Review of Literature

CHAPTER II

REVIEW OF LITERATURE

It takes a great deal of history to produce a little literature. – Henry James

This chapter gives a brief note on the past studies conducted in the areas of faculty evaluation, competency, and 360-degree feedback. These reviews help in understanding the purpose of this study and the related history in this field of study. Majority of the paper publications and books referred to for the study, were taken from libraries and web sites on the internet.

The reviews have been divided into 5 headings

1. Studies related to faculty assessment

2. Studies related to the changing role of faculty

3. Studies related to competency

4. Studies on faculty assessment done by students

5. Studies related to 360-degree feedback

2.1 STUDIES RELATED TO FACULTY ASSESSMENT

Mills and Hyle (1999)[1] The annual appraisal of the faculty becomes an unpleasant task for the faculty if the institution has not trained and clearly informed the faculty of the purpose and goals of the evaluation. Faculty evaluation brings about self-evaluation and also human resource management for the institution. It acts as a record for the institution, on the achievements of the faculty and for the faculty to reflect on future individual goals which are in line with the institution goals. It brings out the strengths and weaknesses and encourages self-improvement. Faculty evaluation also helps the institution recognise and reward the achievements of the faculty. For this study, ten faculty members were interviewed across departments who answered a structured questionnaire. Then the questionnaires were sent out to all the faculty members in the university, 278 responded. The respondents were satisfied with the appraisal method

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[1] Mills, M., and Hyle, A. (1999). Faculty Evaluation: A Prickly Pair. *Higher Education, 38*(3), 351-371.

followed by the university. It also brought to light that most heads of department gave a positive appraisal of the faculty to avoid unpleasantness. Administrators and faculty members should come together and understand the goals of the appraisal and develop an appraisal process that is beneficial to both parties.

Carl J Huberty (2000)[2] Annual evaluation of the University faculty is carried out by most universities. Faculty performance appraisal is a difficult task as it is subjective and a sensitive issue. Here the author had assessed faculty at The University of Georgia, Department of Educational Psychology. The research considered three aspects of their work, the first part assessed the teaching, researcher work load, awards received, and other university activities including a self-assessment which highlighted the achievements of the faculty for that year. The second was written comments and student feedback on the faculty which were provided by the department and third, the faculty's professional written work. The author in his conclusion states that since faculty evaluation is subjective, the assessment should be done by a committee rather than assessment by only the department head. Previous two years research contribution should also be considered during the assessment of the faculty.

Susan Waller (2004)[3] The author in this study has analysed different publications on faculty assessment and summerised them. Earlier, faculty evaluation was done by department heads or the dean, this was followed by the student evaluation. Then, faculty were recognized and rewarded for their research contribution. In most cases, the faculty evaluation was used by the management to help in the decision making of promotion, tenure, and remuneration. The faculty assessment when used for the improvement of the faculty's teaching skill and competency should be clearly communicated to avoid ambiguity. Faculty assessment has undergone a lot of changes but the best would be for the management and faculty, keeping in mind the culture of the organization, deciding on an evaluation method that will improve the faculty's skill sets which thereby benefits the students and the institution.

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[2]   Huberty, C.J. (2000). An Approach to Annual Assessment and Evaluation of University Faculty. *Journal of Personnel Evaluation in Education* 14, 241–251

[3]   Susan Waller. (2004). Conflict in Higher Education Faculty Evaluation. *Conflict management in Higher Education Report*. 5(1), 1-11

Berliner and David (2005)[4] This study brings out the difficulty in assessing the quality of teachers. High educational qualification and ability to clear the teacher's professional test does not make the individual a good teacher. Federal laws cannot ensure the hiring of good and effective teachers as teachers teaching effectiveness, motivation of students, and moral qualities imparted are just some of the few aspects that are very difficult to measure. The measure of such qualities becomes costly and time-consuming without the guarantee of a reliable outcome. In the state of Arizona, there is a shortage of teachers. To match the demand and supply of teachers, the author believes that cut-off scores was kept low. Teachers in different countries face challenges according to the culture of the place and they adopt different method to deal with these challenges. The author says that in India and Russia discipline in class in not a challenge to teachers but in the United States it is as students are encouraged to question and interact with the teacher. Individuals would be discouraged from entering the profession if the assessment method is inappropriate

Shefali Nandan, Shefalika Ghosh Samaddar and Tanuj Nandan (2010)[5] The study is exploratory in nature with the objective of understanding the usefulness of FDP's in business management school and to develop a useful model of FDP's. The study was conducted through self-assessment of the teachers competency before and after the program. The significant factors in the analyses were, Researching Abilities, Networking, Administrative Activities and Teaching Abilities. They showed a significant improvement in all the four areas after attending the FDP's. There is also a high correlation between Researching Abilities, Networking, Administrative Activities and Teaching Abilities. The FDP's have to be run in a way that there is minimum interference with teaching and administrative duties.

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4   Berliner and David C. (2005). The Near Impossibility of Testing for Teacher Quality, *Journal of Teacher Education* , 56 (3), 205–213.

5   Shefali Nandan., Shefalika Ghosh Samaddar., andTanuj Nandan. (2010). A Dynamic Model for Evaluation of Usefulness of Faculty Development Programmes in the Area of Business Management. Serbian Journal of Management 5 (2), 251–259.

Cipriano, Robert and Buller, Jeffrey (2012)[6] The author brings out the need for collegiality which means the "ability to work well with colleagues". This is an important quality as a department has to work as a team and all faculty members should work together and move towards the department's objectives. Just one faculty can create an unpleasant environment and bring down the productivity of the department. Faculty members have to work together as curriculum, class schedules are inter-dependent and employment in universities are for long periods of time. A panel of administrators from higher education institutions helped develop the questionnaire for this study. Five departments and 32 faculty participated in this study. All the participants agreed that the questions did measure collegiality and helped them understand it better. The majority of the faculty who participated in the study found the questionnaire useful and agreed that it was an important area to be examined while considering faculty for promotion and tenure.

Susan Thomas, Qiu Ting Chie, Mathew Abraham, Sony Jalarajan Raj and Loo-See Beh (2014)[7] This is a qualitative study on Peer Review of Teaching (PRT) which uses SWOT (strength, weakness, opportunity, and threat) analysis to understand the past studies and to analyse the future needs. This methods helps faculty to understand their weaknesses and work towards improving themselves and also highlights their strengths which helps to self-motivate. It helps to observe other faculties and incorporate effective teaching methodologies followed by faculty from different departments. There is fear in using this method as faculty do not want to be assessed by peers as there is a possibility of bias. The assessments takes time and the feedback have to be given timely with the right amount of transparency.

