

A Report
on
Performance Appraisals
2024

Prepared by
Evaluation and Monitoring Committee
J S Murarka Multiple Campus Lahan, Siraha
Estd 2044

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Campus Seal



Performance Appraisal Report 2080/81

Institutional Background

J S Murarka Multiple Campus Lahan, Siraha (JSMMC in short) is a community-based campus of Madhesh Province located in the picturesque and peaceful surroundings at the heart of Lahan Municipality, Siraha, Nepal. The campus established in 2044 BS with the collaborative efforts has been practically educating the youngsters around this area contributing for comprehensive reforms in higher education in the country particularly by enhancing quality and relevant academic activities. The campus is situated at Lahan Municipality - 10 near Gramin Chowk, 2.5 km far from the national highway. Lahan Municipality has provided a land plot of 15-16-01 *Bigha* as its main property. Thousands of the graduates have been graduated successfully from different streams and contributing nationally and internationally. Similarly, along with the QAA certification, it has added more flavor for producing the highly skilled manpowers by creating good environment of qualitative education in Madhesh province in particular and in the nation in general.

An appraisal gives each member of staff an opportunity to discuss and review with their line-manager the progress and achievements they have made in the year and to discuss any training or developmental opportunities that may arise. Appraisals should also reinforce equality policies and staff responsibilities. JS Murarka Multiple Campus Lahan, Siraha recognises that employees should be treated fairly and this policy aims to provide consistency in the treatment of all its staff.

This is a report for clear and consistent assessment of overall performance of staff and for supporting and developing their needs within the Institution's professional needs. This system aims to improve performance standards within the Institution, while at the same time develop individuals to reach their full potential.

Performance appraisal

A performance appraisal, staff appraisal, performance review, or (career)development discussion is a method by which the job performance of an staff/faculty member is evaluated (generally in terms of quality, quantity, cost, and time) typically by the corresponding coordinator, heads, chief, chairperson, manager or supervisor. In other words, a performance appraisal is a part of guiding and managing career development for



the betterment of an Institution as whole. It is the process of obtaining, analyzing, and recording information about the relative worth of a staff/faculty member to the Institution. Performance appraisal is an analysis of a staff's recent successes and failures, personal strengths and weaknesses, and suitability for promotion or further training. It is also the judgement of an staff's performance in a job based on considerations other than productivity alone.

People differ in their abilities and their aptitudes. There is always some difference between the quality and quantity of the same work on the same job being done by two different people. Performance appraisals of Staffs are necessary to understand each staff's abilities, competencies and relative merit and worth for the Institution. Performance appraisal rates the staffs in terms of their performance.

A performance appraisal is a method by which the job performance of an staff is evaluated (generally in terms of quality, quantity, cost, and time) typically by the corresponding manager, chief, coordinator, head of departments, management committee or supervisor and is a part of guiding and managing the quality culture of an Institution and also the career development for its staffs. It is the process of obtaining, analyzing, and recording information about the relative worth of a staff to the Institution and is an analysis of an staff's recent successes and failures, personal strengths and weaknesses, and suitability for promotion or further training. It is also the judgement of a staff's performance in a job based on considerations other than productivity alone. There is always some difference between the quality and quantity of the same work on the same job being done by two different people even within the same Institution and performance appraisals of staffs/staffs are necessary to understand each staff's abilities, competencies and relative merit and worth for the Institution.

Why Performance appraisal

The aim of the evaluation system is to identify the performance gap. This means that it helps determine the gap between the actual performance of the staff and that required or desired by the Institution. The aim of the feedback system is to inform the staff about the quality of his/her work or performance. This is an interactive process by which the staff can also speak about his/her problems to his/her superior. An effective performance appraisal system should seek to answer the questions; a) What task the individual is



expected to do? b) How well the individual has done the task? c) How can his/her performance be further improved? d) His/her reward for doing well. Performance Appraisal is an objective system to judge the ability of an individual staff to perform his/her tasks. A good performance appraisal system should focus on the individual and his/her development, besides helping him to achieve the desired performance. This means that while the results are important the Institution should also examine and prepare its human capital to achieve this result. One of the major objectives of application of performance appraisal is to focus on the improvement of the future performance of the staffs.

