



Affiliated to Tribhuvan University

Achham Multiple Campus

Mangalsen, Achham

PERFORMANCE APPRAISAL OF THE FACULTY

2079/080

Background

Performance appraisal is a process for evaluating and documenting how well an employee is carrying out his or her job. It is part of a company's performance management system. Performance appraisals are based on the employee's progress against goals set once a year with his or her manager. An appraisal is a type of investigation into the law of probabilities with respect to valuation. Through the appraiser's experience, training, and integrity we are able to teaching learning activities. The appraiser cannot lend credence to these possible factors lest he misrepresent the very reason for his profession.

An appraisal cannot be guaranteed, nor can it always be proven. The opinion of value can, however, be substantiated and final opinion is the result of a thorough professional analysis of a vast quantity of data. An appraisal must not be considered absolute but should be used as a basis of negotiations between concerned parties, whatever their interests.

The valuation process as followed in the preparation of this report is an orderly procedure for arriving at an estimate of value. By following this procedure the appraiser begins with a preliminary study of the problem involved and defines the basis from which the appraisal is to be made. A program is then initiated for the accumulation, analysis, and observation of data. The data called for in the preliminary study is then gathered, classified and analyzed.

A performance appraisal is a systematic and periodic process of measuring an individual's work performance against the established requirements of the job. It's a subjective evaluation of the employee's strengths and weaknesses, relative worth to the organization, and future development potential.

Performance appraisals are also called performance evaluations, performance reviews, development discussions, or employee appraisals. If you conduct a successful performance appraisal, you can get a handle on what the employee does best and identify areas that require improvement. Appraisals also come in handy for deciding how to fill new positions in the company structure with existing employees.

To complete the valuation process, the appraiser integrates the information drawn from the market research and analysis of data and from the application of appraisal techniques to form a conclusion. This conclusion may be an estimate of value or a range in which the value may fall. An effective integration depends on an appraiser's skill, experience, and judgment.

With the preceding in mind, the reader's attention is invited to the appraisal report and various exhibits which point out the facts and reasoning leading to the final estimate of value.

Achham Multiple Campus will be an independent center of quality education by following the vision of masterminds and making best use of it for further development of people and society of the catchment area as the interest regional, national and international level. Likewise the campus will also be an excellent model of community campus through the development of its outstanding infrastructure and human resources with mobilization, collaboration and participant of community through transparent manner.

The vision of Achham Multiple campus is to make it a educational destination with its comprehensive and integrated learning network and be a major contribution to the intellectual, cultural, social and economic development of the nation.

The mission of Achham Multiple campus is to serve the students, communities and the region through quality, affordable and accessible academic and career oriented education by enabling them to lead more informed and skilled lives and to have enhanced career with its competent, multi faculty, technical and general programs coupled with research activities.

Core values and norms

- Excellence
- Life-long learning
- Diversity and respect
- Sustainability
- Collaboration, service and community involvement.
- Commitments
- We commit to embrace excellence in all that we do
- We believe in creating dynamic environments that enhances teaching and learning experiences.
- We encourage collaboration, teamwork and cooperation in promoting collaboration, service and community involvement.
- We value the contribution and worth of all for succeeding in a global society.
- We believe in diversifying our financial resource for economic sustainability.

Executive summary

In the context of significant recent changes to the administration of education in Nepal, this report presents the findings of a research project commissioned by the British Council into the status of the initial teacher preparation (pre-service teacher education) and continuing professional development (CPD)¹ of practicing teachers in the country. Whereas the teaching workforce was previously managed centrally, within the new federal political structure provincial and local governments have assumed responsibility for teacher CPD. A key goal of this study was to examine the functioning of the overall CPD system in the new federal structure. However, an overall understanding of teachers' lifelong developmental journey also needs to include some attention to their initial preparation. Many of the challenges that CPD seeks to address originate in ineffective pre-service teacher education, and reform at this level can make an important contribution to the quality of teachers and teaching. This study did, therefore, also engage with universities who prepare teachers, in order to examine aspects of education programmes, such as curricula, teaching methods and assessment. In each case, focus group discussions (FGDs) and key informant interviews (KIIs) were conducted with relevant stakeholders in order to address the objectives listed above; for pre-service teacher education, respondents included university lecturers and campus chiefs, while the CPD component of this work drew on contributions from schoolteachers, head teachers and educational officials at provincial, district and municipality levels. A total of 233 stakeholders contributed to FGDs and KIIs in the three focal provinces. Additionally, meetings were held with six representatives from University Grants Commission (UGC) officials from the remaining four provinces and two Ministry of Education, Science and Technology (MOEST).