Aleš Nosek (2014)[8] This study brings out the different activities that are carried out in an educational institutions and maps out the activities in different tertiary institutions. The feedback on the different activities are collected from both the

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[6]   Cipriano, Robert and Buller, Jeffrey (2012). Rating Faculty Collegiality. *Change: The Magazine of Higher Learning.* 44. 45-48.

[7]   Susan Thomas, Qiu Ting Chie, Mathew Abraham, Sony Jalarajan Raj, Loo-See Beh (2014). "A Qualitative Review of Literature on Peer Review of Teaching in Higher Education: An Application of the SWOT Framework". *Review of Educational Research* March 2014, Vol. 84, No. 1, pp. 112–159.

[8]   Aleš Nosek (2014). Feedback from Application of Procedural Manual for Mapping Educational Processes in Tertiary Education Institutions. Management Vol. 19. 2014, 1, pp. 195-212. UDC: 378:658.56.

management and staff of the institutions. This helps in having transparency and to have a connect between the activities. When the activities are identified then the procedures to be followed can be standardized and that has to be communicated by the institutions and to the different departments. This will lead to improved performance and the performance level can be measured in comparison with the standards laid down. When the mapping activity is carried out a time schedule should be laid out and communicated to the departments. The feedbacks also have to be communicated timely. Each institution has its own individuality, so the mapping will not be perfect and applicable blindly to all educational institution.

Đonlagić and Fazlić (2015)[9] In this study the gap between perception and expectations of students towards higher education institutions were measured using the SERVQUAL model. This research considers students as important stakeholders and their opinion and outlook on the institution plays a vital role in the assessment of the quality of the institution. The perception of the students in the first year will vary with that of a senior student, this must also be taken into consideration. While assessing the institution all aspects like planning, infrastructure, faculty, administrative procedures of the institution have to be considered in the assessment. The gaps identified have to be communicated and effective measures have to be under taken to improve the quality of the institution. The quality of the educational institution attracts students who are the revenue providers for the institutions.

Pavlović (2016)[10] This research was conducted across Serbia, 427 faculty participated in the research through google forms. The research brought to light the different methods used to evaluate faculty like self-evaluation, student evaluation and peer evaluation. The evaluation of faculty is good for any institution only if corrective measures are undertaken to improve faculty with low rating scores. Only competent students should evaluate faculty and former students could be considered as they would be more mature and experienced.

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9   Đonlagić S, Fazlić S. (2015) Quality Assessment in Higher Education Using the Servqual Model. *Management*, Vol. 20, 1, pp. 39-57

10 Pavlović N, (2016), "Evaluation of Teachers' Work in High Education Institutions of Serbia", Економика Vol. 62, No 2 pp. 85-96.

Nair (2016)[11] This study was conducted on 50 faculty teaching in undergraduate and post graduate institutions. The factors affecting the teaching competency of the faculty were divided into three categories: organisational, personal and job related factors. Infrastructure facilities and remuneration of the faculty were the most important organisational factors that affect the teaching competency of the faculty. Under personal factors – the working hours per day, work environment and knowledge, skill and attitude are the most important factors that affect the competency of the faculty. The workload and the job satisfaction of the faculty are the important job related factors. Education institutions need to pay greater attention to these factors to increase the competency of the teaching faculty in their institution.

Barrett, Paul and Gaskins, John and Haug, James (2019)[12] This study, "Higher education under fire: implementing and assessing a culture change for sustainment" was sponsored by the stake holders of the institution. Leadership plays a vital role in bring about cultural change in the organisation. Good leadership is what leads to the success of the organisation. 48 supervisors participated in the study, of which a few were selected to be the control group and the remainder attended leadership development program. Due to various reasons the number of respondents in the control group reduced to 11 and 8 in the treatment group. *t* test was used to determine whether the control group and the treatment group were equal prior to receiving the training. The results indicated that there was a positive change in the leadership effectiveness in the grouped that received training. This training was instituted in the university which lead to organisational commitment and teamwork.

Heller (2012)[13] This study brings out the difficulties faced by contingent faculty when they are evaluated by students only. These faculty have a heavier work load with more subjects per semester and also larger number of students per class when compared

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[11]   Nair P. (2016) To Study The Perception Of Faculties Towards The Factors Affecting Teaching Competencies In Educational Sector. *Sankalpa: Journal of Management and Research; Vadodara* Vol 6, Issue 1 (Jan-June 2016)): 1-13.

[12]   Barrett, Paul and Gaskins, John and Haug, James. (2019). Higher education under fire: implementing and assessing a culture change for sustainment. *Journal of Organizational Change Management*. 32. 10.

[13]   Heller, J. (2012). Contingent Faculty and the Evaluation Process. *College Composition and Communication, 64*(1), A8-A12.

to tenure-line faculty. Contingent faculty usually have shared office space which does not encourage student interaction or research. These faculty are often dismissed based on student evaluation or on the complaints received from the students. To help contingent faculty, the institutions should have a better evaluation process by including them in the process. Contingent faculty could be assigned mentors and given a semester to improve. Student evaluation is often biased and does not bring out the knowledge gained by the student. The study brings out that the contingent faculty should be given freedom in selection of course material, be included in committees and provided better working condition with access to technology and teaching aids. This will help improve the quality of the faculty which translates to students improving their knowledge, skill and critical thinking.

2.2 STUDIES RELATED TO CHANGING ROLE OF FACULTY

Carol Hughes (1999)[14] in his study explores the role of telecommunication facilities on campus on publication productivity of faculty. In "Faculty publishing productivity: the emerging role of network connectivity", the author has used a modified questionnaire of Blackburn and Lawrence's *Faculty at Work* questionnaire. The focus is on the work environment of the faculty and how it improves the competency and efficiency of the faculty. There is an increase in scholarly productivity when internet connectivity is provided on campus.

Umbach, Paul and Wawrzynski, Matthew (2005)[15] The study, "Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement", highlights the importance of behavior and attitude of faculty on under-graduate students. This research used 20226 senior students and 22033 first year student, for which the data was collected from the National Survey of Student Engagement (NSSE). NSSE also had the data on the attitudes and behavior of 14336 faculty from the same universities. Hierarchical linear modeling (HLM) was used to understand the relationship between the

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[14] Carol Hughes (1999), "Faculty publishing productivity: the emerging role of network connectivity", *Campus-Wide Information System*, Vol. 16 Iss 1 pp. 30 – 38

[15] Umbach, Paul and Wawrzynski, Matthew (2005). Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement. *Research in Higher Education*. 46. 153-184. 10.1007/s11162-004-1598-1.

faculty and the students in the university. The results from the students show that there was knowledge gain and a positive influence of the faculty on the students, both seniors and first year students with regard to subject-related interaction. Out-of-class interaction of the faculty did not have a significant effect on the students whereas activity based learning and collaborative learning resulted in high student engagement. Liberal arts colleges had the best student-faculty interaction and it became a part of the college culture. Student engagement in universities are influenced by the attitude and behavior of the faculty so care must be taken when hiring faculty as it will impact the culture and environment of the institution.

