



Performance Appraisal Policy

Introduction

An efficient performance appraisal system serves as a valuable tool for faculty members, enabling them to optimize their performance, foster professional growth, and contribute to the overall institutional performance. Through performance appraisals, essential information is gathered to inform decisions related to promotions and increments. Simultaneously, it provides an opportunity to assess and discuss both the strengths and weaknesses of employees.

Purpose

This policy establishes a structured framework to ensure a consistent assessment of the overall performance of both teaching and non-teaching staff. The primary objective of this appraisal process is to support their professional growth and development within the context of the institution's strategic plans.

Staff appraisal involves the evaluation of performance based on measurable parameters, which play a pivotal role in determining future recognition and rewards. This assessment encompasses both semesters within an academic year. The criteria against which feedback will be provided are clearly defined and communicated to the staff well in advance of the commencement of the academic year.

Key Feature

At SSGMCE, Faculty members undergo appraisal through the following key channels:

Self-Appraisal Report: This report provides comprehensive information about their academic performance, research contributions, and their involvement in developmental activities within the department and the institute.

Student Feedback: Assessment includes feedback gathered through online surveys and oral feedback during in-class committee meetings.

Head of Department's (HOD) Evaluation: The HOD evaluates faculty members' performance based on set criteria and objectives.



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The institution employs a Faculty Performance Appraisal and Development System similar to UGC's Academic Performance Index (API) to assess faculty performance annually. The system encourages faculty, promoting professional growth and knowledge

The appraisal process encompasses four essential dimensions:

Teaching, Learning, and Evaluation Performance: This dimension evaluates faculty members' performance in teaching and their ability to meet workload expectations effectively.

Involvement in Co-Curricular, Extension, and Professional Development Activities: This aspect assesses faculty members' participation in activities beyond the classroom, such as co-curricular events, extension programs, and their commitment to professional development.

Engagement in Research, Publications, and Academic Contributions: It measures faculty members' contributions to research, including publications and academic endeavors, which are integral to their professional development.

Official Conduct, Awards, and Activities: This dimension examines faculty members' professional conduct and any relevant awards or notable activities that contribute to the institution's growth and recognition.

Faculty Appraisal Process

Faculty members submit 360 Appraisal Forms to their respective Heads of Department.

HODs assess these forms and prepare Teaching Learning Process Evaluation Sheets.

These, along with the initial Appraisal Forms, are then forwarded to the principal for further evaluation.

The principal evaluates the Annual Confidential Report (ACR) submitted by faculty members.

This evaluation includes a review of claimed API scores supported by evidence.

The ACR is then sent to the Managing Director for additional remarks and feedback.

Final Review and Action: The ACR, along with the Managing Director's remarks, is returned to the Principal and Registrar for necessary action



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Evaluation Parameters

Parameters	Weightage	
Part A : Academics		
Student Feedback	50	
Workshop / Conference / Training attended	2	
Practical conduction (innovation / new experiments introduced)	2.	
Pear appraisal of classroom session	3	
Initiative and Flexibility	3	
Attitude and behaviour towards students, superiors, colleagues and co-worker	2	
Accountability towards duty	5	
Honesty / Integrity / Sincerity	2	
Timely completion and evaluation of Theory, Practical, Project and Seminar.	6	
Involvement in pastoral. Growth of students (Counselling)	5	
Industrial Collaboration / Association	20	
SCORE (A)	100	
Part B: Administration		
Institute Level	Efficiency of Handling Responsibility	10
	Team Work	5
	Co-ordination / Reporting to Higher Authority	5
Departmental Level. (Eg. Workshop / Conference / Training organized)	Efficiency of Handling Responsibility	10
	Team Work	5
	Co-ordination / Reporting to Higher Authority	5
	SCORE (B)	40
Part C : R&D		
(1) Publications/ Guide		
Guidance to (P.G./Ph. D)	5.0	
International Journal	5.0	
National Journal	3.0	
International Conference	2.0	
National Conference	1.0	
Reviewer / Editorial Board Member of Journal	5.0	
Patents	5.0	
Books	5.0	
Monograms	4.0	



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(2) Grants Received	
Research or Development Grants	10.0
Any Other	5.0
Consultancy	10.0
SCORE (C) [35+25]	60.0
Part D: Outstanding Awards / Recognition / Achievements	5.0
SCORE (D)	5.0
TOTAL WEIGHTED SCORE (TWS)	

The Total Weighted Score (TWS) for faculty members is computed based on their cadre as follows:

For Professors: $TWS = [0.4A + 0.6(B + C) + D]$

For Associate Professors: $TWS = [0.5A + 0.5(B + C) + D]$

For Assistant Professors: $TWS = [0.7A + 0.3(B + C) + D]$

The student's feedback is assessed on a 100-point scale, and the corresponding faculty's appraisal weightage is determined according to the following criteria

Score given by students to Faculty	Weightage in Appraisal
Score > 90%	50
80% - 90%	40
70% - 80%	30
60% - 70%	20
Less than 60%	0

Dr. S. B. Somani

Principal




PRINCIPAL
Shri Sant Gajanan Maharaj
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