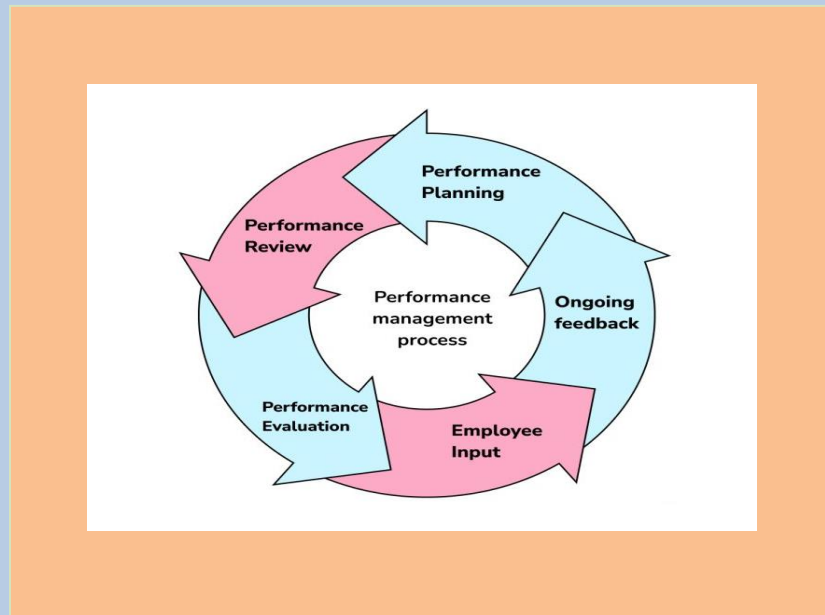




## Performance-Based Appraisal System (PBAS) POLICY



## Internal Quality Assurance Cell

---

---



# MLR Institute of Technology





Laxma Reddy Avenue, Dundigal, Quthbullapur (M), Hyderabad – 500 043  
Phone Nos: 08418 – 204066 / 204088, Fax: 08418 – 204088

## PERFORMANCE-BASED APPRAISAL SYSTEM (PBAS) POLICY

## PERFORMANCE-BASED APPRAISAL SYSTEM (PBAS) POLICY-2021

<b>Version</b>	<b>1.0</b>
<b>Effective Date</b>	<b>23.03.2021</b>
<b>Document Number</b>	<b>MLRIT/IQAC/2020-2021/P/05</b>
<b>Date of Release (IQAC)</b>	<b>23-03-2021</b>
<b>Process Owner</b>	<b>Head – IQAC</b>
<b>Approved Authority</b>	<b>Principal</b>

<b>Role</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>Signature</b>	<b>Date</b>
Prepared By	Dr. T. Arun Kumar	Associate Professor	H&S		22/3/21
Reviewed By	Dr. M. Satyanarayana	Professor	AERO		23/3/21
Approved By	Dr. P. Sridhar	Principal	EEE		

## TABLE OF CONTENTS

### **PERFORMANCE APPRAISAL POLICY FOR HEAD OF DEPARTMENTS**

1. Purpose
2. Scope
3. Policy Statement
4. Overview
5. Appraisal System Structure
6. Segment Importance and its Features
  - 6.1 Faculty Interaction with Outside World, Awards, Events Organized, E-Content Development & Courses Completed
  - 6.2 Faculty Conference Papers, Research Publications, Books, FDPs & E-Audit Compliance
  - 6.3 Consultancy, Patents, Copyrights, Industry Designs, Research Grants & Collaborations
  - 6.4 Student Internships, Industry Visits, Certifications, Participations & Publications
  - 6.5 Student Project Competitions, Design Challenges & Professional Societies
  - 6.6 Co-curricular, Extra-curricular & NSS Activities
7. Marks Specified
8. Appraisal Implementation Process
9. Process Flow
  - 9.1 Submission of Self-Evaluation Report by HoDs
  - 9.2 Review and Verification by IQAC
  - 9.3 Appraisal Committee Evaluation / Interaction
  - 9.4 Final Evaluation and Documentation
  - 9.5 Feedback and Recommendations to HoDs
10. Holistic Assessment

### **PERFORMANCE APPRAISAL POLICY FOR TEACHING STAFF**

11. Purpose
12. Scope
13. Policy Statement
14. Overview
15. Policy Framework
16. Structure and Features
17. Evaluation Criteria
  - 17.1 Criteria I: Teaching, Learning and Evaluation
  - 17.2 Criteria II: Co-curricular, Extension & Professional Activities
  - 17.3 Criteria III: Administrative Roles & Institutional Contribution
  - 17.4 Criteria IV: Research, Consultancy & Innovation
18. Implementation Process
  - 18.1 Planning and Orientation
  - 18.2 Goal Setting and Activity Planning
  - 18.3 Continuous Performance Documentation
  - 18.4 Submission of Self-Appraisal Report
  - 18.5 Verification and Evaluation by HoDs
  - 18.6 IQAC Review and Academic Audit
  - 18.7 Consolidation and Final Evaluation
  - 18.8 Feedback and Communication
19. Performance-Based Rewards
20. Performance Review and Development