Wake, Dysthe and Mjelstad (2007)[16], did a qualitative study on the changing role of teachers as they used a digital tool in the Department of History, University of Bergen. The teachers were required to give detailed feedback on the assignments submitted by the students. Traditionally, the feedback was private, but under this method the entire teaching staff of the department was able to view the comments. The grading of students became more transparent and there was a better interaction between the teacher, TA, and the student. This also led to mutual accountability, a better understanding of the feedback, and strengthened the professional's role.

Kenney, Banerjee and Newcombe (2010)[17] Their study showed how to bridge the gap between traditional teaching faculty and students who are from the digital era. The university where the study was carried out, conducted many faculty development programs, spread over five years to improve the technological competency of the faculty. The faculty were provided with a financial incentive and a laptop to participate in the program. The faculty development programs were based on the inputs given by the participants who indicated their level of technological competence and to what extent they have been using it in their classrooms, on which areas were most relevant. This training helps the faculty in improving student interaction and learning in the classroom.

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[16] Wake, J. D., Dysthe, O. and Mjelstad, S. (2007). New and Changing Teacher Roles in Higher Education in a Digital Age. Educational Technology and Society, 10 (1), 40-51.

[17] Kenney, J. L., Banerjee, P. and Newcombe, E. (2010). Developing and sustaining positive change in faculty technology skills: Lessons learned from an innovative faculty development initiative. *International Journal of Technology in Teaching and Learning,* 6(2), 89-102.

Sheweta Tiwari (Mishra) (2012)[18] In this study "Skill, Competency and Employability through Business Education" the author examined the skill and values needed for business school graduates. The most important competencies were identified. Industry expects that students possess these skill sets with the business schools providing a formal education in the same. Faculty members should have close interaction with the industry and attend training to improve their teaching skill. Research projects and internships should improve the competency of students. The government also needs to take an active interest in B-Schools, as most of the schools are new and need proper guidance and assistance.

Gladies and Vijila (2013)[19] The study compares faculty engagement in Arts and Science colleges with that of faculty in Engineering colleges. The data collected from 662 faculty showed that there was no significant difference between the two groups with regard to gender, marital status, educational qualification, and income. There was a significate difference when type of institution, nature of institution, and current position were compared. The management should ensure that the faculty have a high level of job satisfaction and are positive towards the institution. Thus, it was concluded that happy and contented faculty have better rapport with their colleagues and have a higher level of faculty engagement.

Gundeti Ramesh (2013)[20] Higher education is very important for a developing country like India and is vital for the increase of human development in the country. In the last two decades there has been a substantial increase in the number of institutions for higher education in India. The study mainly uses secondary data from the Ministry of Higher Education, Government of India, University Grants Commission reports. It points out that the enrolment of students had doubled in the last decade but girl's enrolment ratio is less than boys. Enrolment of women and backward castes are much lower than the

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[18] Sheweta Tiwari (Mishra), (2012),"Skill, Competency and Employability through Business Education", *Journal of Management and Research*, Vol.6 Iss 4/4.

[19] Juliet Gladies J., Kennedy Vijila (2013). Comparison of Faculty Engagement Factors between Arts and Science and Engineering and Technology Institutions. Research Journal of Management Sciences; Vol.2(11). 25-28.

[20] Gundeti Ramesh (2013). Indian Higher Education and The Challenges of Sustainability–An Analytical Note. International Journal of Social Science and Interdisciplinary Research. Vol. 2 (9), 20-30. ISSN 2277 3630.

national average. There is a low per capital spending and also a lack of qualified faculty which has led to poor quality of the graduates. The universities need to cater to the growing demand of students otherwise the human resource boon that we have in our country will soon prove to be a population bane for the economy. Curriculum and skill have to be aligned with the requirements to enable employability.

Linda Dowling-Hetherington (2014)[21] In her study on "The changing demands of academic life in Ireland", bring about the increased workload of faculty members. The working hours of the faculty have not increased in the recent year but there is an increase in the administrative duties, paperwork, and an increase in compliance requirements. Traditionally, the role of teachers was only to teach but now there is a whole new dimension with emphasis on research and motivating the students in the subject. The younger faculty were more open to the change because they entered the academic field wanting to do research whereas the older faculty joined to teach and that is what they signed up for. There are changes in the modules used to grade students, the method of reporting, and information processing system which has made the administrative duty more complex. Life of the faculty has changed with more pressure on research, paper publication and contribution to society. All these activities play a part in the faculty promotion assessment.

Abhishek K. Singh (2015)[22] This study was conducted in Oman by collecting data through questionnaires from 88 teachers to understand the need and significance of research in the field of academics. The respondents were teachers from Engineering, Management, Education and Communication departments. The study showed that research helped the professional development of teachers as well as the students. The teachers suggested that Faculty Development Programmes should be conducted regularly to bring in new teaching and research methodology. Rewards and recognition would encourage the teachers in the field of research as well as improve the teaching practices. The core

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[21]   Linda Dowling-Hetherington (2014),"The changing demands of academic life in Ireland", International Journal of Educational Management, Vol. 28, Iss 2, pp. 141 – 151, http://dx.doi.org/10.1108/IJEM-02-2013-0021.

[22]   Abhishek K. Singh (2015). Significance of Research in the Professional Development of Academicians in Special Context to Higher Education System in Oman. Langlit-An International Peer-Reviewed Open Access Journal. Vol. 1(3) 36-41 ISSN 2349-5189.

findings of this paper are that higher education institutions must introduce and support research in colleges, which will enable academicians to focus on research-based learning and teaching practices.

Khushboo Raina Puja Khatri (2015)[23] In the study," Faculty engagement in higher education: prospects and area of research" extensive literature review was made on faculty engagement. The research papers were taken from the different online hosts and very few papers were on Indian faculty engagement. It is observed that very few Universities in India have a teacher's association to help resolve conflicts and hindrances. The role of faculty has changed over the years from merely teaching to research and student welfare. There is a high attrition level in India and young people are not taking up teaching due to poor salary and lack of opportunities. A major issue is poor quality of teaching faculty. To improve this, faculty engagement needs to be increased, greater autonomy granted and development opportunities provided. Faculty engagement should include cognitive, emotional, behavioral, and physical components. Universities with positive faculty engagement practice have better faculty retention, higher job satisfaction and increased productivity.

