

PERFORMANCE APPRAISAL HAND BOOK FOR
NON-TEACHING STAFF



Mahatma Gandhi Institute of Technology

Kokapet (V), Gandipet (M), Hyderabad - 500075

PROLOGUE

One of the most important factors that impact the overall performance of an Institute is the Non-Teaching Staff and their contribution to the overall growth in the Organization. Apart from their regular roles and responsibilities, as a part of the Institute every Staff Member should take up diversified roles and extend their skills into various disciplines which enhances the performance standards of every individual and turns out to be a great asset to the Institute.

Placing the right person in the right job is the major task that every Institute is challenged with and thus, the educational background along with their experiences blended with apt skills and attitude is much needed.

To maintain the standards of an Organization and set its pace among the top, every Institute has to thrive for quality output which is gained only through a rigorous effort by analyzing the performance standards of every employee.

Thus, Performance appraisal of an individual in relation to a particular position has become vital to every Institute as it is directly linked to managing the human resources of an organization. As the world began to shift towards knowledge-based capitalism, it reminds all organizations on the importance of maintaining their talented workers and equally to get rid of toxic and non-performing employees. Therefore, discovering and promoting the most qualified employees is essential because valuable human expertise is the main source of competitive advantage for today's Institutes.

The present appraisal manual lays down the Protocol and Procedure to be followed in assessing and evaluating the performance of Non-teaching Staff. Further, appraisal & evaluation process should start latest by 15th of October of every odd semester and 15th of March of every even semester.

Based on the result of the performance appraisal and evaluation done at the end of every Academic Year, the non-teaching staff will be put on notice on their weak areas giving chance to them to improve upon the same and failure to do so the next Academic Year, will entail in issuance of Notice of Caution and failure of such staff in not improving up to the minimum standards at least by the end of the consecutive third Academic Year will entail in termination from service. In the case of non-teaching staff on Probation the performance appraisal and evaluation will be done subject to the terms of their appointment.

INTRODUCTION

Mahatma Gandhi Institute of Technology believes that the performance of the Institute is directly linked to the performance of every individual employee. The performance appraisal of every employee is essential to the achievement of overall quality execution.

We believe the performance appraisal process provides opportunities for staff development and encourages the professional growth of each staff member while acknowledging and affirming the efforts, their involvement, and achievements. The performance appraisal process will strive to ensure that every employee performs in a competent manner assuring the best outcome at every Assessment period.

POLICY FRAMEWORK

The Performance Appraisal process will reflect specific dimensions of each position relevant to an approved job description for that position –

- ✓ It will be a collaborative and interactive process
- ✓ Provides an opportunity to review the job
- ✓ Includes a review of general performance standards
- ✓ Endeavors to maintain and improve employee/job performance
- ✓ Improves communication between the employee and his/her immediate supervisor/ principal
- ✓ Provides specific feedback to individual employee on his/her job performance.
- ✓ Provides an opportunity for employees to reflect on their own performance and to set professional goals that will support professional growth and career planning.
- ✓ Assess employee training needs.

The performance appraisal is a confidential process. The employee's immediate Supervisor/HoD or designate/Principal, will be responsible for completing the process. The process for the appraisal will normally include the following components.

- ✓ The Principal / Supervisor, (appraiser), or designate will meet with the employee to explain the appraisal process as described in the appraisal instrument.
- ✓ Realistic time-lines are established and adhered to.
- ✓ The current job description will be reviewed.
- ✓ Revisions may be made if applicable, mentioning a specific reason to it along with a valid documentary proof.
- ✓ Appraisal will be conducted using 360 Degree Appraisal System. (for the posts as per requirement)

Post-Appraisal Conference

- ✓ Review the Supervisory Report and the self-assessment report
- ✓ Provide an opportunity for discussion on feedback& report(if required)

- ✓ If revisions are deemed necessary (with necessary comments), another meeting/appraisal will be held between the appraiser and employee.
- ✓ If revisions are not necessary, the appraisal document will be forwarded for the further process.

Recommendations may include

- ✓ Ascertain the release or otherwise of increment
- ✓ Further training/development required
- ✓ Movement to an individual plan to address serious issues (depending on the comments given)
- ✓ The development of professional goals and/or performance improvement goals.
- ✓ Whether the Employee is capable to handle the next level of job or not (In case of Promotion).

Distribution of Final Report

The original signed Performance Appraisal Report, along with any letters of comment or rebuttal, will be forwarded to the Human Resources Department through the Head of the Institute by the appraiser to be included in the employee's personnel file. A copy of the signed Supervisory Report may be provided to the employee as well if required.

Disagreement with his/her Performance Appraisal

In situations where the employee disagrees with aspects of his/her performance appraisal, the employee may submit a formal letter of rebuttal to the Head - Human Resources through the Head of the Institute that will be attached to the Supervisory appraisal which will be further reviewed. However, recommendation after the process of review will be final and no further request will be entertained.

ANNEXURES

The description of each one of the format of appraisal is listed as shown in the Annexures given below

| | |
|-----------------|---|
| Annexure –I | Personal Information – to be filled by the Employee |
| Annexure –II | Self-Appraisal Form for the Section Heads and Superintendents |
| Annexure - III | Evaluation Form for the Section Heads and Superintendents to be conducted by their respective Supervisor/Principal. |
| Annexure - IV | Self-Appraisal and Evaluation Form for Assistant Programmers, Lab Assistants, Sr. Accountants, Sr. Stenographer, Systems Engineer |
| Annexure - V | Peer Review Form |
| Annexure - VI | Students Feedback Form: NT Staff |
| Annexure - VII | Evaluation Form for Jr. Assistants, Jr. Stenographers, Computer Operators, Data Entry Operators, Technicians |
| Annexure - VIII | Evaluation Form – Vehicle Drivers |
| Annexure - IX | Evaluation Form – Attenders, Sweepers, Watchmen |

ANNEXURE – I

Personal Information Form



MAHATMA GANDHI INSTITUTE OF TECHNOLOGY
Kokapet (V), Gandipet (M), Hyderabad – 500 075

Personal Information

(To be filled by the Appraisee/Employee)

(Information to be provided for the ongoing Appraisal Period i.e. _____ to _____)