### **PERFORMANCE APPRAISAL POLICY FOR TECHNICAL / NON-TEACHING STAFF**

21. Purpose
22. Scope
23. Policy Statement
24. Overview
25. Framework
26. Post Appraisal
27. Recommendations May Include
28. Final Report Distribution
29. Grievance Redressal and Disagreement with Performance Appraisal

# **PERFORMANCE APPRAISAL POLICY FOR HEAD OF DEPARTMENTS, FACULTY, TECHNICAL/ NON-TEACHING STAFF OF MLR INSTITUTE OF TECHNOLOGY, HYDERABAD**

## **PERFORMANCE APPRAISAL POLICY FOR HEAD OF DEPARTMENTS:**

### **1. PURPOSE**

The purpose of the Head of Department (HoD) Appraisal Policy is to establish a structured, transparent, and objective framework for evaluating the performance of HoDs on a quarterly basis. This policy aims to ensure that departmental leadership effectively contributes to academic excellence, research productivity, student development, and institutional growth. It is designed to align HoD performance with the principles of Outcome-Based Education (OBE) and Continuous Quality Improvement (CQI), thereby supporting accreditation requirements.

### **2. SCOPE**

This policy applies to all Heads of Departments across the institution and covers all academic, administrative, research, and student-related activities undertaken during each quarter of the academic year, namely:

- ❖ July – September
- ❖ October – December
- ❖ January – March
- ❖ April – June

### **3. POLICY STATEMENT**

MLRIT is committed to implementing a fair, comprehensive, and evidence-based appraisal system for Heads of Departments that reflects both quantitative achievements and qualitative contributions. The HoDs appraisal process shall be conducted on a quarterly basis using a standardized format developed and approved by the Internal Quality Assurance Cell (IQAC), ensuring consistency, transparency, and alignment with institutional quality standards. Each HoD shall submit a self-evaluation report detailing activities performed under the six defined segments, supported by verifiable documentary evidence. The IQAC shall review, verify, and assess the submitted data based on predefined parameters, norms, and marking schemes. Where necessary, the appraisal committee may conduct interactions or seek additional clarification to ensure accuracy and completeness.

### **4. OVERVIEW**

A comprehensive and structured Head of Department (HoD) Appraisal Policy is essential for ensuring academic excellence, administrative efficiency, and continuous institutional development. The proposed policy is designed to evaluate the performance of HoDs on a quarterly basis—namely July–September, October–December, January–March, and April–June—through a systematic, transparent, and outcome-oriented framework. This appraisal mechanism is aligned with quality benchmarks prescribed by the Internal Quality Assurance Cell (IQAC) and adheres to national accreditation standards such as NBA and NAAC. The policy aims to promote accountability, encourage innovation, and foster a culture of continuous improvement within academic departments.

## **5. APPRAISAL SYSTEM STRUCTURE**

The appraisal system is structured into **SIX** major segments, each representing a critical domain of academic leadership and departmental performance. Each segment is assigned fixed marks by IQAC, ensuring uniformity and fairness in evaluation. The cumulative assessment reflects both individual leadership effectiveness and collective departmental achievements. The HoD is required to submit a quarterly self-evaluation report, supported by verifiable evidence, which is then reviewed by the IQAC and the institutional appraisal committee.

## **6. SEGMENT IMPORTANCE AND ITS FEATURE**

### ***6.1 Faculty Interaction with the Outside World, Awards, Events Organized, E-Content Development, and Courses Completed:***

The first segment focuses on Faculty Interaction with the Outside World, Awards, Events Organized, E-Content Development, and Courses Completed. This segment evaluates the HoD's ability to motivate faculty members to engage with external academic and professional communities. Activities such as invited talks, keynote addresses, participation in expert panels, and collaborations with other institutions are considered indicators of academic visibility and outreach. Additionally, recognition in the form of awards and honors received by faculty members is given due weightage. The organization of seminars, workshops, guest lectures, and conferences at departmental or institutional levels is also assessed, as these contribute to knowledge dissemination and institutional reputation. In the context of digital transformation, the development of e-content—including video lectures, MOOCs, and learning management system (LMS) resources—is critically evaluated. Furthermore, completion of online or offline courses by faculty members, particularly from reputed platforms, reflects their commitment to lifelong learning and skill enhancement. The HoD's role in facilitating and monitoring these activities is central to this segment.