Irameet Kaur and Charu Shri (2015)[24] The study is on the changing role of teachers and what are the competencies that a teacher should possess from a student and institution's point of view. The data was collected from 300 under-graduate students of engineering, commerce, law, management and art from Delhi NCR. The recruitment academic performance indicators of UGC was used to identify the competencies required from the institutions point of view. The students expect the teacher be effective in imparting knowledge as well as a person who is approachable and friendly. The expectations of the students have changed over the years and they expect the class to be student centric and interactive. The institution expects more as they focus on teaching

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[23] Khushboo Raina Puja Khatri (2015),"Faculty engagement in higher education: prospects and area of research", On the Horizon, Vol.23 Iss 4 pp. 285 – 308

[24] Irameet Kaur, Charu Shri. (2015). Effective teaching competencies - a compilation of changing expectations from students and institutions. Journal of Contemporary Research in Management Vol. 10; No. 1pp.57-71 Jan - March, 2015

effectiveness, administrative duties, research, and publications. Thus, the superior performance of the teacher depends on the high level of knowledge, skill, and attitude competencies of the teacher.

Suganya and Rajkumar (2016)[25] The study was done to understand the causes of job stress among college faculty in Vellore district. The researchers considered 25 items that caused job stress to the faculty of Arts and Science College. The research concluded that there was a high level of job stress among the faculty. The main stress factors were designation and type of family (nuclear or joint) which in turn effected the efficiency of the faculty. A balance needs to be maintained between work load and the remuneration paid to faculty.

Anderson and Slade (2016)[26] This study highlights the pressure faced by faculty in research universities to pursue research and research funding. The faculty have to balance their time between academic work, administrative duties, and research activity including grant writing. The study considered the decline in job satisfaction because the faculty were expected by the superiors to pursue grants and even for ones that did not interest them. The respondents were from the National Science Foundation/Department of Energy Survey of Academic Researchers. The faculty members with children spent more time on grant writing and engaged with graduate student for help in research. There was a disparity in the time spent on grant writing between the different departments. The study also states that the pursuit of grants had lead faculty to receive grants for subjects that interest them and job satisfaction is effect by a combination of many factors. Numerous factors like gender, tenure status, and personal factors determine the time spent on grant writing.

Raimonda Alonderiene Modesta Majauskaite (2016)[27], in their study "Leadership style and job satisfaction in higher education institution", focus on the

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[25]   Suganya, S. and A. Dunstan Rajkumar (2016). Job Stress among Faculty: An investigation of Self-Financing Art and Science Colleges in Vellore District. International Journal for Modern Trends in Science and Technology; Vol. 2 (03). ISSN:2455-3778.

[26]   Anderson, D. and Slade, C. (2016). Managing Institutional Research Advancement: Implications from a University Faculty Time Allocation Study. *Research in Higher Education, 57*(1), 99-121.

[27]   Raimonda Alonderiene Modesta Majauskaite (2016)," Leadership style and job satisfaction in higher education institution", International Journal of Education Management, Vol. 30 Iss1 pp. 140 – 164.

leadership style of faculty in the Lithuanian public and private universities. The data was collected from both private and public universities through internet survey questionnaires from 72 faculty and 10 supervisors. The research states that there is a positive relationship between servant leadership style and job satisfaction of the faculty. Job satisfaction leads to higher productivity and increase in the faculty competency. They had considered 6 different types of leadership styles. The supervisors often emphasized on ethical behavior and were concerned with the wellbeing of the faculty. This research shows that all the leadership styles had a positive effect on the faculty at different levels, with the least impact from autocrat leadership style.

Benevene, De Stasio, Fiorilli, Buonomo, Ragni, Briegas and Barni (2019)[28] This study was done in Italy to understand the factors that contribute to the well-being of teachers, both physical and mental. Previous studies show that there is a high level of stress among school teachers which leads to poor mental health and resignation. The data was collected from 282 school teachers that voluntarily participated in the study. The information gathered was kept confidential. 93.6% of the participants in the study were females and majority of the teachers had children. The self-perception of oneself is very important and has a direct relation with the happiness index of the individual, which has a positive effect on the mental and physical health of the teacher. The teachers competency in school and interpersonal relationship with co-workers also effects the overall self-esteem of the teachers. The school organisations need to promote a positive and happy work environment, which will reduce stress among the teachers and lead to better mental and physical health to the teachers.

2.3 STUDIES RELATED TO COMPETENCY

McClelland (1973)[29] This was one of the first papers that brought to light that the traditionally intelligent person may not be the most competent person for the job. The study emphasised on skill sets and skill training for the job. All jobs do not require

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28   Benevene P, De Stasio S, Fiorilli C, Buonomo I, Ragni B, Briegas JJM and Barni D (2019). Effect of Teachers' Happiness on Teachers' Health. The Mediating Role of Happiness at Work. Front. Psychol. 10:2449. doi: 10.3389/fpsyg.2019.02449.

29   McClelland, D. C. (1973). Testing for competence rather than intelligence. *American Psychologist, 28*, 1–1.

high level of intelligence but every job required a specific set of skill sets. The skill set needs to be identified and persons with those skill sets should be hired to achieve superior performance.

McClelland (1998)[30] Behavioural Event Interview (BEI) was used to understand what made an individual outstanding and perform better than the other executives in the organisation. The interviews were conducted for two groups, the outstanding executives and average executives. This helped to understand the competencies that made the executive outstanding. The organisation had also provided the past employment history and the bonus received over the years. The different competencies that made an executive outstanding were identified and used to predict the performance of the individual in the future. Regular feedback on performance to the executives helped in improving the competency of the executive.

Algozzine, Robert, Antonak, Richard, Bateman, Lonnie Flowers, Claudia et al. (1999)[31] This study was done to understand the improved level of competency in both the students and faculty after information technology was introduced. Information technology was introduced into the curricular for students, and faculty were trained to use it as a part of the teaching methodology. Faculty were evaluated in the use of information technology and improvements were made. Students were evaluated to see the improvement in the level if competency. Workshops were to be held for administrators, faculty, and students to improve the application of information technology in the education institutions.

Mark Homer (2001)[32] This article "Skill and competency management", is not written by a research scholar but by the director of a software company in UK. He clearly states the need to understand the skill gap in an organisation and to organise training programs to bridge the gaps and align it with the organisation goals. Skill and

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[30]   McClelland, D. C. (1998). Identifying competencies with behavioral event interviews. *Psychological Science, 9*(5), 331–339.