The appraiser has gathered data on the subject items from as many sources as practical, including but not limited to the original equipment manufacturer (if possible), dealers and brokers of like equipment, published catalogs, and guides of similar equipment as well as the Internet. Upon gathering data regarding new and similar models with characteristics of the subject equipment, the writer has then analyzed the data in an effort to estimate value.

This is a report estimating value based on reported conditions. If it is the client's desire to verify the physical condition and/or needed repairs of the machinery/ equipment, which is the subject of this report, the client should consult a qualified mechanic/technician. To determine actual mechanical condition is outside of the appraiser's expertise and the scope of this assignment.

Further, the request to the writer as to the type of report needed was implemented. That is to say, the equipment may be valued in place, in use, and as part of a going concern entity; in place, not in use; in place to be removed; not in place, etc. Many types of equipment items are labor intensive in their millwright, installation or removal.

This evaluation sets forth the findings and conclusions of the writer, and is based upon an investigation of conditions affecting value, and is subject to the Statement of Limiting Conditions and Definitions. Without reading the Statement of Limiting Conditions and Definitions, the report cannot be fully understood.

Faculty members are encouraged to reflect upon their teaching effectiveness for formative purposes (e.g., professional development) and for summative purposes (documenting their teaching for review by peers, chairs, and administrators). For formative purposes, faculty members should collect, reflect upon, and use evidence of the effectiveness of their teaching behaviors from a variety of sources such as students, peers, and self-assessment. When documenting their growth as a teacher, faculty members might also consider the disciplinary perspectives of those who will review their documentation.

How can we ascertain and document how effective we are as teachers? Faculty members may have both formative and summative purposes for exploring answers to this question. Formative purposes involve collecting and reflecting upon evidence of the effectiveness of our teaching behaviors to ascertain our strengths as teachers, to identify potential areas for improvement or growth, and then to act upon these reflections to improve or enhance our teaching to contribute more effectively to student learning. Summative purposes involve preparing and submitting documentation of our teaching effectiveness for formal review by peers, chairs, and/or administrators who then make recommendations or decisions, such as promotion, tenure, post-tenure review, merit pay, or suitability for receiving a teaching award.

The authors of several recent articles (e.g. Betk, 2005, 2014; De Costy, 2015; Halonen et al 2012) discuss strategies for collecting and documenting evidence of teaching effectiveness for formative and summative purposes. These authors recommend that we should not rely exclusively on one source of evidence (eg, relying only on student feedback collected at the end of a course). Instead, we should collect, reflect upon, and document evidence from multiple sources when conducting formative assessment and preparing documents for summative evaluation. Here are examples of common sources of evidence that we may collect initially for formative purposes, from which we may later select the most compelling evidence for inclusion in documents submitted for summative purposes.

Include evidence from student feedback, but do not rely on student feedback as the only source of evidence. At a minimum, review, reflect upon, and consider whether and how to incorporate student feedback collected during the institution's formal end-of-course review into the planning and delivery of future courses. Also consider collecting additional student feedback informally during a course using one or more classroom assessment techniques (Angelo Cross, 1993; Cross & Angelo, 1998). These techniques provide feedback from students that may

motivate immediate changes to the course to improve student learning.

The appraiser has had a number of conversations with manufacturers and suppliers of the subject items. The appraiser has not had access to the profit and loss statements or tax returns of Sample Central Manufacturing, Inc. It is assumed the business is profitable and the machinery/ equipment, which is the subject of this report, will remain in place and in use well into the future.

The appraiser, in conversations with all listed sources, described to the best of his ability the characteristics of the subject equipment. It is understood equipment items may be purchased/sold with a variety of peripheral attachments, support items, and other amenities which could affect value. It is not always possible to know of such factors that may or may not exist. Therefore, it is assumed the subject equipment does in fact have basic qualities needed for operation and would have an expected amount of peripheral amenities associated with the subject item.

Methods of Evaluation

Appraisal methods employed in arriving at the final conclusion as to value on all of the equipment in this section include the Cost Approach Analysis and the lecturer appraisal data Approach Analysis. At times, the achievement Approach Analysis is used. However, on equipment of this type, it would be deemed inadvisable, as it is the result of a purely hypothetical value.

Measuring Teaching Performance

Up to this point, engaging faculty in the development of the value system; defining the fundamental elements of teaching excellence in engineering education, determining appropriate sources of information in the evaluation of teaching; and weighting the information from these sources have been addressed in operational terms. In this chapter, the subject changes to how information should be gathered, assembled, measured, and used, both as part of the institution's reward system and

to improve teaching performance.