### ***6.2 Faculty Conference Papers, Research Publications, Books and Book Chapters, Faculty Development Programs (FDPs) Attended, and E-Audit Compliance:***

The second segment encompasses *Faculty Conference Papers, Research Publications, Books and Book Chapters, Faculty Development Programs (FDPs) Attended, and E-Audit Compliance*. This segment assesses the research productivity and academic rigor of the department. The number and quality of conference papers presented by faculty members, especially in indexed and peer-reviewed conferences, are key indicators. Research publications in reputed journals, particularly those indexed in Scopus, Web of Science, or UGC CARE, are given significant importance. Authorship of books and book chapters published by recognized publishers further enhances the academic profile of the department. Participation in FDPs, workshops, and training programs is evaluated to ensure that faculty members remain updated with emerging trends and pedagogical practices. Additionally, compliance with e-audit requirements—such as timely submission of academic records, documentation of activities, and adherence to institutional guidelines—is monitored. The HoDs is responsible for ensuring that all faculty members actively contribute to these scholarly activities and maintain proper documentation.

### ***6.3 Faculty Consultancy Activities, Patents, Copyrights, Industry Designs, Research Grants, and Collaborations:***

The third segment evaluates *Faculty Consultancy Activities, Patents, Copyrights, Industry Designs, Research Grants, and Collaborations*. This segment emphasizes the department's engagement with industry and its contribution to innovation and knowledge transfer. Consultancy projects undertaken by faculty members, either individually or collectively, demonstrate the practical relevance of academic expertise. Filing and granting of patents, as well as registration of copyrights, are strong indicators of innovation and intellectual property creation. Industry-oriented designs and prototypes developed by faculty members further highlight applied research capabilities. Securing research grants from government agencies, funding bodies, or industries is a critical parameter, as it reflects the department's ability to attract external funding. Collaborations with industries, research organizations, and academic institutions—both national and international—are also evaluated. The HoDs plays a pivotal role in initiating, facilitating, and sustaining these activities, thereby enhancing the department's research ecosystem.

#### ***6.4 Student Internships, Industry Visits, Certifications, Participations, Publications, Newsletters, and Magazines:***

The fourth segment focuses on *Student Internships, Industry Visits, Certifications, Participations, Publications, Newsletters, and Magazines*. This segment evaluates the HoD's effectiveness in promoting student-centric initiatives that enhance employability and experiential learning. Facilitating internships in reputed industries and organizations is a key responsibility, as it bridges the gap between theoretical knowledge and practical application. Organizing industry visits provides students with exposure to real-world operations and emerging technologies. Encouraging students to pursue certifications from recognized platforms adds value to their academic credentials. Participation of students in conferences, workshops, and technical events is also assessed, as it reflects their engagement and confidence. Student publications in journals or conference proceedings, as well as contributions to departmental newsletters and magazines, are considered indicators of academic involvement and creativity. The HoDs must ensure that these activities are systematically planned, executed, and documented.

#### ***6.5 Student Project Competitions, Design Challenges, and Professional Societies:***

The fifth segment addresses *Student Project Competitions, Design Challenges, and Professional Societies*. This segment evaluates the department's efforts in fostering innovation, creativity, and technical excellence among students. Participation and achievements in project competitions at institutional, state, national, and international levels are given due importance. Design challenges and hackathons provide platforms for students to apply their knowledge to real-world problems, and the HoD's role in encouraging and guiding such participation is crucial. Involvement in professional societies such as IEEE, ISTE, CSI, or other relevant bodies is also assessed. Active student chapters, organization of technical events, and leadership roles held by students within these societies contribute to holistic development. The HoD is expected to create an environment that nurtures innovation and supports student initiatives.

#### ***6.6 Co-curricular Activities, Extra-Curricular Activities, and NSS Activities:***

The sixth segment includes *Co-curricular Activities, Extra-Curricular Activities, and NSS Activities*. This segment recognizes the importance of holistic education and the development of soft skills, leadership qualities, and social responsibility among students. Co-curricular activities such as technical clubs, coding

competitions, and academic forums are evaluated alongside extra-curricular activities like sports, cultural events, and artistic pursuits. Participation and achievements in these areas reflect the department's commitment to overall student development. NSS activities, including community service, awareness programs, and social outreach initiatives, are also given significant weightage. The HoD is responsible for promoting a balanced approach to education that integrates academic excellence with personal and social development.

## 7. MARKS SPECIFIED

Each of these six segments is assigned specific marks by IQAC, based on predefined criteria and benchmarks. The evaluation process involves a combination of quantitative metrics and qualitative assessment, ensuring a holistic appraisal of the HoD's performance. The quarterly evaluation cycle allows for continuous monitoring and timely feedback, enabling corrective measures and strategic planning. The use of standardized formats and documentation ensures transparency, consistency, and ease of review.