1. Name :
2. Date of Birth and Age :
3. Designation :
4. Qualification :
5. Your Reporting Authority/Supervisor :
6. Scale of Pay and Present Pay(Gross Salary) :
7. Date of Appointment to the Present Post :
8. Length of Service in the Present Post :

EXPERIENCE

| Sl. No. | Department | Category of Work | Period | |
|---------|------------|------------------|--------|----|
| | | | From | To |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

EDUCATIONAL AND OTHER QUALIFICATIONS

| S.No. | General | Department Specific | Special | Other skills if any. |
|--------------|----------------|----------------------------|----------------|-----------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

9. Any Refresher / Training Programs attended :
to develop the professional skills during the
Appraisal Period (if no, Reasons)
10. Added Contributions to the Department / Institute :
11. Detailed list of your Roles & Responsibilities in the Present Post
12. Additional work assigned by HoD / Principal/Any other Concerned(Report(s) to
be enclosed)

Note: Additional Responsibilities may include monitoring or supervising on the following-

- Lift Maintenance
- Cleanliness of the surroundings
- Checking the water resources
- Safety check/Measures
- Washrooms Maintenance
- Classrooms and Labs Maintenance etc;

Any Other Information (if any) :

Name with Signature:

Date:

***Note:** The filled in form should be submitted to your Supervisor along with your Self-Assessment Report.*

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ANNEXURE – II

Self-Appraisal Form for the Section Heads and Superintendents



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Self-Assessment form for Heads of the Department & Superintendent

| | | |
|----------------------------|---|--|
| Employee Name | : | |
| Title | : | |
| Reporting Authority | : | |
| Date | : | |

Job Definition

1. Attach a current position description; if applicable, make note of any significant changes since last year's performance review.
2. List of responsibilities you view as most important in your Role? Why?
3. Has there been any special circumstance that helped or hindered you in doing your position this year? If yes, what were the circumstances and how did they affect your work?

Accomplishments

1. List your most significant accomplishments or contributions during the past year. How do these achievements align with the goals/objectives outlined in your last review?

2. Since the last review conversation, have you performed any new tasks or additional duties outside the scope of your regular responsibilities? If so, please specify.
3. Describe professional development activities that have been helpful since last year (e.g., offsite seminars/classes, onsite training, peer training, on-the-job experience, better exposure to challenging projects).

Goal Setting

1. What are your goals for the coming year and what actions will you take to accomplish these goals?
2. What could your supervisor/management do to support you in doing your job and accomplishing these goals?
3. What else would help you to do your job better and provide greater job satisfaction?

Development Planning

1. What kinds of professional development activities would you like to do during the coming year? Departmental or Institute Level.
2. What support or information do you need to complete these activities?

Any Other(if any) :

Signature

Date

Note: Attach your report and submit it to your Supervisor.

ANNEXURE – III

Evaluation Form for the Section Heads and Superintendents



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Assessment Report

Department Heads & Superintendent

This section evaluates the performance of the Employees heading a particular department. Employees holding Superintendent and Heads positions are to take this particular Appraisal.

| |
|---|
| <p>Rating Scale :</p> <p>5. Excellent – Performance consistently superior and exceeds expectations</p> <p>4. Very Good – Performance consistently meets and often exceeds expectations</p> <p>3. Good – Performance meets requirement and satisfies the expectations of the position.</p> <p>2. Needs Improvement – Performance sometimes meets expectations. Performance improvement plan required.</p> <p>1. Unsatisfactory– Performance does not meet expectations. Performance improvement plan required.</p> |
|---|

Dear Appraiser/Supervisor,

Please rate against each attribute between 5 – 1 based on the performance of the Employee. Parameters for each are mentioned above in the Rating Scale box. Any comments on the ratings can also be mentioned in the comments column.

| Standards of Performance | Rating | Comments |
|---|---------------|-----------------|
| Delegation | | |
| Delegates daily work assignments according to area of expertise and responsibility and consistent with established methods and procedures | | |
| Provides guidance and suggestions when necessary | | |
| Encourages members of work groups to find solutions to problems | | |
| Conducts follow – ups and ensure that work is completed accurately as scheduled | | |
| Standards of Performance | Rating | Comments |
| Leadership | | |

| | | |
|---|--|--|
| | | |
| Sets high team standards | | |
| Establishes a focus and direction for the team | | |
| Creates a positive work environment | | |
| Develops a shared sense of purpose for the team | | |
| Motivates directly reporting employees | | |
| Communication | | |
| Passes superiors instructions to members of work groups and provides clear instructions regarding new projects and assignments | | |
| Keeps supervisor informed of work progress and any problems which occur | | |
| Reports personal difficulties to supervisor | | |
| Project Management | | |
| Establishes project goals and milestones | | |
| Develops procedures and systems | | |
| Defines roles and responsibilities | | |
| Determines projects/assignment resources | | |
| Monitors project/assignment performance | | |
| People Development/Management | | |
| Fosters growth and develops the abilities of employees | | |
| Provides guidance, support, feedback and coaching to employees | | |
| Defines roles and responsibilities | | |
| Trains new employees by explaining routines, work procedures, use of equipment or machinery, and explaining precedent and past decisions. | | |
| Health and Safety | | |
| Ensures that employees comply with the occupational health & safety act & regulations | | |
| Takes every precaution reasonable in the circumstances for the protection of the workers when required. | | |

Total

/115

Employee Development

1. Recommendations for addressing performance issues.
2. Goals identified that can be achieved by the employee within a reasonable period of time.
3. Any other Comments.

Increment may be released

Yes: No: (if No, specific reasons should be mentioned)

Signature of the Supervisor:

Date:

Note: If the Employee has been served with any Memos, show cause, Punishments, Censures etc., during the Assessment period should be attached along with the Report.

Principal's Comments:

Signature

Date

Please Note:

- ✓ 100-115/115 – Exceptional (Can be recommended)
- ✓ 85-100/115 - Very Good (Can be recommended)
- ✓ 65-85/115 – Good (Can be recommended)
- ✓ 55-65/115 – Needs Improvement (May be recommended with necessary guidelines and recommendations)
- ✓ <55/115 – Bad (Increment cannot be recommended)

ANNEXURE – IV

Self-Appraisal and Evaluation Form (Assistant
Programmers, Lab Assistants, Sr. Accountants,
Sr. Stenographer, Systems Engineer etc.)