MEASURING PERFORMANCE ELEMENTS

As noted earlier, content expertise, although necessary, does not guarantee effective teaching. Faculty must be able to design and deliver instructional experiences in such a way that there is some assurance that learning will occur when students engage the experience. The subject matter must be presented in a way that piques students' interest and encourages them to learn. Also, the course design and implementation must provide students with meaningful feedback on their progress in mastering the material. In addition, teachers must handle myriad routine tasks involved in managing a course. Laboratory supplies must be ordered and inventories maintained, arrangements for guest lecturers must be made, library materials must be put on reserve, field trips must be arranged and coordinated, drop/add slips, and, later, grades must be turned in on time, and so on.

Thus effective teaching has many components. Instructors must interact with students in a way that:

- (1) provides opportunities for them to learn;
- (2) creates conditions that support and facilitate learning, and
- (3) uses techniques and methods that create an environment with a high probability that students will learn.

At least five basic skills are necessary for effective teaching (Arreola, Theall, & Aleamoni 2003):

- ✓ content expertise
- ✓ instructional design skills
- ✓ instructional delivery skills

- ✓ instructional assessment skills
- ✓ course management skills

When the total "aet" of teaching is defined in terms of these five broad components, it becomes clear that the evaluation of teaching cannot be accomplished by using a single measurement tool or by basing it on the judgment of one administrator or peer committee who looking towards the appraisal.

Summary

Faculty members are encouraged to reflect upon their teaching effectiveness for formative purposes (e.g., professional development) and for summative purposes (documenting their teaching for review by peers, chairs, and administrators). For formative purposes, faculty members should collect, reflect upon, and use evidence of the effectiveness of their teaching behaviors from a variety of sources such as students, peers, and self-assessment. When documenting their growth as a teacher, faculty members might also consider the disciplinary perspectives of those who will review their documentation.

Based on the information appraisal from fill up to the appraiser, using due diligence and discussions with individuals who sell new and used similar equipment, the appraiser has used a combination of the Cost Less Depreciation Approach and the Market Data Approach for each capital equipment item with a primary emphasis on the Market Data Approach when possible. If good, reliable, comparative information did not exist or was unclear, the Cost Approach was implemented. All data used has been retained in the appraiser's work file as required in a summary report.

TRIBHUVAN UNIVERSITY
Achham Multiple Campus
Mangalsen, Achham

PERFORMANCE APPRAISAL FORM FOR THE FACULTY/STAFF

Name of the Faculty/Staff:

Post/Designation:

Date of Appointment:

Type of Appointment:

Year of Appraisal:

Contact No.:

Date of Submission:

1. MAJOR JOB DESCRIPTION OF THE POST

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2. ACTIVITIES PERFORMED BY THE STAFF DURING CONTRACT PERIOD

•

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3. OTHER MAJOR ACTIVITIES/TASK (EXCEPT MENTIONED IN THE JD) PERFORMED BY THE FACULTY/STAFF

Signature:-

Name of the Faculty/Staff:-

Date:-

4. EVALUATION AND RECOMMENDATION BY THE IMMEDIATE BOSS

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Signature:-
Name:
Post/Designation: Date:-

5. VERIFICATION AND RECOMMENDATION BY THE SUPERVISORY TEAM

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.....
.....

Signature:- Date:-
Name:- Post:-

6. GRADING PROVIDED BY CAMPUS CHIEF JUSTIFICATION

Particulars	Grade	Justification/Comments
A-Outstanding B-Very Good C-Good D-Satisfactory E-Unsatisfactory		

Signature:-
Date:-

7. GRADING PROVIDED BY CHAIRMAN OF CMC WITH JUSTIFICATION

Particulars	Grade	Justification/comments
A-Outstanding B-Very Good C-Good D-Satisfactory E-Unsatisfactory		

Signature:-

Date:-

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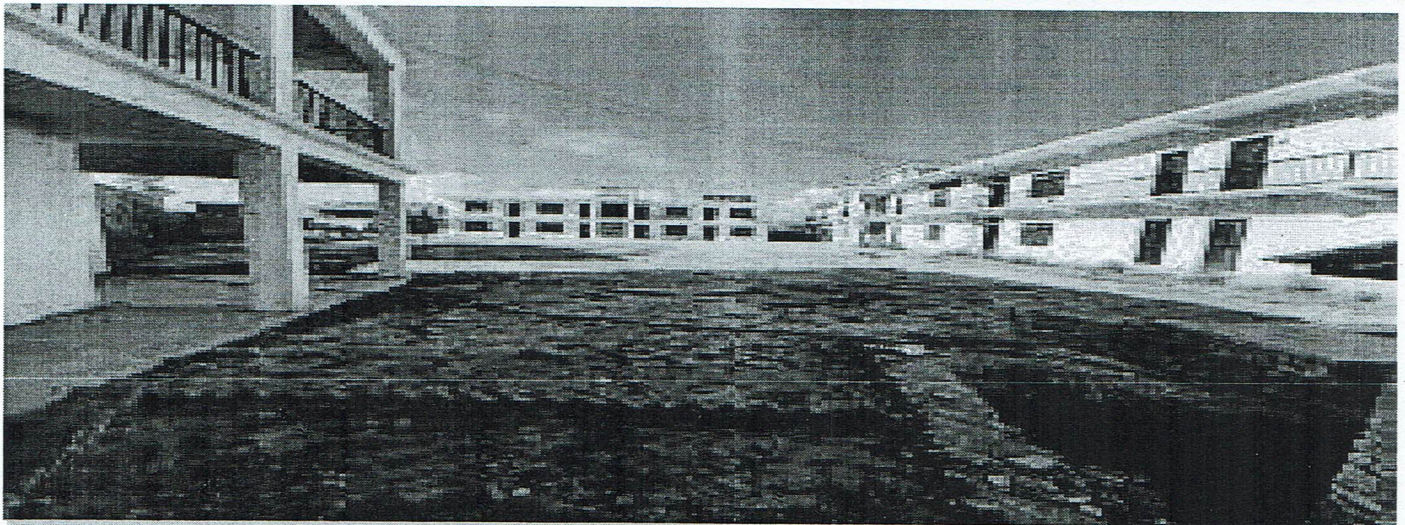
Affiliated to Tribhuvan University