Performance appraisal is necessary to measure the performance of the staffs and the Institution to check the progress towards the desired goals and aims. Performance appraisal helps to rate the performance of the staffs and evaluate their contribution towards the Institutional goals. If the process of performance appraisals is formal and properly structured, it helps the staffs to clearly understand their roles and responsibilities and give direction to the individual's performance. It helps to align the individual performances with the Institutional goals and also review their performance. Performance appraisal takes into account the past performance of the staffs and focuses on the improvement of the future performance of the staffs.

Appraisees of the 2080/81

The appraisal report was based on the staffs who were the full timers and altogether in the year 2080/81 there were 24 teaching faculty members and 15 non-teaching staffs. They were or are holding different positions/posts in their respective areas.

Methods of data collection for the performance appraisal

The Institution has the performance appraisal policy developed last year for the performance evaluation to the staffs. Regarding the appraisal system, the following methods were applied by the different concerned units for collecting the data about the teaching and non-teaching staffs. As there is Evaluation and Monitoring Committee actively functioning for the dynamic observation of the staffs for the further improvement in the institutional quality, this system has been in the place and for the effectiveness of the appraisal/evaluation, the data were related to the different aspects of staffs' performances.



1. The Critical observation
2. The Self-appraisal Form
3. The Peer-appraisal Form
4. The Student evaluating faculty Form
5. The Performance appraisal Form

The Evaluation and Monitoring Committee along with the help of administrative body including the heads of departments conducted the evaluation to the staffs in the month of Ashardh, 2080 for the academic year 2080/081 for the purpose of evaluating their performance during that year. For the data collection, the four types of forms were distributed to the concerned bodies including students.

Data Collection Process

The Evaluation and Monitoring Committee first decided to conduct the appraisal evaluation and informed all the staffs including teaching and non-teaching and also the students about the ways of collecting the actual information about them in order to improve the performance. Then, the appraisal/evaluation forms were distributed to the individual faculty member, some students, and every head of department. Regarding the non-teaching staffs, the administrative body themselves observed their working labours from different aspects and filled up the forms for every staff. The appraisal forms distributed for the faculty evaluation were collected in systematic ways; the students after choosing the indicators for their teachers put their comments based on the format and submitted to the head of the department. Similarly, the respective teacher was also asked to complete the assigned form and submitted to the head of departments wherein the HoDs also put their own comments as they had experienced for them. Finally, the forms were submitted to the campus chief (Evaluation and Monitoring Committee co-ordinator) for further processing. Moreover, the administrative body including the Evaluation and Monitoring Committee also kept on the critical observation of the staffs' performances during that year and the major points were recorded that were taken into consideration while preparing this report. After collecting all the required data for the performance appraisals, the report is prepared that will be forwarded to the campus management committee for the further actions if needed. Even the system was to communicate the results of the performance among the staffs, it has not been done so far.



Similarly, the data was also collected through the interactions with the staffs related to their academic activities and also from the observation of all the staffs during the year.

List of teaching staffs selected for their performance appraisals

The report has been prepared on the basis of the information that the Evaluation and Monitoring Committee/administration collected using the above-mentioned methods about the listed teaching staffs during last academic year.

Table 19
24 Teaching staff

	Name of Teacher	Gender	Qualification	Type of Service	Subject	Faculty
1.	Sanjay Kumar Chaudhary	Male	M.Sc./B.Ed.	Permanent	Math	Edu./Sc.
2.	Sajan Kumar Sah	Male	M.A./B.Ed.	Permanent	Economics	Hum./Mgmt.
3.	Kanhaiya Kumar Bhatt	Male	M.A.	Permanent	Psychology	Humanities
4.	Binod Kumar Yadav	Male	M.Ed./M.A.	Permanent	English	Education
5.	Jitendra Kumar Chaudhary	Male	M.B.A.	Permanent	Account	Mgmt.
6.	Raj Kumar Karn	Male	M.Com	Permanent	Account	Mgmt.
7.	Kashi Lal Chaudhary	Male	M.Sc./M.Ed.	Permanent	Math	Edu./Sc.
8.	Dr. Rammath Yadav	Male	M.Ed./M.A.	Permanent	English	Hum./Mgmt.
9.	Gauri Narayan Chaudhary	Male	M.Ed.	Permanent	Nepali	Education
10.	Suman Kumar Sah	Male	M.B.S.	Permanent	Finance	Mgmt.
11.	Kumar Kamendra	Male	M.Sc.	Permanent	Botany	Science
12.	Ram Prabodh Yadav	Male	M.Sc.	Permanent	Chemistry	Science
13.	Narendra Chaudhary	Male	M.Sc.	Permanent	Physics	Science
14.	Sachin Singh	Male	M.Sc.	Permanent	Chemistry	Science
15.	Bishnu Narayan Yadav	Male	M.Sc.	Permanent	Physics	Science
16.	Bijay Laxmi chaudhary	Female	M.B.A.	Permanent	Marketing	Mgmt.
17.	Ishawor Dev Thakur	Male	M.Ed.	Permanent	Health	Education
18.	Dilip Kumar Chaudhary	Male	M.Ed.	Permanent	English	Education
19.	Shashi Kumari Singh	Female	M.Ed.	Permanent	Population	Education
20.	Praveen Kumar Singh	Male	M.Sc.	Permanent	Zoology	Science
21.	Anand Chauhan	Male	M.A.	Permanent	Sociology	Humanities
22.	Papu Kumar Mahto	Male	M.B.A.	Contract	Finance	Mgmt.
23.	Amit Kumar Yadav	Male	MCA	Contract	Computer	Science
24.	Ram Prakash Mahato	Male	M.Ed.	Contract	Health & Phys ical Edu	Edu.