[31]   Algozzine, Robert, F., Antonak, Richard, Bateman, Lonnie, R., Flowers, Claudia P., et al. (1999) A process for developing technology competencies in a college of education. Contemporary Education; Summer 1999; 70, 4; Research Library pp.26-31

[32]   Mark Homer (2001), "Skill and competency management", *Industrial and Commercial Training*, Vol. 33 Iss 2 pp. 59 – 62.

competency management help to achieve the strategic goals of the organization. The author has given examples of companies that have used competency management to reduce training cost, staff attrition, and have skill specific training for every level for their employees. This has reduced cost to company and has implemented a system that selects better workforce, improved team effectiveness, and executed effective training and development programs. Skill and Competencies have to be re-evaluated from time to time, and a skill database of the employees need to be maintained.

Ley and Albert (2003)[33] This study was conducted in the Know-Centre in Austria to bring about standardisation and to highlight the common competencies required in the work place. A pilot study was conducted on seven project managers who were young graduates to understand the change in the knowledge and skill level on completion of the project through interviews. Documents prepared by the project managers during the execution of the project were examined to understand the change in competency level. This case study set the initially base line for the competencies required and then helps to make amendments over the years as and when the project requirements change. This made the assessment of the different competencies easier and relevant to the current day project requirements. This helps employers to assess and train employees for future projects and challenges in the work place.

Marion Spendlove (2007)[34] The author studied the overall competencies needed for good leadership in universities through semi-structured interviews of ten Pro-Vice-Chancellors. The study highlighted the fact that people from the academic field should be appointed as Chancellors and not people from business or industry. The study showed that most of the respondents continued with their research or teaching experience as functioning of a university is very different from that of industry which has a profit motive. Academic achievements and people skills help in identifying leaders in Higher Education Institutions. They need to have a good understanding of the functioning and

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[33]   Ley, T. and Albert, D. (2003). "Identifying Employee Competencies in Dynamic Work Domains: Methodological Considerations and a Case Study. *Journal of Universal Computer Science*, 9(12), 1500-1518.

[34]   Marion Spendlove (2007). "Competencies for effective leadership in higher education", *International Journal of Education Management,* Vol. 21 Iss 5 pp. 407 – 417.

systems followed in the university. Leaders in the academic field emerge due to their research and publication activities. Hence, they need to be identified early and trained to balance academic work with the administrative work load. They need to process behavioural competencies like good communication skills, team building, self-awareness along with sensitivity and be a mentor too.

Stracke, Christian (2011)[35] This study uses two case studies to bring out a standard method to measure and understand the competency required for specific jobs in Europe. The first case study 'eCOTOOL - The European initiative for competence modelling' was conducted by University of Duisburg-Essen, Germany to have universal specification across the European countries for the e-competency requirement. This would bring about openness in the hiring and the movement of personal between European countries. The second case study 'WACOM-WAter COmpetences Model Transfer' which was also done by the same university in water and sewage departments. This brought out the competencies and training requirement in these departments. It helped to bring about standardisation in the training and identify mandatory qualification and qualities needed in these departments. This study used tables to identify the competency requirement in each department and developed a model based on this which would be used as a standard model throughout European countries. The individual competencies were assessed and compared with organisational requirement, which lead to the training and competency development of the individuals.

Yuvaraj (2011)[36], in his study, "Competency Mapping – a drive for Indian Industries", the respondents were from the Textile Machinery Manufacturing Industry. Primary data was collected through questionnaires and discussions with supervisors and managers of different departments. Secondary data was collected from company records. To understand the training requirements of the company, the gap between the current competency level of the employee and the expected level was identified. Further, for

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[35] Stracke, Christian M. (2011). Competences and Skills in the Digital Age: Competence Development, Modelling, and Standards for Human Resources Development. In García- Barriocanal, E. et al. (Eds.), *Communications in Computer and Information Science*, vol. 240 [Proceedings of the Metadata and Semantic Research Conference]. Berlin/ Heidelberg: Springer. pp. 34-46. [ISBN: 978-3-642-24730-9]

[36] Yuvaraj, R. (2011), "Competency Mapping – a drive for Indian Industries", *International Journal of Scientific and Engineering Research,* Vol. 2 Iss8 ISSN2229-5518

employees the supervisor was asked to rate the performance of the subordinate and the required training were to be given. This research was conducted on the permanent employees of the organization.

Boran Toker (2011)[37], The research on "Job satisfaction of academic staff: an empirical study on Turkey", has dealt with job satisfaction of academic faculty. The data was collected from faculty working in eight of the Universities, covering all seven regions of Turkey. Minnesota Satisfaction Questionnaire (MSQ) was used and sent to 7196 faculty via email for which a response of 648 was received. The respondents included professors, instructors and research assistants with only 11% being above the age of 41 years. It is stated that the job satisfaction increased proportionally to the designation. The findings have matched with the earlier finding that the middle and lower level staff have a lower level of job satisfaction. There is a positive relation between job satisfaction and job performance.

Perera, Pearson, Ekundayo and Zhou (2013)[38], in their study did competency mapping on Quality Surveyors (QS). The study examined the competencies of the QS from the perception of the teaching faculty, professional body, that is Royal Institute of Chartered Surveyors (RICS), and the industry. The teaching faculty provides basic knowledge to the QS, whereas, the industry expects the graduate to expert in the field and ready to work, thus contributing to the industry. The findings of the study states that there was no consensus on what competencies the QS graduate was expected to achieve. The study also pointed out that there was a difference between what the student achieved and what the industry expects. The industry has very high expectation from the student, so RICS needs to work closely with the industry and set Benchmarks that the student can achieve. A Competency Mapping Framework needs to be formalized for the graduate program.

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[37] Boran Toker (2011), "Job satisfaction of academic staff: an empirical study on Turkey", Quality Assurance in Education, Vol. 19 Iss 2 pp. 156 – 169.

[38] Perera, S., Pearson, J., Ekundayo, D. and Zhou, L. (2013) Profession, academic and industrial development needs: A competency mapping and expert opinion review, International Journal of Strategic Property Management, 17(2), pp. 143-160, DOI:10.3846/1648715X.2013.806966.

Ralph Tench and Angeles Moreno (2013)[39] This research was conducted across 42 countries in Europe and over a period of two years. The qualitative data was through 53 in-depth interviews and four focus groups. The quantitative data was collected from online questionnaires from 2185 participants across European countries. The focus of the study was on the competencies of skill, knowledge and personal attributes of communication professionals in Europe and understanding the competencies required in the future. This research was able to bring out the role of communication professionals. Mentorship and coaching were seen as important methods of improving the competence of the new employees. It also reiterated that professional should work with other countries in Europe on exchange programs for a longer period of time to have a better understanding of the practices in other countries. Professionals felt that they were lacking in the knowledge of new social media and needed improvement in that skill.