Achham Multiple Campus

Mangalsen, Achham

Academic excellence for a civilized, advanced and just society

Teacher Performance Appraisal *of Students*



Summary Report **2079/080**

Achham Multiple Campus

Website: www.achhamcampus.edu.np
Email: achhamcampus2048@gmail.com

Teacher performance appraisal summary report based on evaluations by students

Academic Year: 2079/080

Introduction

This summary report consolidates the evaluations and feedback received from thirty students across ten different teachers for the Academic Year 2079/80. The assessment is based on various criteria derived from student feedback and observations.

Evaluation Criteria

The evaluation criteria encompass multiple facets of teaching, including:

- ✓ **Teaching Methodology:** Effectiveness of teaching methods, clarity of explanations, and engagement strategies.
- ✓ **Subject Knowledge:** Depth of understanding and ability to convey complex concepts clearly.
- ✓ **Communication Skills:** Ability to communicate effectively with students, encouraging discussion and participation.
- ✓ **Student Engagement:** Encouragement of student participation, feedback incorporation, and responsiveness to queries.
- ✓ **Classroom Management:** Maintenance of a conducive learning environment, organization, and discipline.

Summary of Evaluation

The evaluations were gathered through surveys, assessments, and direct feedback from students. Aggregate observations across all teachers:

- ✓ **Strengths:** Identified strengths across teachers.
- ✓ **Common Improvement Areas:** Areas that multiple teachers can collectively work on.

Recommendations

General recommendations for improvement that emerged from the evaluations: Certainly, providing recommendations for teachers identified with weaker areas in their performance can be crucial for their professional growth. Here are some tailored suggestions:

- ✓ **Advanced Professional Development:** Encourage participation in advanced workshops, conferences, or specialized training programs that delve deeper into their subject area or teaching methodology. Continuous learning can enhance their expertise.
- ✓ **Leadership Roles:** Offer opportunities for leadership within the school community, such as leading professional development sessions, mentoring new teachers, or heading curriculum development initiatives.

- ✓ **Peer Collaboration and Sharing Best Practices:** Facilitate forums where highly qualified teachers can share their successful strategies and collaborate with peers. This can foster a culture of continuous improvement.
- ✓ **Utilize Technology Innovatively:** Encourage exploration and integration of innovative technology tools or teaching methods into their lessons to further engage students and enhance learning outcomes.
- ✓ **Encourage Research and Publication:** Support teachers in conducting educational research, writing articles, or publishing resources related to their field. This not only contributes to their professional growth but also benefits the wider educational community.
- ✓ **Student-Centered Approaches:** Encourage the use of varied instructional strategies that cater to diverse learning styles and promote student-centered learning. This could involve project-based learning, inquiry-based learning, or other interactive methods.
- ✓ **Networking and Collaboration:** Facilitate connections with educators outside the school, fostering collaboration with professionals from different backgrounds to exchange ideas and strategies.
- ✓ **Encourage Reflection and Self-Assessment:** Promote self-reflection through journals or self-assessment tools. This introspection can help identify areas for personal growth and improvement.

- ✓ **Incorporate Real-World Applications:** Encourage the integration of real-world applications into lessons, linking academic concepts to practical experiences, thus making learning more relevant and engaging.

Conclusion

The evaluation process is instrumental in recognizing strengths and pinpointing areas for growth. It aims not only to enhance individual teaching effectiveness but also to contribute positively to the educational ecosystem. Adjustments can be made to accommodate specific feedback or additional criteria pertinent to the teaching environment.

Evaluation by students