Similarly, the data was collected using the performance appraisal form from the non-teaching staffs that was done by the Evaluation and Monitoring Committee/administration and also by observing their working performances during that year.

Table 20
Non-teaching staff in details

S. N	Name of Staff	Gender	Position	Unit	Type of service
1.	Shankar Lal Karn	M	Officer	Account	Permanent
2.	Krishna Kumar Updhaya	M	Officer	Exam	Permanent
3.	Jay Prakash Chaudhary	M	Office Asst.	Exam	Permanent
4.	Yubraj Bhattra	M	Office Asst.	Account	Permanent

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5.	Binod Kumar Chaudhary	M	Office Asst.	Administration	Permanent
6.	Sujit Kumar Chaudhary	M	Office Asst.		Permanent
7.	Babita Kumari Chaudhary	F	Office Asst.	Exam	Permanent
8.	Amod Lal Karn	M	Office Asst.	Store	Permanent
9.	Ranjana Mahato	F	Office Asst.	Administration	Permanent
10.	Krishna Bahadur Thakuri	M	Office Asst.	Library	Permanent
11.	Sanam Chaudhary	F	Office Asst.	Library	Temporary
12.	Ram Naryan Sah	M	Peon	Administration	Permanent
13.	Laxmi Karn	F	Peon	Administration	Permanent
14.	Soti Lal Pasman	M	Peon	Administration	Permanent
15.	Prem Kant Chaudhary	M	Driver	Administration	Permanent

Results and discussion

As the task was carried out by the Evaluation and Monitoring Committee and administration together, they called their meetings after the data collection and presented the forms of different types; self-appraisals, students' evaluation, HoDs' remarks, peer observation/evaluation and the work performance forms about all the staffs one by one. Regarding the information based on the self-appraisal forms of the teaching staffs, it was observed that almost all teaching staffs selected the measuring options that showed the satisfactory situation for the students and their teaching activities. Similarly, they responded that they were satisfied with their performance and some of them also indicated that they needed some updated trainings for the contextual activities that they did not find going on in this Institution. In the text of self-appraisal, it was found that maximum staffs were lacking the knowledge for the research-based performances. That is to say, they had less publications and remained unsatisfied with this field and they wanted to involve in this field in the years to come.

Moreover, their forms showed that they also did not have more presentation in the research programs except this Institution. Thus, from the 25 indicators of the self-appraisal for the teaching staffs, they were found satisfied in maximum cases except the research indicators.

Similarly, the students' evaluation to their teachers also showed that most of the students selected the variable 'satisfactory' for maximum indicators. As there were altogether 19 indicators shaving 4 variables for showing the performance of the teachers, the students selected different options but in average they agreed with the satisfactory for many indicators about different aspect of teaching-learning activities. Very few students selected

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the option 'very poor' and 'poor' for some of the aspects set for evaluating the performance of the teachers. One remarkable point that was observed from many forms was that the teachers were not managing their unit and class tests regularly and also they were reported having problems with the use of ICT in the class activities.

Regarding the form prepared for the performance appraisal 'Peer-appraisal Form for the Faculty' there were 35 indicators having 4 options; excellent, good, tolerable and poor. All the indicators are set for the updated management of the faculty for better performance in the Institution. As the responses the evaluation team got through this form, it was observed that many peers selected the second option 'good' for many indicators and very few selected for poor and excellent. From this too, it was found that the faculty peer were/are satisfied with the activities so far and they have been performing well in their respective areas.

