



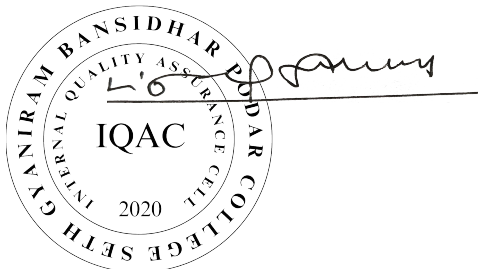
SETH GYANIRAM BANSIDHAR PODAR COLLEGE

Accredited with 'A' Grade (3.04 CGPA) by NAAC-UGC

Recognition of *college* under Section 2(f)/12(B), UGC Act, 1956

Affiliated to *Pandit Deendayal* Upadhyaya *Shekhawati University*, Sikar

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff





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❖ PERFORMANCE APPRAISAL PROCESS OF FACULTY MEMBERS

Any Institution's ability to succeed is largely dependent on the calibre of its faculty and support personnel. Collectively, they hold a pivotal position and serve as the foundation of the establishment. Without them, institutions are unable to fulfill their missions and objectives. In order to meet the goals, employees must be motivated in their jobs. One of the performance management instruments that are frequently used to gauge academic staff productivity in various settings is the performance appraisal.

Performance appraisal forms are designed for both teaching and non-teaching staff at Seth Gyaniram Bansidhar Podar College.

Evaluation of teaching staff performance:

The following goals are pursued in the faculty appraisal process:

- To support educators in their professional growth and career preparation.
- To help educators consider their own abilities and do their jobs more successfully.
- To render a decision in favour of confirmation, termination, promotions, or demotions.
- To give employees feedback regarding their conduct, dispositions, abilities, or subject-matter knowledge
- To acknowledge the accomplishments of educators and assist them in finding strategies to enhance their performance in terms of knowledge, abilities, and attitudes.

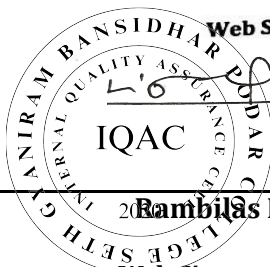
In other words, it would be used as a tool to support the institution's teaching-learning process' expansion, improvement, efficiency, and effectiveness.

The procedure for evaluating faculty members:

The process of appraisal would be scheduled towards the end of the academic year. This is to enable the faculty reflection their performance across the academic year. Additionally, the analysis is would provide a pathway for the institution to take necessary

Rambilas Podar Road, Nawalgarh, Dist: Jhunjhunu - 333042
Contact No: 8619868884

Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com



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measures to incentivize or bring in supportive processes to enhance the performance of the faculty.

Three steps make up the evaluation process:

- (i) Self-assessment questionnaire that each faculty member must complete.
- (ii) Principal's Appraisal: This would also include a review of the faculty members' self-appraisal materials.
- (iii) Student evaluations of faculty members.

A. FORMAT OF SELF APPRAISAL:

Both quantitative (rating scale) and qualitative (descriptive) portions are included in the designed self-appraisal structure. The following skill domains are included in the self-assessment format:

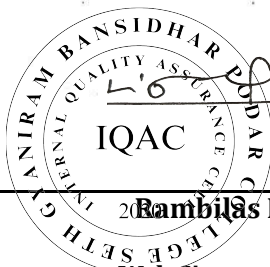
1. Overview of Information
2. Self-evaluations of one's skills, weaknesses, and places for development; these are all descriptive things
3. Professional Skills and Duties: There are 30 parameters in this part that need to be scored on a 10-point scale, and there are just 08 parameters that are descriptive.
4. The rating system has a range of 1 to 10.
 - less than 40% is needs improvement
 - 50% is fair
 - 75% is good
 - more than 75% and less than 90% is Very Good
 - More than 90% is outstanding

In order to enhance objectivity in the appraisal process, comprehensive grade descriptors have been supplied for each item within each section. The self-appraisal form and the same are handed to the faculty to complete.

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General recommendations for educators who choose to carry out the duty of self evaluation:

1. Throughout the academic year, faculty members are encouraged to highlight their successes and recall significant moments in their professional progress.
2. It's critical to be truthful, grounded, and impartial about one.
3. Teachers must be critical and introspective in their evaluations without coming out as self-deprecating.
4. When preparing their own evaluations, faculty members are supposed to act professionally.
5. Faculty are expected to use the specified grade descriptors in the event that they are unclear.
6. Teachers need to take their duty of self-evaluation seriously. They are supposed to operate independently and not let any classmates or colleagues affect them while they are working.
7. The Principal would guarantee the process's confidentiality.

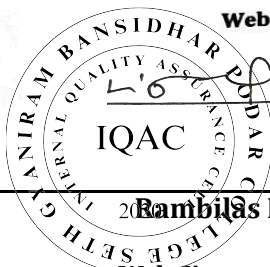
NOTE: The Principal receives all evaluation forms from the faculty and will be in charge of them.

Principal

Seth G.B. Podar College
Nawalgarh - 333042

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❖ PERFORMANCE APPRAISAL PROCESS OF NON-TEACHING STAFF MEMBERS

The appraisal process for non-teaching staff in colleges usually involves a number of steps. These steps may vary depending on the college's policies and procedures, but typically involve the following:

- 1. Setting Objectives:** The first step in the appraisal process is setting objectives for the non-teaching staff. These objectives may be related to their job responsibilities or personal development goals.
- 2. Performance Measurement:** The performance of the non-teaching staff is then measured against the objectives that were set. This may involve reviewing their work over a specific period of time, such as a year.
- 3. Feedback:** The non-teaching staff is provided with feedback on their performance. This feedback may be given by their line manager, peers or colleagues. The feedback may highlight areas where the staff member is doing well and areas where there is room for improvement.
- 4. Development Plan:** Based on the feedback received, a develop plan may be created for the non-teaching staff. This plan may include training and development opportunities to help the staff member improve their skills or performance.
- 5. Performance Review:** A final performance review is conducted to assess whether the non-teaching staff member has met their objectives and made progress towards their development plan.

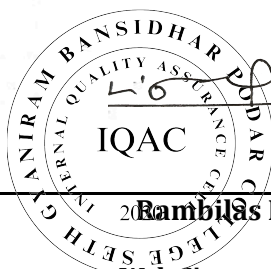
Overall, the appraisal process for non-teaching staff in colleges is designed to help staff members grow and develop in their roles, while also ensuring that they meet the expectations and standards set by the college.


(Dr. Satyendra Singh)
Principal
Seth G. B. Podar College
Nawalgarh - 333042

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