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Performance Appraisal

Self-Assessment Form

(Assistant Programmer, Programmer, Lab Assistants, Sr. Stenographer and Systems Engineer)

EMPLOYEE INFORMATION

Employee Name:

Department:

Designation:

Employee Code:

Performance Evaluation for the Academic Year:

Dear Employee,

Please give your honest and objective self-assessment about the following parameters in respect to your performance during the Appraisal Period. Your response plays an important role in improving working standards of the Institute. Please give your assessment on a **five point scale** as specified below against each attribute mentioned under Competencies.

| Exceptional | Excellent | Competent | Marginal | Unsatisfactory |
|--------------------|------------------|------------------|-----------------|-----------------------|
| 5 | 4 | 3 | 2 | 0 |

COMPETENCIES

I. Reliability

Measures how well you comply with instructions and perform under unusual circumstances. Your dependability when assigned with any work in the Department would count on this section.

II. Integrity

You demonstrate sound moral and ethical principles and do the right thing, no matter

who's watching. You are self-aware, accountable, responsible, and truthful and that your actions are internally consistent.

III. Appearance and Grooming

You believe proper grooming and professional appearance is important to employees at workplace. You take measures by maintaining neatness and personal hygiene as well.

IV. Job Knowledge and Expertise

You acquire relevant job knowledge and essential skills, such as work practices, policies, procedures, resources, laws, customer/vendor service, and technical information, as well as the relationship of work to the organization's mission.

V. Technical Knowledge

Technical skills refer to your knowledge and expertise needed to accomplish complex actions, tasks and processes relating to computational and physical technology as well as a diverse group of other enterprises.

VI. Written and Verbal Communication

Your effectiveness in communicating to others, expressing ideas, both orally and in writing and providing relevant and timely information to administration, co-workers, subordinates and students.

VII. Team Building/ Leadership

Increasing a team's cohesiveness, productivity, and efficiency by coming up with activities that require members to work together. This process relies on a range of aspects to guarantee its success. These include factors such as good communication skills, clarity of goals, shared leadership, and a sense of accountability

VIII. Decision Making

Your capability of selecting the best possible option in a given situation. Effective decision-making often requires you to identify many potential options. Anticipate possible outcomes. Consider the needs or wants of others impacted by the decision.

IX. Problem solving

Using logic, as well as imagination, to make sense of a situation and come up with an intelligent solution. You can actively anticipate potential future problems and act to

prevent them or to mitigate their effects.

X. Ability to think Outside the Box

You're willing to consider different solutions and methods for reaching your desired outcome. By thinking outside the box and questioning the status quo, you'll constantly be considering how you could improve an experience, product or service. This allows you to keep growing and can lead to intelligent and forward-thinking decisions in your career.

XI. Attendance and Punctuality

You make punctuality and regularity to work as a priority. Your schedules are formed well to meet your targets and never to delink yourself from the Department's Goals and priorities.

XII. Interpersonal Skills

Your social skills you use to interact with others. They include the ability to communicate, to build, and to nurture relationships with others. In this people-filled world, interpersonal skills help you to navigate daily interactions, communications, and conflicts with other people.

Total:

/65

Goals for Upcoming Academic Year:

Employee Signature:

Date:

To be filled by the Appraiser/Supervisor

Dear Appraiser,

Taking the similar attributes as above used for the self-assessment, you are advised to rate the Appraisee/Employee accordingly against each. Please tick mark against the rating scale by taking the below parameters into consideration.

| Exceptional (Consistently exceeds expectations) | Excellent (Frequently exceeds expectations) | Competent (Meets expectations) | Marginal (Occasionally fails to meet expectations) | Unsatisfactory (Consistently fails to meet expectations) |
|---|---|--|--|--|
| 5 | 4 | 3 | 2 | 0 |

Reliability

Exceptional (5)

- Displays exceptional performance day after day
- Keeps his/her word under all circumstances
- Regardless of the situation, will do everything possible to make sure that his/her performance is steady and strong
- Is unstopped by obstacles, pressures, and demands that would justifiably derail others.

Excellent (4)

- Can be counted on to give 110 percent under all circumstances
- Keeps his/her commitments and works with fellow employees to help them keep theirs
- Automatically works extra hours if that's what it takes to get the job done right

Competent (3)

- Can be counted upon for steady performance.
- Demonstrates consistently solid performance in all aspects of his/ her work
- Handles projects conscientiously from start to finish

Marginal (2)

- Demands reliability from others, but not from himself/herself
- Has energy, drive, and performance levels that are inconsistent and unpredictable
- Talks about deliverables, but does not consistently deliver

Unsatisfactory (0)

- Disappoints employees who depend on him/her

- Makes promises that he/she doesn't keep.
- Guarantees that deadlines will be met, but consistently misses them

Integrity

Exceptional (5)

- Maintains the highest standards of personal integrity
- Is a true embodiment of the Institute's values regarding integrity
- Identifies the most worthy steps and then takes them
- Finds and implements the sterling way to handle any ethically challenging situation

Excellent (4)

- Will not consider less-than-honorable plans, strategies, or behaviors
- Consistently engages in meritorious behavior
- Builds a climate of integrity in his/her department
- Handles all dealings with his/her customers with the highest levels of integrity
- Has a strong sense of integrity that underlies dealings with vendors(if req)

Competent (3)

- Consistently takes the high road
- Appropriately counsels employees who engage in disingenuous behaviors
- Has a strong sense of right and wrong, and consistently strives to do what's right
- Makes decisions that consistently reflect his/her strong commitment to acting reputably

Marginal (2)

- Sets integrity aside when pursuing his/her goals
- Rationalizes his/her less-than-meritorious behaviors
- Always expects integrity from others, but doesn't always display it him/herself
- Had several recent lapses in integrity

Unsatisfactory (0)

- Violates Institute's standards and expectations regarding employee integrity
- Has put the Institute at risk with his untoward actions
- Has taken actions that have caused his/her peers to question his/her integrity
- Has generated complaints from customers/vendors because of issues with his/her integrity

Appearance and Grooming

Exceeds Expectations (5)

- Always maintains a professional appearance in dress and manner of doing things
- Always carries a smile and friendly greeting to share with others in the entire Institute

- Represents the Institute well at all the off-site meetings attended
- Engages in mature talk that welcomes feedback from peers and staff
- Respects the position offered always covering the part to be a great example

Meets Expectations (3)