Finally, the form filled up by the HoDs and also by the administrative body showed that the performance of the faculty remained satisfactory in many cases. However, there were different types of complaints against the faculty members from them and they have been suggested to improve their activities for better quality in the Institution. In this form, the observations made by HoDs, Assistant Campus Chief, Campus Chief and Evaluation and Monitoring Committee were put critically and the common remarks were also satisfactory in many cases and suggestions were made for them from all authorized parts for their further improvements.

In the case of the non-teaching staffs, there was only one form 'staff performance evaluation form' having different indicators and all those indicators were observed by the Evaluation and Monitoring Committee and administrative body very minutely. Although the system of performance appraisal started formally in this Institution from last three/two years, it remained very effective for good governance and teaching learning activities herein. In many cases, the staffs were also reported to improve their activities for better works as they found having some problems in some aspects they needed to do effectively. It was also realized that they needed some trainings for updating their work performances.



Except the forms for teachers, students, peers, HoDs, ACC and CC, the Evaluation and Monitoring Committee and monitoring committee also made some remarks for different staffs based on their personal observations during the academic years. They did it so by asking the feedbacks from the students about their related teachers and sometimes they themselves came for observing the actual happenings in the Institution. Similarly, they noted down some important information from society people regarding overall impacts of the individual staffs in the society as well. Overall, the reporting said that the staffs working herein were found good for their respective work-loads.

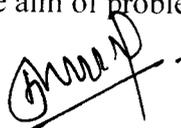
Interpretation and recommendation

The most difficult part of the Performance appraisal process is measuring the actual performance of the staffs that is the work done by the staffs during the specified period of time. From the methods applied for collecting the data about the staffs of this Institution, it was observed that their performance remained satisfactory overall as the responses made by the students, peers, selves, HoDs, ACC and CC indicated acceptable for most of the indicators measuring the performances of the staffs. The Evaluation and Monitoring Committee concluded that the staffs' performance remained good for their respective works and also needed some updated activities for their further improvements so that they could show their better performance.

It was recommended that the staffs should be considered well for their work devotions and performances and also the related authorities, especially RMC should organize some research and developmental activities for their updating performances. If possible, the staffs should be managed some types of rewards to the related ones as much as possible.

Comparing Actual Performance with the Desired Performance

The actual performance is compared with the desired or the standard performance. Although, the comparison tells the deviations in the performance of the staffs from the standards set, overall it remained satisfactory for most of the cases. The result showed the actual performance being more or less meeting the desired performance. The result of the appraisal was communicated and discussed with the staffs on one-to-one basis. The focus of this discussion was on communication and listening. The results, the problems and the possible solutions were discussed with the aim of problem solving and reaching



consensus. The feedback was given with a positive attitude that can have an effect on the staffs' future performance. The purpose of the meeting was to solve the problems faced and motivate the staffs to perform better.

Historical remarks

There was good system for evaluating the performances of the staffs before the Pandemic even, but the Institution did not apply the forms and formats that have been in practice after the Pandemic. However, the Institution faced very sensitive problems due to the Pandemic and the Institution Head Cancer suffering for two years. Even before the pandemic, there was not any clear reward to the staffs for their performances for many years. But in the last academic year, i.e. 2080/81, the CMC discussed in details about the staffs' performances with the Evaluation and Monitoring Committee and administrative bodies and took a historical decision for rewarding the staffs by converting their positions (part timers) to full timers (4 faculty members), temporary to permanent (4 faculty members and 3 non-teaching staffs), lecturers to associate professors (10 faculty members), and upgraded to the upper posts (9 non-teaching staffs). It was also made the remark by the CMC that the staffs' performances should always be considered well in this Institution. It was also made as the suggestion to the Evaluation and Monitoring Committee and the administrative body to apply better and effective measures for effective performance evaluation so that they could be taken into consideration based on their performances.

Annexes

- a. List of Evaluation and Monitoring Committee
- b. Self-appraisal Form (blank and filled up)
- c. Students' Evaluation to Faculty Form (blank and filled up)
- d. Peer Evaluation Form (blank and filled up)
- e. Karyasampadan Form (blank and filled up)
- f. Minutes of CMC showing the promotion and other decisions