## 8. APPRAISAL IMPLEMENTATION PROCESS

The appraisal process begins with the submission of a self-evaluation report by the HoD, detailing activities undertaken during the quarter, supported by relevant evidence such as certificates, reports, photographs, and official communications. This report is reviewed by the IQAC, which verifies the data and assigns marks based on the established criteria. The appraisal committee may also conduct interactions or seek additional information to ensure accuracy and completeness. The final evaluation is documented and shared with the HoD, along with feedback and recommendations for improvement.

The policy also emphasizes the importance of ethical practices, accountability, and continuous improvement. HoDs are expected to maintain integrity in reporting, adhere to institutional norms, and actively contribute to the achievement of departmental and institutional goals. The appraisal system is not merely a tool for evaluation but also a mechanism for professional development, encouraging HoDs to identify their strengths and areas for improvement.

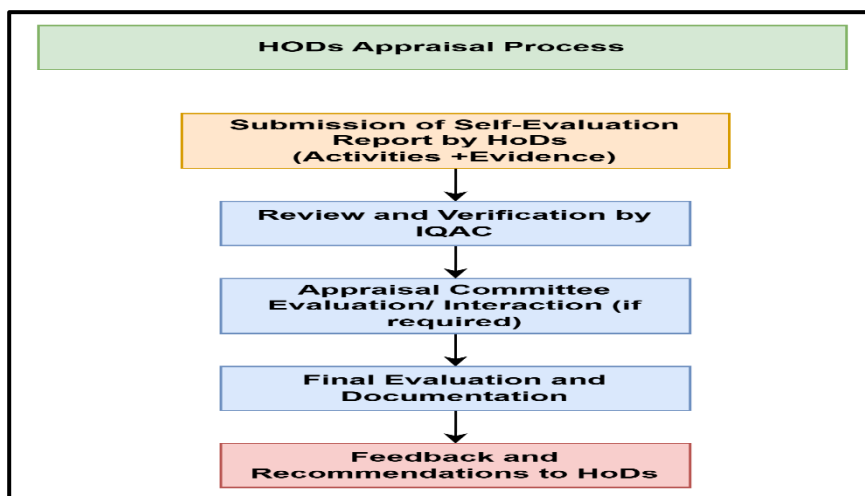


Figure 1. HoDs Appraisal Process Flow

## 9. PROCESS FLOW

### 1. Submission of Self-Evaluation Report by HoDs:

The process begins with the Head of Department (HoDs) preparing and submitting a detailed self-evaluation report for the respective quarter. This report includes all academic, administrative, research, and student-related activities undertaken during the period. It must be supported with valid evidence such as certificates, reports, photographs, and official communications.

**2. Review and Verification by IQAC:**

The Internal Quality Assurance Cell (IQAC) reviews the submitted report thoroughly. All claims and activities are verified against the supporting documents, and marks are assigned based on predefined appraisal criteria and institutional norms.

**3. Appraisal Committee Evaluation / Interaction:**

The appraisal committee evaluates the verified report. If necessary, the committee may conduct discussions or interactions with the HoDs or request additional information to ensure accuracy, transparency, and completeness of the evaluation.

**4. Final Evaluation and Documentation:**

Based on the verified data and committee assessment, the final appraisal scores are calculated. The complete evaluation is formally documented as per the standard appraisal format prescribed by IQAC.

**5. Feedback and Recommendations to HoDs:**

The final appraisal report is shared with the HoDs along with constructive feedback. Specific recommendations are provided to highlight strengths, address areas of improvement, and guide future performance enhancement.

## **10. HOLISTIC ASSESSMENT**

This comprehensive HoD appraisal policy provides a structured and objective framework for evaluating academic leadership and departmental performance. By covering a wide range of parameters—from faculty development and research to student engagement and social responsibility—it ensures a balanced and holistic assessment. The quarterly evaluation cycle facilitates continuous monitoring and improvement, while the involvement of IQAC ensures adherence to quality standards. Importantly, the outcomes of this appraisal system are directly linked to career advancement, recognition, and financial incentives. Consistent high performance in the appraisal will be considered a key criterion for increments, promotions, and other benefits for HoDs, thereby motivating them to excel in their roles and contribute effectively to institutional growth and excellence.

In addition to individual benefits, the policy has a significant impact on institutional development. By ensuring that departmental leadership is accountable, proactive, and performance-oriented, the appraisal system contributes to improved academic standards, better student outcomes, and enhanced institutional reputation. It also supports the achievement of accreditation requirements set by regulatory bodies, thereby strengthening the institution's position in the higher education landscape. comprehensive HoD appraisal policy serves as a vital instrument for promoting excellence in academic leadership and departmental performance. Its structured, transparent, and holistic approach ensures that all critical aspects of a HoD's role are effectively evaluated.