- Maintains a high level of cleanliness and arrangement starting from the work desk
- Ensures both genders respect each other and maintains clear boundaries
- Presents a warm, unique look that attracts customers, coworkers, and staff
- Keeps the Institute's culture alive by respecting the dress code
- Work hard to ensure good looks, and hard work go together

Needs Improvement (0)

- Does not project an image of professionalism through the dressing.
- Highly inconsistent in enforcing and following the Institute's policies and procedures
- Often disrespectful and unfair in dealing with team and peer group about their grooming
- Often shows up at work with uncombed hair and in wrinkled clothes
- Gossips about the coworkers and picks battles easily bringing conflict in the workplace

MGT

Job Knowledge and Expertise:

Exceptional (5)

- Handles every technical challenge skillfully, thoroughly, and effectively.
- Has applied his/her expertise to save the Institute a substantial amount of money.
- Has used his/her technical knowledge to generate numerous improvements in processes, procedures, and operations
- Transformed the XYZ project from a failure to a success by applying his/her expertise.
- Makes highly technical information interesting and understandable.
- Enhances the effectiveness of group meetings by sharing his/her expertise on issues or questions that arise

Excellent (4)

- Uses expertise appropriate to the situation or problem.
- Creatively applies his/her expertise
- Enhances the expertise of his/her fellow employees.
- Is able to take theoretical information and make practical use of it on the job.
- Has helped find solutions to several problems through his/her technological insights
- Provides technical information in user-friendly language

Competent (3)

- Shows a high degree of intellectual effectiveness.
- Easily absorbs and applies new information
- Communicates effectively with technical and nontechnical employees
- Uses his/her expertise to raise the quality and quantity of work.
- Shows tenacity in solving technical problems
- Always seeks ways to use his knowledge to make improvements on the job

Marginal (2)

- Relies on outdated knowledge.
- Is impatient with nontechnical employees
- Goes into far too much detail when asked a question
- Provides information that is not regarded as credible
- Starts providing an answer before hearing the entire question
- Provides too many answers that are either fluff or bluff

Unsatisfactory (0)

- Pushes out-of-date solutions on employees, and then becomes defensive if employees raise questions.
- Provides inaccurate technical information
- Responds to technical questions with an arrogant, degrading, and demeaning style

- Is more interested in his field than in getting the job done
- Lacks expertise in areas in which it is most needed on the job
- Provides solutions that have created larger problems

Technical Knowledge:

Exceptional (5)

- Keeps his technical skills on the cutting edge.
- Is the go-to person for technical questions.
- Offers comments, suggestions, and answers that are widely respected and carry a great deal of weight
- Has made important technical contributions to her field
- Is passionate about continuing to learn
- Has technical expertise that has contributed directly to the success of the company

Excellent (4)

- Has a high degree of intellectual curiosity.
- Is truly an expert in his field
- Maintains state-of-the-art knowledge
- Is one of the resident experts in the company
- Knows it all without being a know-it-all
- Is highly regarded as a technically savvy individual

Competent (3)

- Digs in and finds the right answers to complex technical questions
- Asks questions when stumped
- Listens carefully instead of jumping in with an answer
- Takes active steps to build his/her expertise both on and off the job
- Is continuously upgrading his/her knowledge base
- Keeps all licenses and certifications current

Marginal (2)

- Builds technical expertise in areas that have little to do with the needs of the Institute/Department
- Has in-depth knowledge in too narrow of an area
- Has impressive credentials, but spends too much time talking about them
- Relies on information that has since been updated
- Shows declining interest in his area of expertise
- Focuses more on yesterday's knowledge than tomorrow's challenges

Unsatisfactory (0)

- Bases decisions on knowledge that is out of date
- Let's licenses and certifications lapse
- Is unfamiliar with the latest developments in her field
- Gets caught up in the technical details and fails to see the larger issues
- Becomes argumentative when his facts are questioned
- Hasn't taken a class or attended a seminar in years

Written and Verbal Communication

Exceptional (5)

- Is a master of written communication
- Is the go-to person when others need help with writing
- Has the most readable writing in the Department
- Keeps e-mail messages on target and to the point
- Creates reports and documentation that are consistently outstanding

Excellent (4)

- Hits the perfect level of detail
- Proofreads carefully
- Selects the appropriate writing style for different readers and situations
- Is a clear and articulate communicator

Competent (3)

- Is confident and comfortable with writing projects/E-mails/Documents
- Prepares thoroughly before making presentations
- Communicates easily with employees at all levels
- Is a good listener
- Is clear and informative when speaking or writing
- Writes with very few grammatical errors

Marginal (2)

- Uses a writing style that can be difficult to understand
- Hasn't shown interest in becoming a better writer
- Sends e-mail messages that are unclear
- Doesn't listen carefully enough, and communication suffers as a result

Unsatisfactory (0)

- Writes with numerous grammatical errors and typos
- Is insensitive to others in his/her comments
- Is unaware of messages that his body language is sending
- Produces work that always needs significant editing
- Doesn't listen

Team Building/ Leadership

Exceptional (5)

- Has outstanding team-building skills
- Uses specific exercises to further strengthen his/her team
- Manages a department that is well known for its high level of teamwork
- Pulls employees together into a cooperative, supportive, and highly successful team

Excellent (4)

- Develops a winning attitude among his/her employees
- Structures projects and assignments to further strengthen teamwork among his/her employees
- Makes all employees feel that they're valued members of the team
- Implements a broad range of special activities that further strengthen his/her team
- Uses a team approach to develop and utilize the unique talents of each employee

Competent (3)

- Recognizes and rewards team-oriented behaviors and actions
- Consistently emphasizes the importance of teamwork in the department and company at large
- Is highly effective in bonding employees together
- Is a solid team player
- Builds highly productive teams
- Sets consistently high expectations regarding teamwork among her employees

Marginal (2)

- Has minimal concern for teamwork, which is sensed by his/her employees and evident in their behavior
- Makes public comments that place employees in conflict with each other
- Doesn't differentiate between healthy competition and conflict
- Rarely takes action to deal with conflicts or disagreements among her employees
- Makes overlapping assignments that create conflict

Unsatisfactory (0)

- Engaged in behaviors that turned a successful team into several splintered factions
- Stays physically removed from his employees
- Makes no effort to be part of the team
- Focuses on his/her own needs, rather than on the needs of the team.
- Interrupts team meetings with comments and behaviors that are far off topic

