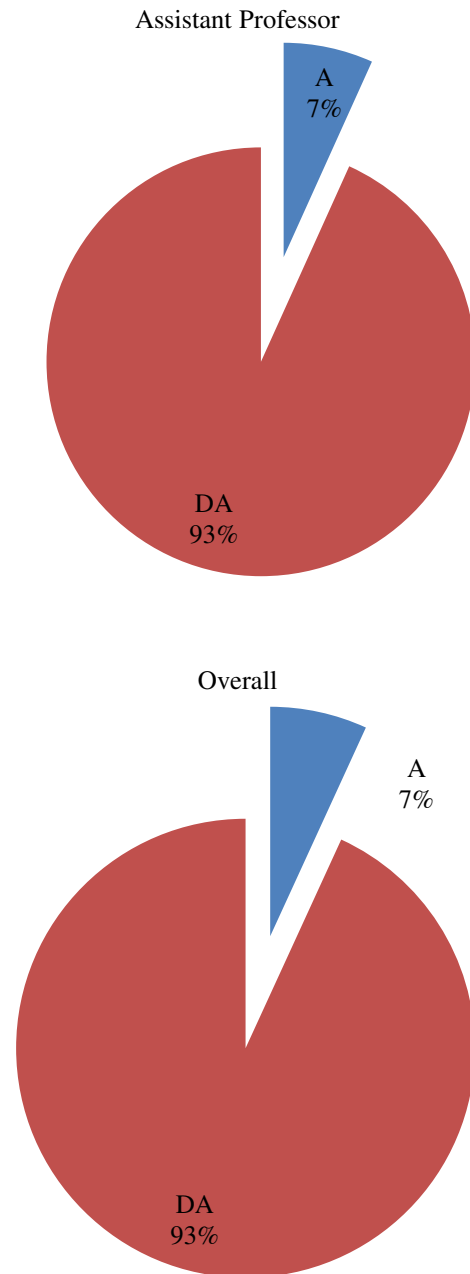
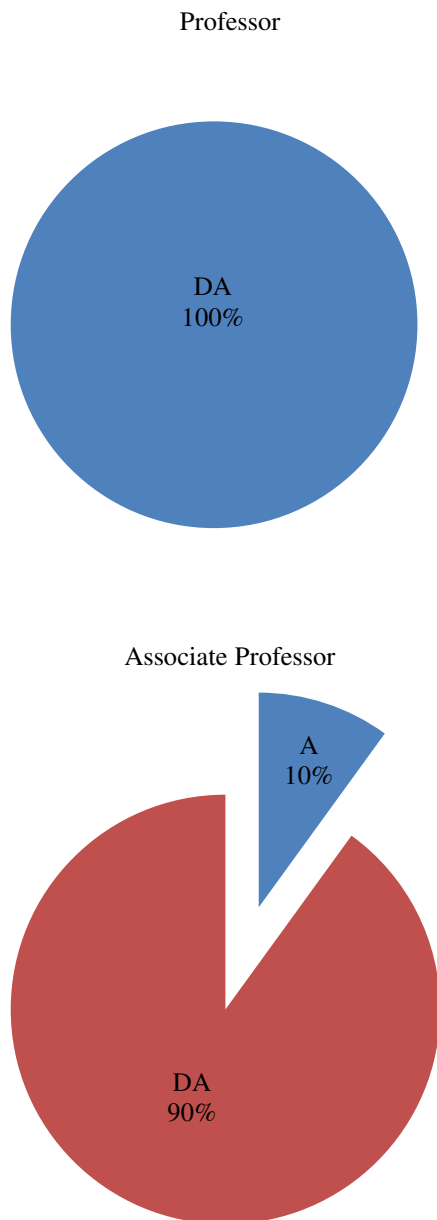
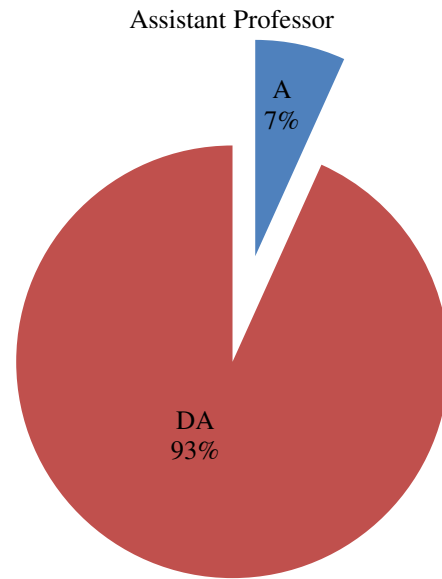


Figure-13: Performance appraisal result is discussed with faculty member.

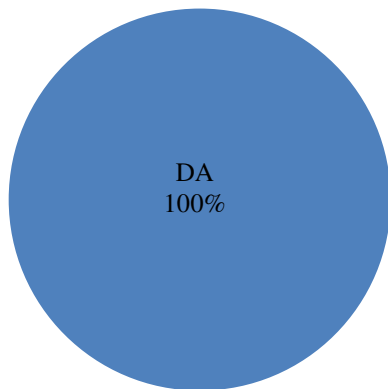
Interpretation: i. Professor – 100% sample is disagreeing with the statement. ii. Associate Professor – 10% sample is agreed with the statement while 90% are disagreeing to the statement. iii. Assistant Professor – 7% sample is agreed with the statement while 93% are disagreeing to the statement. iv. Overall – 7% sample is agreed with the statement while 93% are disagreeing to the statement. v. There is no strongly agreeing, neutral and strongly disagree response at all.

Question 4c: Performance appraisal result is used to provide ways for improved performance

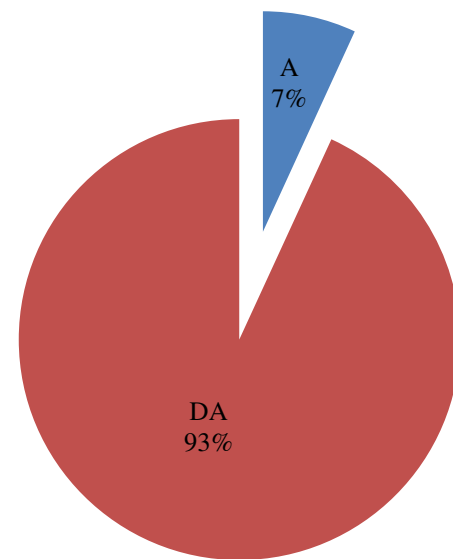
Category	SA	A	N	DA	SDA	Total
Professor	0	0	0	11	0	11
Asso. Prof.	0	3	0	27	0	30
Asstt. Prof.	0	15	0	207	0	222
Overall	0	18	0	245	0	263



Professor



Overall



Associate Professor

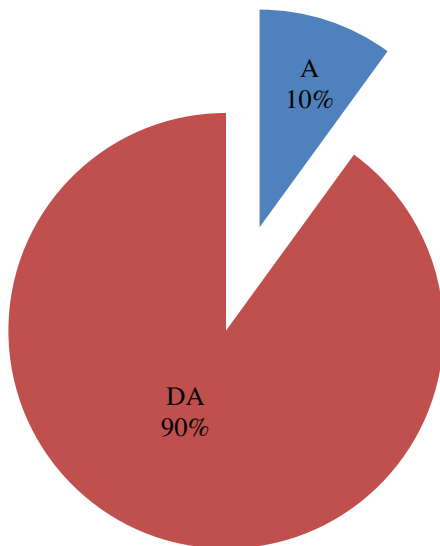


Figure-14: Performance appraisal result is used to provide ways for improved performance.

Interpretation: i. Professor – 100% sample is disagreeing with the statement. ii. Associate Professor – 10% sample is agreed with the statement while 90% are disagreeing to the statement. iv. Assistant Professor – 7% sample is agreed with the statement while 93% are disagreeing to the statement. v. Overall – 7% sample is agreed with the statement while 93% are disagreeing to the statement. vi. There is no strongly agreeing, neutral and strongly disagree response at all.

Question 4d: Performance appraisal result is used for training of faculty member

Category	SA	A	N	DA	SDA	Total
Professor	0	0	0	11	0	11
Asso. Prof.	0	0	0	30	0	30
Asstt. Prof.	0	0	0	222	0	222
Overall	0	0	0	263	0	263

Professor/ Associate Professor/ Assistant Professor/ Overall

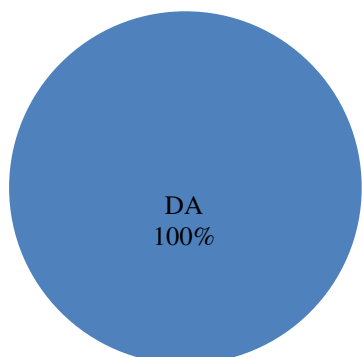


Figure-15: Performance appraisal result is used for training of faculty member.

Conclusion

The research is an endeavor to know through the eye and mind of faculty members the existing performance appraisal practices in private engineering institutions situated in Chhattisgarh and affiliated to CSVTU, Durg. The perceptions regarding the current PA practices are significantly far from expected. Regarding the knowledge of benefit from PA practices is concerned, the response is highly positive. When it comes to the elements of PA and conduction of PA, the scenario is very gloomy. It is very much questionable that how the institutions are managing the institution in absence of proper PA. Even if the faculty members may be trying to learn things but the institutions are not sure of these things. This may be one of the reasons for the ill performance of the institutions and later the depressing situation of engineering graduates.

Future: With reference to this paper there can be future study of assessment of training and development aspect of faculty members and also the status of knowledge management by the institutions. The future study can include the gender wise study.

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