## **PERFORMANCE APPRAISAL POLICY FOR TEACHING STAFF:**

### **11.PURPOSE**

The purpose of the Performance Appraisal Policy for Teaching Staff is to establish a comprehensive, transparent, and objective framework for evaluating faculty performance in alignment with institutional goals, academic standards, and quality benchmarks. The Performance-Based Appraisal System (PBAS) is designed to enhance teaching effectiveness, research productivity, professional engagement, and institutional contribution, thereby fostering a culture of excellence and continuous improvement.

### **12.SCOPE**

This policy applies to all teaching staff of the MLRIT and covers all academic, research, professional, and administrative activities undertaken during the annual appraisal cycle from 1st July to 30th June. The completed appraisal reports shall be submitted to IQAC by 30th July for evaluation and review.

### **13.POLICY STATEMENT**

The institution is committed to implementing a structured, fair, and performance-oriented appraisal system for teaching staff through the Performance-Based Appraisal System (PBAS), introduced by IQAC in the year 2022. This system serves as a continuous and systematic process that integrates goal setting, performance evaluation, feedback, professional development, and recognition, thereby promoting accountability and excellence among faculty members.

### **14.OVERVIEW**

An effective Performance-Based Appraisal System (PBAS) plays a vital role in enhancing faculty performance, fostering professional growth, and contributing to the overall development of the institution. The appraisal process serves as a systematic mechanism to evaluate faculty achievements, identify strengths and areas for improvement, and support continuous academic and professional development. It also provides a transparent basis for decisions related to increments, promotions, and recognition, while encouraging accountability and excellence in teaching, research, and institutional activities.

Faculty appraisal is carried out through a multi-dimensional evaluation framework that includes: self-appraisal reports, which capture academic performance, research contributions, and involvement in departmental and institutional development; administrative and student feedback, collected through both online/offline systems and class committee interactions; evaluation by the Head of the Department (HOD); and academic audits conducted at the institutional level by IQAC. This comprehensive approach ensures a balanced, fair, and evidence-based assessment of faculty performance.

### **15.POLICY FRAMEWORK**

The institution adopts a structured Performance-Based Appraisal System (PBAS), introduced by IQAC in a Year 2022, as a comprehensive mechanism to evaluate faculty performance in alignment with institutional vision and quality benchmarks. The appraisal system is designed as a systematic and continuous process that integrates goal setting, performance evaluation, feedback, development planning, and recognition, thereby ensuring accountability and professional growth. The PBAS framework follows:

1. UGC guidelines and reflects best practices of reputed engineering institutions by assessing faculty contributions across teaching, research, professional engagement, and institutional responsibilities.

2. The evaluation cycle is conducted annually, covering the period from 1 July to 30 June, with submission of completed appraisal forms to IQAC by 30 July, ensuring timely review and implementation of outcomes.

## 16. STRUCTURE AND FEATURES

The PBAS framework is built on clearly defined evaluation parameters and a structured scoring mechanism to ensure objectivity and consistency. Faculty performance is assessed across four major criteria:

- A. Teaching, Learning and Evaluation (Maximum 120 Marks)
- B. Co-curricular and Professional Activities (Maximum 60 Marks)
- C. Administrative Responsibilities (Maximum 40 Marks)
- D. Research and Consultancy Contributions (Maximum 280 Marks)

**Table 1: Four Major Criteria with their Allotted Marks**

Criteria	Allotted Marks
Teaching, Learning and Evaluation	120
Co-curricular and Professional Activities	60
Administrative Responsibilities	40
Research and Consultancy Contributions	280
<b>Total</b>	<b>500</b>

With a total maximum score of 500 Marks. Each parameter captures specific aspects such as course outcomes, innovative pedagogy, student mentoring, professional development activities, institutional responsibilities, research publications, funded projects, and consultancy work.

The system emphasizes evidence-based assessment, wherein all claims made by faculty must be supported with valid documentation and duly verified by the Head of the Department. The PBAS proforma is standardized and circulated across departments to ensure uniform implementation. The evaluation process includes both quantitative scoring and qualitative review, ensuring that performance is assessed not only on numerical outputs but also on impact and quality. Regular feedback and review meetings are conducted to facilitate communication, clarify expectations, and guide faculty towards achieving higher performance standards.