Decision Making

Exceptional (5)

- Uses participative decision making when appropriate
- Bases decisions on facts

- Is sensitive to time constraints when making decisions
- Approaches decision making with an open mind
- Clearly understands the costs and benefits of his decisions
- Is receptive to innovative ideas and suggestions

Excellent (4)

- Makes difficult decisions that measurably improve operations
- Deliberates on decisions, but never overlooks the time and timing
- Involves team in many decisions that affect them and their work
- Acts decisively, but not impulsively
- Shares the credit when decisions generate excellent outcomes
- Accepts responsibility if decisions don't yield desired outcomes

Competent (3)

- Separates significant data from insignificant data
- Is trusted by his/her team when it comes to decision making
- Takes decision-making responsibilities seriously
- Is able to clearly explain the rationale behind his/her decisions
- Relies on facts rather than emotions
- Reaches decisions that are fair, ethical, and trusted

Marginal (2)

- Turns every decision into a group decision
- Is overly influenced by insignificant details
- Ignores most input from others
- Makes snap decisions
- Is overly influenced by emotions
- Procrastinates on important decisions

Unsatisfactory (0)

- Has difficulty making decisions
- Has made a string of questionable decisions
- Ignores the facts
- Let's bias and stereotypes influence decision making
- Enters decision making with a closed mind
- Ignores ideas that differ from his/hers

Thinks out of the box

Exceptional (5)

- Approaches problems with an open mind and without preconceived notions

- Looks at issues, questions, and dilemmas from every angle and generates entirely new ways to resolve them
- Is unrestrained by traditional problem-solving approaches, strategies, or expectations
- Generates productive outcomes by including unlikely people or resources in the problem-solving process
- Keeps an ongoing log of his/her creative ideas in order to continuously enhance them
- Thinks outside the box by moving out of his/her workstation or office in order to literally look at a problem in a different light

Excellent (4)

- Productively integrates people, processes, and systems that seemingly don't go together at all
- Takes concepts that are cast in stone and then shatters, reshapes, or redefines them to generate more productive ideas and solutions
- Excludes seemingly essential components to open the door to a wider range of creative solutions
- Is open to totally different ideas, assumptions, and strategies
- Isn't afraid to make mistakes
- Doesn't give up in the face of doubtful comments by others who observe her unorthodox style

Competent (3)

- Avoids yesterday's problem-solving strategies
- Enjoys working on projects that require creative thinking and solutions
- Has attended training sessions that focus on creative thinking and problem solving
- Uses his excellent observational skills to find overlooked pieces of data that can open up entirely new ways to solve problems
- Has an unconventional problem-solving style that yields better-than-conventional results
- Is always looking for new and productive ways to use everyday items

Marginal (2)

- Overly satisfied with the status quo
- Is afraid of making a wrong decision
- Regards unconventional thinking as too risky
- Has negative feelings and expectations when engaged in thinking that is slightly different from her traditional approach
- At the first sign of a problem, immediately reverts from creative thinking to overly structured thinking
- Believes that he is already thinking outside the box, but his actions indicate otherwise

Unsatisfactory (0)

- Is far more comfortable thinking inside the box

- Rarely challenges assumptions
- Is unwilling to change her thinking style, regardless of recent questionable decisions
- Refuses to attend programs that focus on creative thinking
- Only takes on projects that can be handled with very conventional thinking
- Avoids projects that call for creative thinking

Attendance and Punctuality

Exceptional (5)

- Attendance is one thing that we can reward him. He never turns up late. He never leaves his job early. That's a mirror for others to follow.
- Great at time management. He is one of the most punctual members of the team.
- Maintains high standards of work and never misses even the tightest deadlines.
- Plans his vacation well in advance and never leaves uncompleted tasks behind.
- Helps colleagues to plan their daily workload and remain as productive as it is possible.
- Develops good scheduling plans that heavily improve his effectiveness.
- Dependability, punctuality and commitment make him one of the most valuable employees of the Institute.

Exceeds Requirements (4)

- Consistently performs his/her projects in time
- Does not mind to work extra hours and arrive ahead of schedule in order to complete his/her job in time. Is very punctual and productive. He/She has never been late
- There are no concerns with his/her attendance.
- Leaves home early on inclement days to make sure he/she arrives at work on time.
- Comes back from lunch on time and stays productive up to the very end of the workday.
- Is well aware of the impact that missing work might have on her colleagues and the Institute itself.
- Is great at planning his schedule so he/she never misses deadlines.

Meets Expectations/Satisfactory (3)

- Always arrives at work on time.
- Follows his/her work schedule every day.
- Complies with the attendance policy of our company.
- Turns up to work on time and carries out her responsibilities without constant supervision.
- Takes breaks only when scheduled and does not waste time during the workday.
- We can depend and rely on the Employee.
- Always finishes his deadlines on time with his projects.

Provisional/Needs Improvement (2)

- Despite a decent attendance record, he/she leaves the workplace earlier than he/she should. This damages the productiveness of the entire team.
- Tries to improve time management skills and fix punctuality issues, but he/she fails to do

it so far.

- Often comes to work late and comes up with excuses. He/She is not a good employee in the matter of time. Turning up late, being late at meetings, leaving work soon... no matter how talented he/she is.
- Has a frivolous attitude to attendance, which negatively affects her productiveness.
- Takes breaks too often.
- Is often tardy at the beginning of work shift and consistently late returning from lunch.

Unsatisfactory (0)

- Fails to show up to work on time.
- Does not meet attendance goals set after the previous performance review.
- Does not attend on time at the start of the workday does not follow the scheduled exit time.
- Attendance does not comply with the standards of the company.
- Is not prompt to work, even though she is warned many times, He does not comply with the attendance policy.
- Other employees feel displeased to him/her who affects them when their performing their duties on time.

Interpersonal Skills

Exceeds Expectations (5)

- Knows how to listen actively to others when they talk and does not interrupt.
- Disagrees gracefully and respectfully when he or she does not accept or agree on a particular thing.
- Effectively manages emotions as well as the emotions of others.
- Interprets and handles conflict well enough to ensure that all parties achieve a win-win solution.
- Recognizes and manages the effects of personal stress and of those who are around properly.
- Knows how to solve problems by coming up with workable solutions effectively.