Atri Sengupta, Venkatesh Arun K. Sinha (2013)[40], in their study "Developing performance-linked competency model: a tool for competitive advantage" developed a performance-linked competency model for the Indian textile organization. The research helped to manage the competency of the employees in a systematic manner to ensure high performance. This research looking into how the organization can have a competitive advantage through competency management. For this they had used Data Envelopment Analysis (DEA) and Rank Order Centroid (ROC) to validate the model. The model not only analyses the current competencies but also identifies future competencies requirement for the success of the employee and the organization. This research advocated that, performance-linked competency model can be adapted to other organisations. It is time consuming the first time but easy to follow in the following years.

[39] Ralph Tench., Angeles Moreno (2013) "Mapping communication management competencies for European practitioners", Journal of Communication Management, Vol. 19 No. 1, 2015 pp. 39-61 © Emerald Group Publishing Limited 1363-254X DOI 10.1108/JCOM-11-2013-0078.

[40] Atri Sengupta D.N. Venkatesh Arun K. Sinha, (2013)," Developing performance-linked competency model: a tool for competitive advantage", International Journal of Organizational Analysis, Vol. 21. Iss 4, pp. 504 – 527.

Sarkar (2013)[41] This article focuses on how the manufacturing units in India evaluate the training needs of the company through competency mapping. For the purpose of the study seventeen manufacturing units were identified and their method of identifying the training requirement of the employees through competency mapping was studied. Some of the companies had not identified the competencies that were required for the job. Training was considered as an obligation to be fulfilled. The study had designed a competency model with sixteen competencies to identify the gap between current competency level and future competency required. The study concluded that the competency of the individual needs to be assessed before conducting the training. Training should be goal oriented, efficient and not a method of satisfying government norms. Most companies did not have competency mapping for its employees nor did they analyse the training need of the employees.

Anguo Xu and Long Ye (2014)[42], In their study, they examined the effect of teachers' competency on the job performance in research universities. This research was carried out in some research universities of China with the help of questionnaires. 262 questionnaires were valid. The findings were that when there is a good academic atmosphere there is an increase in job performance. Industrial awareness, and research ability play an important role in the level of competency of the teacher whereas academic qualification, teaching skill has a lesser impact.

Elena-Alexandra Toader and Mircea-Alexandru Lungu (2015)[43] The study uses computer based formative assessment and feedback to evaluate the competency and skill of IT professionals in Romania. The feedback was given to the employee on five levels of computer-based assessment. This helped the employee to understand his/her current level of skill and knowledge and to understand the desired level of competency expected by the organization. The managers could use the assessment to understand the

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[41] Sarkar, S. (2013). Competency based training needs assessment--Approach in Indian companies. *Organizacija*, 46(9), 253-263. doi:10.2478/orga-2013-0025.

[42] Anguo Xu, Long Ye (2014), "Impact of Teachers' Competency on Job Performance in Research Universities with Industry Characteristics: Taking Academic Atmosphere as Moderator", Journal of Industrial Engineering and Management, Vol 7(5) pp1283-1292

[43] Elena-Alexandra Toader and Mircea-Alexandru Lungu (2015), "The impact of Elaborate Feedback on Competency Assessment of IT Professionals", *Informatica Economica,* Vol. 19 (3) pp. 80-88. DOI: 10.12948/issn14531305/19.3.2015.07.

training required and the competency level of the IT professional. This study helped to understand the gap between the actual performance level and the performance standards required by the organization.

2.4 STUDIES ON FACULTY ASSESSMENT DONE BY STUDENTS

Worthington, Andrew (2002)[44] This study was conducted by an Australian University to check for bias in the student assessment of teaching faculty. This university used student assessment of the teaching faculty as one of the important factors considered for the promotion and tenure-ship of the faculty. The finding of this study showed that there was a significant amount of bias in the evaluation made by students when they were aware that the faculty assessment was used to grade the faculty for the purpose of tenure-ship and promotion. The background of the student whether local, English speaking, age, also affected the faculty assessment. This bias effected the assessment and it was unrelated to the teaching ability or subject knowledge of the faculty.

Evers, Tomic and Brouwers (2004)[45] In this study "Burnout among Teachers: Students' and Teachers' Perceptions Compared." Published in the School Psychology International journal brings out the perception of students on fatigue of their teachers. The respondents for the study were 73 faculty members at a Regional Training Centre (RTC) in Netherlands and 411 students which was 25% of the students. The students were between the age group of 16 to 23 years. Three instruments were used by both sets of respondents to measure burnout, teachers' competency, disruptive behaviour of students in the classes, and the teacher's behaviour towards students. The students were able to perceive the teacher's burnout and the teachers' well-being. Gender of the students did not affect the perception of the students on the personal accomplishment of the teacher. The teacher's self-perception of burnout was less than that reported by the students and the age of the students did not affect their perception. Teachers need to self-examine and be aware of the student's perception which will increase mutual respect and a better learning environment.

[44]   Worthington, Andrew (2002). The Impact of Student Perceptions and Characteristics on Teaching Evaluations: A Case Study in Finance Education. *Assessment and Evaluation in Higher Education.* 27(1):pp. 49-64. DOI: 10.1080/02602930120105054.

[45]   Evers WJG, Tomic W. and Brouwers A. (2004) Burnout among Teachers: Students' and Teachers' Perceptions Compared. School Psychology International,.25(2):131-148. doi:10.1177/0143034304043670

Lin, Tin-Chun (2007)[46] In this paper, "Economic Behavior of Student Evaluations of Teaching: A Theoretical and Empirical Analysis", the author did empirical analyses on 86 students of his *Principles of Microeconomics* class. The questionnaires were filled up by the students before the final exams and the respondents remained anonymous. The factors involved in the education process were the professor's devotion to teaching, attitude, skill, leniency in grading and from the student's side, the effort put in by the student towards studies, willingness to learn and the environment provided by the institution. All these factors had a significant impact on the grade scored by the student. Students tend to give a higher evaluation score to faculty who gave the students higher grade scores. Students who had put in more effort in studies got higher grade scores and their evaluation of the faculty was also higher. The study also puts forth that if the mid semester grading is high for the student then the professor's grading by the students is also high, since the evaluation of the professor is done before the final exams.