## 17. EVALUATION CRITERIA:

### 17.1 CRITERIA-I: Teaching, Learning and Evaluation

Teaching effectiveness is considered the cornerstone of faculty performance, and this criterion evaluates the faculty's ability to deliver quality education through course outcome attainment, student success rates, innovative teaching methodologies, LMS utilization, and student mentoring. Faculty are expected to adopt student-centric and outcome-based teaching approaches, incorporating active learning strategies, continuous assessment, and real-time applications. Student feedback and mentoring outcomes play a critical role in assessing the overall teaching impact. A minimum threshold performance in this criterion is mandatory for eligibility for increments and promotions, emphasizing the institution's commitment to maintaining high standards in teaching and learning.

### 17.2 CRITERIA-II: Co-curricular, Extension and Professional Activities

This criterion assesses faculty engagement in activities that contribute to academic enrichment, professional development, and institutional visibility. It includes participation in FDPs, workshops, industry internships, development of ICT-based content, organization of academic events, and involvement in professional bodies. Faculty are encouraged to continuously upgrade their skills and contribute to knowledge dissemination beyond the classroom. Active participation in such activities enhances institutional reputation and is considered an important factor for performance recognition and career advancement.

### **17.3 CRITERIA-III: Administrative Roles and Institutional Contribution**

Faculty members are expected to actively contribute to institutional development through administrative and leadership roles. This criterion evaluates responsibilities such as IQAC coordination, NBA/NAAC activities, academic and examination coordination, and participation in institutional committees. Effective execution of these roles demonstrates leadership, accountability, and commitment to institutional growth. Contributions under this criterion are particularly significant for promotion to senior academic and administrative positions, where leadership and governance capabilities are essential.

### **17.4 CRITERIA-IV: Research, Consultancy and Innovation**

Research and innovation form a critical component of institutional excellence and are therefore assigned the highest weightage. Faculty performance is evaluated based on quality publications in indexed journals, conference presentations, book chapters, patents, funded research projects, consultancy work, and research guidance. Emphasis is placed on high-quality research outputs, particularly publications in reputed indexed journals and successful acquisition of funded projects. Faculty are encouraged to engage in collaborative research and involve students in research activities, thereby fostering a research-oriented academic environment. Strong performance in this criterion is a key requirement for promotion and higher increments, reflecting its importance in enhancing institutional ranking and reputation.

## **18. IMPLMENTATION PROCESS**

The implementation of the Performance-Based Appraisal System (PBAS) for teaching staff is carried out through a systematic, transparent, and time-bound process to ensure consistency, accountability, and effectiveness in performance evaluation. The process is coordinated by the Internal Quality Assurance Cell (IQAC) in collaboration with Heads of Departments (HoDs) and institutional committees. The following steps outline the detailed implementation mechanism:

### **18.1 Planning and Orientation**

At the beginning of each academic year, IQAC initiates the appraisal cycle by:

- Circulating the PBAS guidelines, formats, and evaluation criteria to all departments
- Conducting orientation sessions/workshops to familiarize faculty with appraisal parameters, scoring methodology, and documentation requirements
- Communicating performance expectations, benchmarks, and timelines for submission and evaluation

This ensures clarity, uniform understanding, and preparedness among faculty members for the appraisal process.

### **18.2 Goal Setting and Activity Planning**

Faculty members, in consultation with their respective HoDs, prepare an individual academic and professional activity plan aligned with departmental and institutional objectives. This includes:

- Teaching plans and course delivery strategies
- Research targets (publications, projects, patents, etc.)
- Participation in FDPs, workshops, and professional activities
- Institutional and administrative responsibilities

The goal-setting process ensures alignment with Outcome-Based Education (OBE) practices and institutional quality benchmarks.

### **18.3 Continuous Performance Documentation**

Throughout the appraisal period (1st July to 30th June), faculty members are required to:

- Maintain systematic records of all activities and achievements
- Collect and organize supporting documentary evidence such as certificates, reports, publications, and official communications
- Update their performance data.

This step ensures that the appraisal process is evidence-based, transparent, and audit-ready.

### **18.4 Submission of Self-Appraisal Report**

At the end of the appraisal cycle, faculty members shall:

- Complete the PBAS self-appraisal proforma in the prescribed format
- Provide detailed information under all evaluation criteria
- Attach supporting documents for verification
- Submit the finalized report to the HoDs within the stipulated timeline (on or before 30th July)

The self-appraisal report forms the foundation of the evaluation process.

### **18.5 Verification and Evaluation by HoD**

The Head of the Department plays a crucial role in the appraisal process by:

- Reviewing the submitted self-appraisal reports
- Verifying all claims against supporting evidence
- Assessing faculty performance based on predefined parameters and rubrics
- Providing qualitative remarks, recommendations and finally send it to IQAC for verification

The HoDs ensures fairness, consistency, and accuracy in the initial evaluation stage.

### **18.6 IQAC Review and Academic Audit**

After departmental evaluation, the reports are forwarded to IQAC for:

- Cross-verification of data and marks awarded
- Ensuring compliance with institutional norms, UGC guidelines, and quality standards
- Conducting academic audits, if required
- Identifying discrepancies and seeking clarifications, if necessary

IQAC acts as the central body to maintain uniformity, transparency, and quality assurance across departments.

### **18.7 Consolidation and Final Evaluation**

Based on the verified data and evaluations:

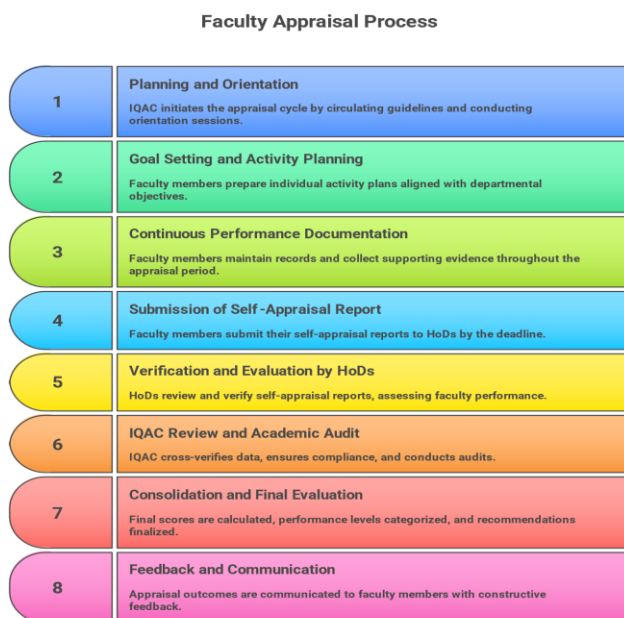
- Final scores are calculated for each faculty member out of the maximum allotted marks
  - Performance levels are categorized
  - Recommendations for incentives, increments, promotions, or developmental actions are finalized
- This step ensures that the evaluation is objective, standardized, and outcome-oriented.

### 18.8 Feedback and Communication

The final appraisal outcomes are:

- Communicated to individual faculty members
- Accompanied by constructive feedback and performance analysis
- Discussed, where necessary, through review meetings with HoDs

This promotes transparency, clarity, and motivation for continuous improvement.



**Figure 1. Implementation/Review process steps**

## 19. PERFORMANCE-BASED REWARDS

The PBAS system establishes a direct linkage between faculty performance and financial incentives to promote merit-based recognition. Based on the API scores, faculty members are eligible for monthly performance incentives, as recommended by IQAC. Faculty achieving a PBAS score above or equal to 200 Marks are eligible for an incentive of ₹1500 per month, while those scoring above 150 to 199 Marks receive ₹1000 per month, applicable for the defined assessment period.

In addition to these incentives, annual increments are determined based on overall performance levels. Faculty demonstrating high performance across all criteria are granted enhanced increments, whereas those with moderate performance receive standard increments. Faculty failing to meet minimum performance benchmarks may have their increments withheld and will be required to undergo a structured Faculty Induction Program (FIP) conducted by TLC. This ensures that the reward system is directly linked to measurable outcomes and encourages continuous improvement.

## **20.PERFORMANCE REVIEW AND DEVELOPMENT**

The PBAS system is not only evaluative but also developmental in nature. Faculty members receive regular feedback on their performance, enabling them to identify strengths and areas for improvement. Those with lower performance are supported through mentorship, training programs, and periodic review mechanisms coordinated by the Head of the Department and IQAC. This ensures continuous professional development and alignment with institutional expectations.

The PBAS policy provides a robust, transparent, and outcome-oriented framework for faculty evaluation, integrating performance assessment with incentives, increments, and promotions. By fostering a culture of accountability, innovation, and excellence, the system contributes to enhanced faculty performance, improved student outcomes, and overall institutional development.

# **PERFORMANCE APPRAISAL POLICY FOR TECHNICAL/NON-TEACHING STAFF:**

## **21.PURPOSE**

The purpose of the Performance Appraisal Policy for Non-Teaching Technical Staff is to establish a systematic, transparent, and objective framework for evaluating staff performance in alignment with institutional goals, operational efficiency, and quality standards. The appraisal system is designed to assess individual contributions in technical support, laboratory management, administrative assistance, and institutional services, thereby enhancing overall organizational effectiveness.

## **22.SCOPE**

This policy applies to all Technical/Non-Teaching Staff of the MLRIT, including laboratory technicians, system administrators, workshop staff, and other technical support personnel.

## **23.POLICY STATEMENT**

MLRIT is committed to implementing a fair, confidential, and performance-driven appraisal system for Technical/Non-Teaching Staff to ensure continuous improvement and institutional growth. The appraisal system is designed as a collaborative and interactive process involving self-assessment, supervisory evaluation, and institutional review.

## **24.OVERVIEW**

The performance of Technical/Non-Teaching Staff is a critical factor influencing the overall efficiency and effectiveness of the institution. Their contribution extends beyond routine responsibilities to supporting academic activities, maintaining infrastructure, and ensuring smooth operational functioning. One of the key challenges faced by any institution is placing the right individual in the right role. This requires a careful alignment of educational qualifications, professional experience, technical competencies, and a positive attitude. Effective human resource management ensures that employees are optimally utilized, thereby contributing to improved efficiency and productivity. To maintain high standards and achieve excellence, institutions must consistently strive for quality outcomes. This can be accomplished only through systematic monitoring and evaluation of employee performance. In this context, performance appraisal becomes an essential tool for assessing the effectiveness of individuals in relation to their assigned roles and responsibilities. It enables institutions to identify high performers, recognize talent, and address performance gaps in a structured manner.

## **25.FRAMEWORK**

The institution believes that the performance appraisal process serves as a vital mechanism for fostering staff development and promoting the professional growth of each employee. It provides an opportunity to recognize and appreciate individual efforts, involvement, and achievements, thereby motivating staff to enhance their performance. The appraisal system is designed to ensure that every employee performs their duties with competence and accountability, consistently striving to achieve optimal outcomes during each assessment period. For non-teaching/technical staff, the performance appraisal shall be conducted on an **Annual Basis (Jun-May)**, every year covering the performance of the entire academic year.

The Performance Appraisal process is designed to reflect the specific dimensions of each position in alignment with the approved job description. It serves as a structured and comprehensive mechanism to evaluate individual performance while promoting continuous improvement and professional growth. The process is characterized by the following key features:

- It is a collaborative and interactive process, encouraging active participation from both the employee and the supervisor.
- It provides an opportunity to review and reassess the job role and responsibilities in line with organizational requirements.
- It includes a systematic evaluation of general performance standards applicable to the position.
- It aims to maintain and enhance employee performance through continuous monitoring and feedback.
- It facilitates effective communication between the employee and the immediate supervisor/Principal, strengthening professional relationships and clarity of expectations.
- It offers specific, constructive feedback to employees regarding their job performance.
- It enables employees to reflect on their own performance, identify areas for improvement, and set professional goals that support career development and growth.
- It helps in identifying training and development needs, thereby supporting skill enhancement and capacity building.

The performance appraisal process is confidential in nature and shall be conducted with due integrity and discretion. The responsibility for completing the appraisal rests with the employee's immediate Supervisor/Head of the Department (HoDs)/Principal or designated authority. The appraisal process is structured to ensure clarity, fairness, and consistency, and typically includes the following components:

- The Principal/Supervisor (Appraiser), IQAC Member or designated authority shall meet with the employee to clearly explain the appraisal process, criteria, and expectations as outlined in the appraisal instrument.
- Realistic timelines for each stage of the appraisal process shall be established and strictly adhered to, ensuring timely completion.
- The employee's current job description shall be reviewed to ensure alignment with assigned roles and responsibilities.
- Where necessary, revisions to the job description may be made, supported by valid justification and appropriate documentary evidence.

## **26. POST APPRAISAL**

- The Supervisory Report and the Self-Assessment Report shall be thoroughly reviewed.
- The employee shall be provided with an opportunity to discuss the appraisal outcomes, feedback, and observations, if required.
- If any revisions are deemed necessary, along with appropriate comments and justification, a subsequent meeting or re-appraisal session shall be conducted between the appraiser and the employee.
- In cases where no revisions are required, the appraisal document shall be finalized and forwarded for further processing in accordance with institutional procedures.

## **27. RECOMMENDATIONS MAY INCLUDE**

- Determination of eligibility for release of increments based on performance outcomes.
- Identification of requirements for further training and professional development of the employee.

- Initiation of an individual performance improvement plan for addressing serious performance concerns, based on appraisal feedback.
- Formulation of professional goals and performance enhancement objectives for continuous growth.
- Assessment of the employee's readiness and capability for higher responsibilities or the next level of role, particularly in consideration for promotion.

## **28.FINAL REPORT DISTRIBUTION**

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

## **29.GRIEVANCE REDRESSAL AND DISAGREEMENT WITH PERFORMANCE APPRAISAL**

In cases where an employee disagrees with any aspect of the performance appraisal, the employee may submit a formal written representation (rebuttal) to the Head – Human Resources through the Head of the Institution. The submitted representation shall be duly attached to the Supervisory Appraisal Report and considered for further review. The concerned authorities shall examine the representation along with the appraisal records and take an appropriate decision based on the merits of the case. The decision arrived at after the review process shall be treated as final, and no further appeals or requests shall be entertained thereafter.