Meets Expectations (3)

- Can comfortably get into a conversation with just about anyone.
- Appreciates the efforts taken by others to do any task and encourages them to be better.
- Always seeks to improve by learning new techniques and skills.
- Demonstrates a good air of confidence and poise when articulating issues or expressing own feelings.
- Follows the Institute's culture strictly and inspires the same from his/her colleagues.
- Influences those around in a very positive way and inspires them to be the best that they can be.

Needs Improvement (0)

- Has a bad attitude and does not readily accept when given constructive feedback.

- Does not always seek to be a team player and contribute effectively to team affairs.
- Does not know how to communicate in a clear way so that others can easily understand.
- Has a strong personality something that has caused rifts within the team.
- Demonstrates a lack of confidence and poise when around other people.

Total Score:

/55

Comments on Areas for Improvement (in specific if any) :

Overall Comments if any :

Signature of Appraiser/Supervisor

Designation

Department :

Date:

Note: If the Employee is served with any Memos, Show Cause, Punishments, Censures etc., during the Assessment period should be attached along with the Report.

Principal's Comments:

Signature of Principal

Date:

Note:

1. 45-55 / 55 – Exceptional (Can be recommended)
2. 35-45 / 55 - Excellent (Can be recommended)
3. 30-35 / 55 – Competent (Can be recommended)
4. 25-30 / 55 – Marginal (May be recommended with necessary guidelines depending on the Appraiser's decision)
5. < 25 / 55 – Unsatisfactory (Increment cannot be recommended)

ANNEXURE – V

Peer Feedback Form

MGIT



MAHATMA GANDHI INSTITUTE OF TECHNOLOGY
Kokapet (V), Gandipet (M), Hyderabad – 500 075

Peer Questionnaire

Please answer the questions thoroughly and truthfully. Your responses will be compiled along with those provided by other employees. The individual who is being reviewed will not be told which Co-workers were asked to complete questionnaires. Thank you for your participation.

Peer Review for :

Date:

Ratings Definition

Use the following scale, thinking specifically of the person whose name appears above circle the number that most accurately describes your perception for each item. Please note that “NE” means you have no firsthand knowledge or experience with the Individual.

1- Never

2 –Occasionally

3 - Sometimes

4- Most of the Time

5-Always

NE- No Experience

| | | | | | | | |
|----|--|---|---|---|---|---|----|
| 1. | Behaves in a manner consistent with the Institute’s mission, vision and values | 1 | 2 | 3 | 4 | 5 | NE |
| 2. | Is viewed as a person of integrity by co-workers | 1 | 2 | 3 | 4 | 5 | NE |
| 3. | Has an attitude of helpfulness toward co-workers | 1 | 2 | 3 | 4 | 5 | NE |
| 4. | Complies with Institute policies and procedures | 1 | 2 | 3 | 4 | 5 | NE |

| | | | | | | | |
|-----|---|---|---|---|---|---|----|
| 5. | Is professional and courteous when communicating with coworkers | 1 | 2 | 3 | 4 | 5 | NE |
| 6. | Represents the Institute in a positive manner when interacting with stakeholders | 1 | 2 | 3 | 4 | 5 | NE |
| 7. | Is interested in continuing to develop new skills and to grow as a professional | 1 | 2 | 3 | 4 | 5 | NE |
| 8. | Ensures assigned tasks and responsibilities are submitted in an appropriate and timely manner | 1 | 2 | 3 | 4 | 5 | NE |
| 9. | Demonstrates respect for the work and ideas of others | 1 | 2 | 3 | 4 | 5 | NE |
| 10. | Is considerate of the needs of others | 1 | 2 | 3 | 4 | 5 | NE |
| 11. | Is willing to accept responsibility for his/her own actions | 1 | 2 | 3 | 4 | 5 | NE |
| 12. | Is someone that you feel would make an effective supervisor | 1 | 2 | 3 | 4 | 5 | NE |
| 13. | Is someone you feel comfortable approaching to ask for assistance or advice | 1 | 2 | 3 | 4 | 5 | NE |
| 14. | Stays focused on helping internal and external customers/vendors/parents/students | 1 | 2 | 3 | 4 | 5 | NE |
| 15. | Demonstrates a willingness to listen to what others have to say | 1 | 2 | 3 | 4 | 5 | NE |

Any Comments (if any) related to the Employee:

Thank You

ANNEXURE – VI

Students Feedback Form



MAHATMA GANDHI INSTITUTE OF TECHNOLOGY

Kokapet (V), Gandipet (M), Hyderabad – 500 075

Appraisal Form – Students

Name :

Job Title:

Department:

Dear Student,

Please give your honest and objective feedback on the following parameters in respect to the Employee mentioned. Your response plays an important role in improving working standards of the Institute. Please give your assessment on a (5) **five point scale** as specified below against each attribute mentioned.

Ratings Definition

Exceptional (5): Consistently exceeds all relevant performance standards. Provides leadership, fosters teamwork, is highly productive, innovative, responsive and generates top quality work.

Exceeds expectations (4): Consistently meets and often exceeds all relevant performance standards. Shows initiative, works collaboratively, has strong technical and interpersonal skills or has achieved significant improvement in these areas.

Meets expectations (3): Meets all relevant performance standards. Seldom exceeds or falls short of desired results or objectives.

Below expectations (2): Sometimes meets the performance standards but seldom exceeds them. Often falls short of desired results. Performance has declined significantly or employee has not sustained adequate improvement, as required since the last performance review or performance.

Needs improvement (1): Consistently falls short of performance standards.

