

9.1 OBJECTIVE

The Management has the right to prescribe the mode to assess the performance of the employee, which may include conducting periodical performance of the employee, for granting annual increments and/or promotion.

9.2 PROCESS OF IMPLEMENTATION

The college has a comprehensive faculty performance appraisal and development system in place. The implementation of Faculty Performance Appraisal System is mainly consists of three steps:

STEP 1: Collection of Faculty Self Appraisal from faculty

STEP 2: Preparation of Faculty Annual Performance Appraisal Report

STEP 3: Review of Annual Performance Report by expert committee

At the end of every academic year, the self-appraisal form is collected from the faculty with all the necessary enclosures. The annual performance of faculty is evaluated by HoD and then forwarded to Principal. After Principal remarks, the management constituted expert committee reviews the performance of the faculty and provides feedback for further corrections/improvements.



9.3 KEY POINTS FOR FACULTY APPRAISAL ARE:

- Average Pass Percentage of the subjects taught by faculty
- Average Pass Percentage of the students proctored by faculty
- Average Percentage of Students feedback
- Papers published in Journals and Papers presented in Conferences
- Chapters and Books authored by faculty
- Workshops/FDPs/STTPs attended by faculty.
- Additional responsibilities handled by faculty.
- Assessment of attitude and Interpersonal skills

Step 1: Collection of Faculty Self Appraisal

A well-defined system exists for the faculty to self-assess their performance using the Faculty Self-appraisal form for the completed academic year. A format is provided to the faculty in this regard to fill in the details relating to academics and research. The Departmental Assessment Committee evaluates the performance of the subject teacher with respect to results of students in the concerned subjects. The average pass percentage of the students proctored by the faculty is also considered. The feedback on faculty by the students is obtained through discussion with student representatives and through prescribed format. This feedback received in the format given is used for the faculty appraisal.



The research contributions of faculty are considered with respect to the number of papers published in SCI/Scopus/WoS indexed Journals, number of papers presented in National/International Conferences, chapters and books authored. The additional responsibilities taken by faculty in the department level/college level are also considered for the performance evaluation. The Faculty Self Appraisal form is to be submitted by the entire faculty to the HoD concerned before July 15th of every year.

Step 2: Preparation of Faculty Annual Performance Appraisal Report

After collecting the Faculty Self-Appraisal Report, the HoD evaluates the parameters self-assessed by faculty and gives comments on individual parameters. The HoD also gives the score on a 3-point scale for the parameters related to attitude and interpersonal skills of faculty. The HoD is expected to complete this process within a week. After evaluation by HoD, the report is then forwarded to Principal for remarks. The Principal shall complete the process within a week or two. The report is then used by the expert committee constituted by management to give further corrections/improvements.

Step 3: Review of Annual Performance Appraisal Report by Expert Committee

The Faculty Annual Performance Appraisal with HODs comments and Principal remarks are reviewed by the committee constituted by the management. The review process is usually done during the first week of August every year.



The Faculty Self-Appraisal scores and the Attitude and Interpersonal skills scores of the entire faculty are also reviewed and correspondingly action is taken.

The faculty who gets an appraisal score of good will be given a Annual increment and for those whose performance is not up to the mark and who gets a score of poor are counselled and advised to attend various orientation programmes for their personal and professional development, complete few MOOCs courses to improve their knowledge and involve themselves in research collaborating with the other peers of the department.

The faculty who gets a lower score in Attitude & Interpersonal skills is also counselled and suggestions are given in the areas the faculty needs to improve.

