LENORA INSTITUTE OF DENTAL SCIENCES

(Recognised by GOI/ Dental Council of India & Affiliated to Dr. NTR UHS-BZA)

Accredited with NAAC "A" Grade

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6.3.5 PERFORMANCE APPRAISAL PROCESS

The success of any educational institution depends on the quality of its staff- both teaching and non-teaching. Together they play a significant role and are the backbone of the institution. Institutions cannot achieve their goals -the vision and mission- without them. To achieve the targets, the staff need to be motivated at work. The performance appraisal (PA) is one of the performance managements tools that is widely used to measure the productivity of academic employees in different contexts.

At Lenora Institute of Dental Sciences, performance appraisal formats are developed for both teaching and non-teaching staff.

Benefits of Appraisal system by the Institution:

1. The institution encourages the faculty as well as the students by funding for research related works, CDE programs, Academic related Workshops, etc and encourages research, establishment and effective functioning of the organizational units concerning it.
2. Increasing student involvement in research has potential rewards for both faculty and students.
3. In addition to the academic pursuits at our institution our students are encouraged to participate in extracurricular activities also. They are given incentives and rewarded for their excellence in academics as well as co-curricular activities.
4. To encourage the students performance on academics, the college has instituted certain rewards such as Distinction Awards, Academic Excellence Awards, Young Researcher Awards.

Performance appraisal for teaching staff

The faculty appraisal is undertaken with following objectives:

- To assist teachers in their professional development and career planning.

- To assist teachers to reflect about their potential and to carry out their duties more effectively
- To provide judgment to support promotions, demotions, transfers, confirmation or termination.
- To provide feedback to staff about their behaviour, attitudes, skills or subject expertise
- To recognise the achievements of teachers and help them to identify ways of improving their knowledge, skills, attitudes and ultimately performance.
- To improve the quality of education for students.
- In short, it would be utilized as a tool to facilitate growth, development, efficiency and effectiveness of the teaching-learning process in the institution.

The process of faculty appraisal:

The process of appraisal would be scheduled towards the end of the academic year. This is to enable the faculty reflect on their performance across the two semesters of the academic year. Additionally, the analysis would provide a pathway for the institution to take necessary measures to incentivize or bring in supportive processes to enhance the performance of the faculty.

The process of appraisal comprises of three parts:

A. Self-appraisal format to be filled by every faculty

B. Appraisal by Principal: This would also involve a review of the self-appraisal documents submitted by the faculty.

C. Student Appraisal of teachers

A. SELF APPRAISAL FORMAT:

The self-appraisal format developed has both quantitative (rating scale) and qualitative (descriptive) sections. The self- appraisal format encompasses the following domains of skills

1. General Information

2. Self-reflections on abilities, strengths and areas of improvement- all descriptive items

3. Professional Skills and Duties: This section has 19 items to be rated on a scale of 4 and 1 item which is descriptive in nature. (Total score: maximum 80; minimum 20)

4. Personal Competencies and Abilities: This section has 4 items to be rated on a scale of 4 and 1 item which is descriptive in nature. (Total score: maximum 20; minimum 5)

The rating scale ranges from 1 to 4 as follows

• 1 is needs improvement

• 2 is fair

• 3 is very good

• 4 is outstanding

To make the process of appraisal more objective, detailed grade descriptors have been provided for every item under each section. The faculty are given the same along with the self-appraisal format to be filled.

The maximum score a teacher can arrive at is 100.

General guidelines for faculty when undertaking the responsibility of self-appraisal:

1. Faculty are expected to highlight their accomplishments and recollect milestones in their professional development across the academic year

2. Being honest, realistic and objective about oneself is important.

3. Faculty need to be reflective and critical without being self-deprecating in their assessment.

4. Faculty are expected to be professional when writing self-assessments.

5. In case of any confusions, faculty are expected to utilize the grade descriptors provided.

6. Faculty have to undertake the responsibility of self-appraisal seriously. They are expected to work individually and not be influenced by any colleague or peers during the process.

7. The Principal would assure the confidentiality of the process.

NOTE: All appraisal forms are submitted by the faculty to the Principal and will be in the custody of the Principal.

B. APPRAISAL BY PRINCIPAL:

The principal follows exactly the same format as the above for appraisal. In fact, to make it more concise, the self-appraisal format also has a column to be filled by the Principal which runs parallel to the column where the faculty scores are entered. (Refer Appendix 1)

The maximum score a teacher be given by the Principal is 100.

General guidelines for Principal when undertaking the responsibility of appraisal of faculty:

1. The assessor has to ensure that the focus is on the person without any prejudice.

2. The Principal should focus on job performance and related factors, not personality factors of the faculty being assessed.

3. The Principal is expected to review thoroughly the job requirements, the teacher's strengths, accomplishments and areas of improvement.

4. The Principal shall maintain the confidentiality of the process strictly.

5. The information will be utilized for professional development only.

C. STUDENT APPRAISAL OF TEACHERS

The third component of the appraisal is the feedback from the student community. A format with 7 items has been developed for the same. Each of the seven items cover a range of teaching skills required for efficiency in teaching- syllabus completion, ability to clarify doubts, quality of feedback, teaching tools utilization, clarity in communication etc.

The rating scale ranges from 1 to 7 as follows:

The maximum score a teacher can arrive at is 7 on each item.

1	2	3	4	5	6	7
Poor			Average			Outstanding

Process:

1. Feedback from students are taken from all sections at the end of every year.

2. It is ensured that every teacher has received feedback on at least two subjects taught by him/her. It is ensured that the two sets of feedback are not from the same class.

3. To maximize objectivity and reduce biases, the following protocols are followed:

4. Before distributing the feedback forms to the students, the Principal/ HOD would explain to the students on the importance, responsibility and implications of feedback from students. This process is followed in every class/section.

5. Students are advised to give their feedback freely and judiciously.

6. Students are advised not to discuss with their peers when they are filling the forms.

7. Students are assured of confidentiality.

8. The teacher whose feedback is being provided will not be involved in the class during the session. It will be administered by the Principal/ HOD.

9. The feedback forms are collected immediately and will be in the custody of the

Principal

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FEEDBACK FORM

Name of the course:

Location of the course:

Date of the course:

Please circle the number which more closely represents your view on each of the following:

1. Poor   2. Average   3. Good   4. Very good   5.Excellent

Sl.no	Topic/session	Content	Presentation	Usefulness	Handout
1.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Received/not received

Audio-visual aids and other arrangements: 1 2 3 4 5

Suggested topics for future Workshop/ Hands-on:

Suggestions for improvement:

Principal

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