5 – Exceptional; 4 – Exceeds Expectations; 3 – Meets Expectations;

2 – Below Expectations; 1 – Needs Improvement

| <u>Quality of Work</u> | 5 | 4 | 3 | 2 | 1 | Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Highly accurate, while demonstrating attention to detail. Is personally committed to high quality work and encourages students with various questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

| <u>Initiative</u> | 5 | 4 | 3 | 2 | 1 | Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Generates new ideas or processes, capitalizing on new opportunities (in the relevant field) (research), seeking out and taking on increasing responsibility or resolving problems as they occur. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments | | | | | | |

| <u>Productivity</u> | 5 | 4 | 3 | 2 | 1 | Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Meets or exceeds productivity standards that have been established. Is continuously combining skills, ability and effort to ensure that expectations related to results/output are achieved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments | | | | | | |

| <u>Students Focus</u> | 5 | 4 | 3 | 2 | 1 | Not Applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Personally demonstrates that Students are a high priority. Identifies Students needs and expectations and responds to them in a timely and effective manner. Anticipates and prevents delays or other factors that could adversely affect the Student. Keeps the Students informed about the | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | |
|--|--|--|--|--|--|--|
| status of pending actions and enquires about our satisfaction with equipment and services. | | | | | | |
| Comments | | | | | | |

| <u>Communication – Writing and Speaking Skills</u> | 5 | 4 | 3 | 2 | 1 | Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| His/her communication is understood and there is a sense of clarity while doing the laboratory sessions. Mode of communication is English and his/her written communication is well understood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments | | | | | | |

| <u>Conduct and Behavior</u> | 5 | 4 | 3 | 2 | 1 | Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| His/her approach towards the Students is very pleasant. He/she knows how to behave with the opposite gender and treats well. His/her gestures and approach seems to be very pleasing and the students are very comfortable in his/her sessions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments | | | | | | |

Any Other Comments:

Name (Not Mandatory) Department and Semester:

Date:

Thank You!!

ANNEXURE – VII

Evaluation Format (Jr. Assistants, Jr. Stenographers,
Computer Operators, Data Entry Operators, Technicians)



MAHATMA GANDHI INSTITUTE OF TECHNOLOGY
Kokapet (V), Gandipet (M), Hyderabad – 500 075

**Performance Evaluation
Assessment Form**

*(Data entry operators, Junior Assistants, Record Keepers, Technicians,
Jr. Stenographer)*

| | |
|---|----------------|
| EMPLOYEE INFORMATION | |
| Employee Name: | Department: |
| Designation: | Employee Code: |
| Performance Evaluation for the Academic Year: | |

Dear Appraiser/Supervisor,

Please give your Feedback on the following parameters in respect of the Appraisee's/Employee's performance. Please give your assessment on a **five point scale** as mentioned below.

Scale of Rating

| | | | |
|-------------------------|-------------------------|------------------------|------------------------------|
| Excellent (A) | Competent (B) | Marginal (C) | Unsatisfactory (D) |
| 4 | 3 | 2 | 0 |

Please tick and mark against that most accurate box that describes your rating against each factor for the Employee mentioned above. Give your final ratings accordingly as mention under the Scale of rating.

| S. No | Factors | A | B | C | D |
|-------|---|---|---|--|--|
| 1 | Intelligence | Extraordinarily proficient and resourceful and understands new and difficult matters | Quite able to handle new and difficult matters | Normally understands new situation after proper explanations and handles it if given all directions | Poor comprehension, fails to perform a function despite prior instructions |
| 2 | Discipline | Exemplary conduct | Observes the code of conduct | Tries to follow the general code of conduct | Indifferent to the general code of conduct |
| 3 | Punctuality and promptness Exactness in keeping time in attending office, keeping appointment, discharge of official duties and observance of time limits as per manuals standing orders | Exceptionally punctual and prompt | Always punctual and prompt | Usually punctual and prompt | Not punctual and prompt |
| 4 | Responsibility and Dependability Conscientiousness towards duty | Very conscientious and dependable in the performance of his/her job. Always ready to take responsibility | Conscientious and steady worker; has a good record of dependability | Carries out his responsibility in a routine manner | Often fails to perform his/her duty shirks responsibility |
| 5 | Interest in the Assignment Interest and the capacity to see that the work is done | Has initiative and taken keen interest | Takes adequate interest | Does his/her work in a routine way | Indifferent in the discharge of his/her duties |
| 6 | Job knowledge Technical and general knowledge about the job he/she is doing. | Has an unusually thorough and comprehensive mastery of his/her field of work. Strives to expand his/her frontier of knowledge | Knows his/her job thoroughly | Possess just adequate knowledge required for the job | Knowledge inadequate. Has not yet gained competence |
| 7 | Noting, Drafting and Correspondence Ability to prepare notes, drafts and handle correspondence with special reference to(1)Accuracy(2)T | Very precise in noting and drafting. Very prompt and accurate at correspondence. His/her drafts need no editing | Precise in noting and drafting. Good at correspondence. His/her drafts seldom require editing | Ordinary at noting and drafting. His/her drafts need editing. Tries to handle correspondence in time if properly supervised. | Poor in noting and drafting. Careless in handling correspondence. |

| | | | | | |
|----|---|--|--|--|--|
| | horoughness(3) Power of analysis (4) Power of expression | | | | |
| 8 | Maintenance of Registers and Records Ability in maintaining Register and Records keeping | Very neat and meticulous in the maintenance of registers and records | Keeps registers and records clean and up-to-date | Tries to maintain registers and records in a routine manner | Does not maintain registers and records properly |
| 9 | Grooming and Appearance. Courteous with the Superiors and Peer Group | Very neat and carries a good body language. Greets well. | Clean and responds to Institute's norms. Carries a pleasant gesture. | Often looks shabby and need to explain on being courteous | Very bad body language and looks shabby all the time |
| 10 | Adaptability | Very quick learner and adapts to the Institute's norms very fast. | Learns and follows instructions | Throws statements on disagreement and tries to disown the culture at times | Cannot adapt to the changing culture and very slow with the learning process |

Total:

/40

Comments on Areas for Improvement (in specific if any)

Overall Comments if any

Increment is recommended Yes: No: (if no, specific reasons should be mentioned)

Signature of Appraiser/Supervisor

Designation :

Department :

Date:

Note : If the Employee has been served with any Memos, Show Cause, Punishments, Censures etc., during the Assessment period should be attached along with the Report.

Principal's Comments.

Signature of Principal

Date:

Note:

1. 40/40 – Excellent (Increment is recommended)
2. 35 - 40/40 – Competent (Increment is recommended)
3. 25 – 35/40 – Marginal (Increment is recommended but measures for improvement should be set with necessary inputs)
4. <25/40 – Unsatisfactory (Increment cannot be recommended)

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ANNEXURE – VIII

Evaluation Form – Vehicle Drivers

MGIT



MAHATMA GANDHI INSTITUTE OF TECHNOLOGY
Kokapet (V), Gandipet (M), Hyderabad – 500 075

(Light and Heavy Vehicle Drivers)

Annual Confidential/ Appraisal Report for the Period (.....to.....)