Martin Davies, Joe G. Hirschberg, Jenny N. Lye, Carol Georgina Johnston, Ian M. McDonald (2007)[47] This study was conducted to understand and fine-tune the Quality Of Teacher (QOT) assessment of the faculty which is done by students while taking into account other factors that play a role in the assessment of the faculty by the students. When the evaluation of the faculty is based on only the student feedback, it is prone to be bias. This study used data from QOT, the class strength for each subject and the students profile that was collected over 8 years from the Department of Economics, University of Melbourne. The finding of the study shows that gender and the ratio of foreign students in the University were some of the factors that effected the QOT score of the faculty, which had nothing to do with the teaching ability of the faculty. For a fair and unbiased evaluation, the calculation of QOT score of the faculty should follow a methodology that includes all the other factors that are outside the control of the teaching faculty.

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[46] Lin, Tin-Chun, Economic Behavior of Student Evaluations of Teaching: A Theoretical and Empirical Analysis (March 18, 2007). https://ssrn.com/abstract=978518 or http://dx.doi.org/10.2139/ssrn.978518

[47] Martin Davies, Joe G. Hirschberg, Jenny N. Lye, Carol Georgina Johnston, Ian M. McDonald. (2007) Systematic Influences on Teaching Evaluations: The Case for Caution. *Australian Economic Papers*, 46(1). International Journal of Modern Engineering, 5(12), 66-70. https://doi.org/10.1111/j.1467-8454.2007.00303.x

Shwu-yong Liou Huang (2012)[48] This study examined the students' opinion on their university and their academic aspiration along with the learning environment at the university. The data was collected from the data base of 42 universities of which 21 were private and 21 were public universities. The sample comprised of 12,423 junior students from non-professional courses who had completed at least 2 years at the university since they would have a better perception of the university environment. The students were satisfied with the university environment with regard to library resources, administrative support and the general interaction with another student. The students were less satisfied with the emotional support provided by the university. There was a low level of aspiration among the students and there was a high variation among the students of different universities. This study concluded that the universities needed to improve faculty-student relationship, provide support for the emotional developments of the students, and focus on language proficiency of the students (both foreign and native language).

Sabina Donlagic Samira Fazlic (2015)[49], in their study "Quality assessment in higher education using the SERVQUAL model", assessed the quality of higher education in Bosnia and Herzegovina. SERVQUAL model was used by the students to assess the Faculty of Economics. In higher education, student satisfaction is most important and helps to identify the gaps in the student expectation and perception. The response was taken from 73 students and analyzed. The model helped to identify that empathy and responsiveness towards students were areas that needed improvement. There is definitely a gap between what the students expect and the service quality provided by the faculty. Academic and non-academic staff need to be given training to bridge the gap. The expectation of the student may even change over the four years of education so each batch need to be analyzed separately. The study showed that students assessment of faculty is very important as students are the end users.

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48 Shwu-yong Liou Huang (2012). Learning environments at higher education institutions: Relationships with academic aspirations and satisfaction. *Learning Environ Re*s. Vol.15 pp. 363-378.

49 Sabina Donlagic Samira Fazlic, (2015). "Quality assessment in higher education using the SERVQUAL model", Management, Vol.20, Iss 1 pp. 39 – 57.

2.5 STUDIES RELATED TO 360-DEGREE FEEDBACK

Bergee (1993)[50] In this study "A Comparison of Faculty, Peer, and Self-Evaluation of Applied Brass Jury Performances", the author reiterates earlier findings that peer and self-evaluation help to improve the performance of individuals in the field of music. The evaluation must be well-defined and must bring out both positive and negative facets of the individual's performance. In this study, five university instructors evaluated ten performances in the first year. In the second year, the same five university instructors evaluated eight performances. A structured questionnaire was used to evaluate the faculty members and students on musical effect, intonation, technique, and tempo. This was compared with the self-evaluation scores. There was consistency in the peer and self-evaluation. The students also gave a reliable evaluation and were truthful in their assessment. There was a lesser correlation when self-evaluation was compared with the student's evaluation of the faculty's skills. The author also highlights that for further studies the students when evaluating faculty performance should be instructed to bring out different aspects - positive and negative - in a moderate mode.

Brutus, Fleenor, and London (1998)[51] In this study "Does 360-degree feedback work in different industries?" the authors compare 360 degree feedback for development between six industries: education, military, health, manufacturing, government and finance. The respondents for this study had received training for the rating instrument from the Centre for Creative Leadership. Equal number of samples were taken from each sector. The public sector that comprised of government, education and military received a higher rating than the private sector. The superiors' ratings were lower in all the sector and highest in the educational sector. The private sector was more honest in their judgement of peers and in the education sector the peers were very lenient in their judgement of peers. The study states that there may be bias in the sampling as educational institutions would send high performing faculty for the training program while the private sectors would send managers who required the development training. Through this

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[50] Bergee, M. (1993). A Comparison of Faculty, Peer, and Self-Evaluation of Applied Brass Jury Performances. *Journal of Research in Music Education, 41*(1), 19-27.

[51] Brutus, S., Fleenor, J. W, and London, M. (1998). Does 360-degree feedback work in different industries? Journal of Management Development, 17(3), 177-190.

comparative study it is clear that 360 degree feedback for development works differently for different types of organisation

Rao and Sayantani Dutta (2002)[52]**,** in their study they had used 360-degree assessment as a tool to assess future job competency of individuals along with data from the assessment center of the employee. The study was conducted on seven middle level managers from an Indian power sector company. The individual's competencies were assessed by the assessment center and 360-degree data and also the correlation between the respondents having similar competencies. In three areas, that is communication skill, people skill and motivation the correlation between the present job and future job was significant so the method is a reliable interpreter. The assessment center is an important tool to assess the future leaders for the organisation and 360-degree feedback will assist the process.

Luthans, Fred and Peterson and Suzanne (2003)[53] For this study, "360-degree feedback with systematic coaching: Empirical analysis suggests a winning combination" a field study was done on a small manufacturing unit which comprised of 20 managers and 67 workers. This study received the full support from the management of the company, the feedback received was kept confidential and follow-up coaching was done individually for the overall development of the manager. After receiving the first set of feedbacks from self and others, coaching was given to the managers to improve self-awareness and their attitude towards others. The second set of feedback was collected two to three months after the coaching which showed a positive change in all the aspects that were tested. Thus it can be concluded that this method of feedback along with coaching had a positive impact on commitment to the organisation, reduced attrition and brought about job satisfaction. For larger organisations, the feedback and coaching could be done online to make this method cost effective.

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[52]   Rao, T. V, and Dutta, S. (2002), "Predictive Ability of 360-degree feedback as a competency assessment tool".   HRD in Asia- Trends and Challenges – Paper presentation at 1st International conference on HRD in Asia, IIM Bangalore (2002) October 28-29.

[53]   Luthans, Fred and Peterson, Suzanne J., "360-degree feedback with systematic coaching: Empirical analysis suggests a winning combination" (2003). *Human Resource Management,* Volume 42, Iss 3, 243–256, Autumn 2003 doi 10.1002/hrm.10083 https://digitalcommons.unl.edu/ managementfacpub/147

Penny (2003)[54] The study "Explaining differential item functioning in a 360-degree assessment: Rater Source and method of delivery", looks into paper-and-pen survey method and web delivery method for 360-degree survey. The sample was a group of 374 families and the ratings were given by all 4 groups - self, superior, peer and subordinate. Half the families completed the survey using pen and paper while the other half used electronic media. There was no significant difference between the rating given by the groups for both methods-paper or electronic media. This research suggest that 360 degree assessment be conducted using electronic media as this multi-rating method becomes cost effective. There is a gradual increase in the use of 360 feedback for development assessment of managers. In the past decade, HTML format would reduce the time taken for the evaluation of the results.

Chandan Kumar Sahoo and Gangadhar Sahu (2008)[55]. The study "360 Degree Feedback Mechanism: A Tool for Managing Employee Performance" brings out the advantages of using this method of performance appraisal for both the employer as well as the employee. This method helps the employee understand his skills and weaknesses and reduces bias as the appraisal is done by superior, self, peers, subordinates, and customers. The success of this method depends on proper management of the feedback method and workers have to be trained to give and receive the feedback. This feedback helps to improve the competencies needed by the individual for better performance in the organization.

Rao and Chawla (2008)[56] This study gathered information from 43 employees who were trained in the RSDQ method of feedback. The feedback given by majority of the respondents showed that the 360-degree approach had helped then improve their performance and they were able to achieve their goals. Most of the respondents had regular interaction with their co-workers which helped in understanding and achieving

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[54] Penny, J. A. (2003). Explaining differential item functioning in a 360-degree assessment: Rater Source and method of delivery. *Organizational Research Methods, 6*(1), 61-79.

[55] Chandan Kumar Sahoo, Gangadhar Sahu, (2008), 360 Degree Feedback Mechanism: A Tool for Managing Employee Performance. Management and Labour Studies Vol. 33(1), pp.103-110.

[56] Rao, Talam and Nandini, Chawla. (2008). Impact of 360 Degree Feedback: A Follow-up study of Four Organizations. Indian Institute of Management Ahmedabad, Research and Publication Department, IIMA Working Papers.

the company goals. This system had brought about accountability along with team work and improved time management. The 360-degree feedback brought about behavioural change in senior management. The respondents were positive towards this method being adopted every year with a quarterly review on the progress.

Baroda, Sharma and Bhatt (2012)[57] This study brings out the recent trends in 360-degree feedback. Many companies are using this feedback for performance appraisal, promotion, pay increments, development, and training programmes. When this feedback is introduced in an organisation the purpose for which it is established must be well-defined and the employees must be trained in the rating methodology. The cost to the organisation should be examined and the feedback received should be free from bias. The feedback should be used for developmental and competency improvement of the employee. 360-degree feedback helps the individual to understand others perception of oneself thus inducing self-improvement. This method also helps in teambuilding and cooperation among employees towards a common goal. The case study in this study is on TACT, a foster care organisation. Initially 360-degree feedback was introduced by the HR department, so the workload on the HR department increased and the method was not successful. The organisation then brought in an external consultant, trained the employees and now it is a part of the annual appraisal process. If 360-degree feedback is not implemented properly it could be detrimental to the organisation.

Hosain, S. Md. (2014)[58] This study brings out the pros and cons of 360-degree appraisal. This type of appraisal brings out detailed information on the current job and future requirements. The feedback is taken from superiors, peers, subordinates and self (self-evaluation). This helps the organization to understand the strengths of each employee and work on improving the competency of the employee through training and development programmes. To use 360-degree method of feedback, the organization should train the employee and explain the purpose and the method followed for the

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57   Baroda, S., Sharma, C. and Bhatt, J. K. (2012). "360 Degree Feedback Appraisals- An innovative approach of Performance Management System". International Journal of Management and Information Technology, Vol. 1, No. 2, pp. 53-66.

58   Hosain, S. Md. (2014). 360 Degree Feedback as a Technique of Performance Appraisal: Does it Really Work? Asian Business Review, Vol. 6, No.1/ 2016 (Iss:13) 21-24. DOI:10.18034/abr.v6i1.779

feedback. A pilot study should be done and the questionnaires should be concise, clear, and the question in the feedback should be customized for each organization. 360-degree feedback is widely used for training and development, evaluating performance, promotions and layoffs. This method is used by organizations as it gives multiple feedback and a broader perspective on the employee.

John Paul (2015)[59] This study was conducted on the engineers employed in Central Design Organisation (CDO), a government department in the state of Andhra Pradesh. 360-degree feedback was used to assess the competency of Deputy Executive Engineers (DEE). The self-assessment ratings of the Deputy Executive Engineers (DEE) were compared with the ratings given by the supervisor and this rating was lower than the self-assessment in most of the competencies. The colleagues and juniors have given higher or similar ratings for majority of the competencies. The self-assessment for behavioural qualities were high but the rating for these qualities were marked lower by the supervisor. This shows that one's self-perception may be biased and a multi-rating helps in giving a more comprehensive and accurate feedback.

Savitha (2020)[60] This study brings out the perspective of faculty on 360 Degree Feedback which has been advocated by AICTE for the evaluation of faculty. 360 Degree Feedback is considered as a more dependable and unbiased feedback, as it is obtained from different stakeholders in the institution. The data collected for this study was through group discussion and questionnaire which had a positive outlook to the 360 degree feedback but were apprehensive about the factors considered and their weightage. Research, Publication, and Case Study which had become an integral part of faculty proficiency in not included in the feedback. A well designed 360 Degree feedback would be beneficial to the institution and faculty. The collated feedback should be communicated to the faculty in a timely and regular manner to ensure positive feedback and faculty development.

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[59] John Paul, D. (2015), "Competency mapping and assessment of Behavioural Attributes of Deputy Executive Engineers – 360 degree approach "A study on the government organisations in India", International Journal of Management and Social Science Research review, Vol. 1 Iss 16 pp.221 – 229.

[60] Savitha G R. (2020). 360 Degree Feedback: Faculty Perspective. *International Journal of Research Publications (IJRP.ORG)* . 60(1), 8-13; doi:.10.47119/IJRP100601920201421.