Name :
Designation & Department :
Date of Birth :
Reporting Authority :
Hire date into Regular Service :
Present Scale : Rs.
Basic Pay : Rs.
Present Gross Salary Rs. : Rs.

Dear Supervisor,

Please tick mark against the rating scale by taking the below parameters into consideration for the Employee mentioned on the Appraisal Report. Leave your comments in the comments sections against each category if any.

| S. No | Category | Outstanding (4) | Good (3) | Acceptable (2) | Unacceptable (0) |
|-------|-------------------------------------|-----------------|----------|----------------|------------------|
| 1 | Keeps assigned vehicle clean | | | | |
| | <i>Comments</i> | | | | |
| 2 | Checks the fuel on time | | | | |
| | <i>Comments</i> | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 3 | Completes pre-trip inspection | | | | |
| | <i>Comments</i> | | | | |
| 4 | Completes required reports on time when necessary | | | | |
| | <i>Comments</i> | | | | |
| 5 | Uses good judgement | | | | |
| | <i>Comments</i> | | | | |
| 6 | Maintains Student Control | | | | |
| | <i>Comments</i> | | | | |
| 7 | Relates well with others | | | | |
| | <i>Comments</i> | | | | |
| 8 | Learns and applies new ideas when required | | | | |
| | <i>Comments</i> | | | | |
| 9 | Shows interest in work | | | | |
| | <i>Comments</i> | | | | |
| 10 | Abides by rules and regulations | | | | |
| | <i>Comments</i> | | | | |
| 11 | Accepts responsibility willingly | | | | |
| | <i>Comments</i> | | | | |
| 12 | Maintains regular schedule | | | | |
| | <i>Comments</i> | | | | |
| 13 | Complies with instructions | | | | |
| | <i>Comments</i> | | | | |
| 14 | Dependability | | | | |
| | <i>Comments</i> | | | | |
| 15 | Attendance, Punctual | | | | |
| | <i>Comments</i> | | | | |
| 16 | Accepts constructive criticism | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | <i>Comments</i> | | | | |
| 17 | Driving habits | | | | |
| | <i>Comments</i> | | | | |
| 18 | Safety practices | | | | |
| | <i>Comments</i> | | | | |
| 19 | Appearance and Grooming | | | | |
| | <i>Comments</i> | | | | |
| 20 | Integrity | | | | |
| | <i>Comments</i> | | | | |
| 21 | Behavior with the Superiors | | | | |
| | <i>Comments</i> | | | | |
| 22 | Behavior with the Staff | | | | |
| | <i>Comments</i> | | | | |
| 23 | Submits necessary information when asked for | | | | |
| | <i>Comments</i> | | | | |
| 24 | Follows defined protocols and maintains harmony | | | | |
| | <i>Comments</i> | | | | |
| 25 | Health | | | | |
| | <i>Comments</i> | | | | |

| |
|------|
| /100 |
|------|

Total

| |
|---|
| Supervisor's Comments |
| Major area(s) requiring performance improvement: |
| |
| Action plan for Improvement: |
| |
| Comments if any : |

| | | | |
|--|-------------|------------|---------------------------------------|
| Eligible for increment | Yes: | No: | (If no, give definite remarks) |
| Signature & Name of the Supervisor: | | | Date: |

Note : If the Employee has been served with any Memos, Show cause, Punishments, Censures etc., during the Assessment period should be attached along with the Report

| |
|-----------------------------|
| Principal's Comments |
| Signature: |
| Date: |

Note:

1. 85-100/100 – Outstanding (Increment is recommended)
2. 65-85 /100 – Good (Increment is recommended)
3. 45-65 /100 – Acceptable (Increment is recommended)
4. < 45 / 100 – Unacceptable (Increment cannot be recommended)

Thank you

ANNEXURE – IX

Evaluation Form – Attenders, Sweepers, Watchmen



MAHATMA GANDHI INSTITUTE OF TECHNOLOGY
Kokapet (V), Gandipet (M), Hyderabad – 500 075

(Attenders/Sweepers/Watchmen/Gardeners)

Annual Confidential/ Appraisal Report for the Period (.....to.....)

Name :
Designation & Department :
Date of Birth :
Reporting Authority :
Entry into Regular Service :
Present Scale : Rs.
Basic Pay : Rs.
Present Gross Salary : Rs.

Dear Supervisor,

Please (√) Tick the appropriate box against each factor mentioned which gives a rating on a scale of 1-5 for the Employee mentioned on the Appraisal Form.

| Factors | Rating | | | | |
|---------|---------------|----------------|------------|-----------------|----------------------|
| | <i>1-Poor</i> | <i>2- Fair</i> | <i>3 -</i> | <i>4 - Good</i> | <i>5 - Excellent</i> |
| | | | | | |

| | | | | | |
|----------------------|--|--|---------------------|--|--|
| | | | <i>Satisfactory</i> | | |
| Job Knowledge | | | | | |
| <i>Comments</i> | | | | | |

| Factors | Rating | | | | |
|--|---------------|----------------|-------------------------|-----------------|----------------------|
| | <i>1-Poor</i> | <i>2- Fair</i> | <i>3 - Satisfactory</i> | <i>4 - Good</i> | <i>5 - Excellent</i> |
| Integrity | | | | | |
| <i>Comments</i> | | | | | |
| Work Quality | | | | | |
| <i>Comments</i> | | | | | |
| Attendance/Punctuality | | | | | |
| <i>Comments</i> | | | | | |
| Productivity | | | | | |
| <i>Comments</i> | | | | | |
| Communication/ Listening Skills | | | | | |
| <i>Comments</i> | | | | | |
| Attitude towards Superiors and Colleagues | | | | | |
| <i>Comments</i> | | | | | |
| Dependability | | | | | |
| <i>Comments</i> | | | | | |
| Presentable | | | | | |
| <i>Comments</i> | | | | | |
| Health | | | | | |
| <i>Comments</i> | | | | | |

Total /50

Suggestions for Improvement:

Whether increment due may be sanctioned or withheld. Definite recommendation should be made.

Yes : No : (If No, give definite remarks)

Signature of the Supervisor

Date:

Note: If the Employee has been served with any Memos, Show cause, Punishments, Censures etc., during the Assessment period should be attached along with the Report

Remarks of the Principal:

Signature

Date: