



BANASKANTHA DISTRICT KELAVANI MANDAL
G D MODI VIDYASANKUL, PALANPUR, GUJARAT

PERFORMANCE APPRAISAL FORM

ACADEMIC YEAR: 2024-25

PART – A General Information							
1.	Name (Block Letters):						
2.	Present Address:						
3.	Cellphone No:				E-mail:		
4.	Present Designation:				Nature of Appointment: (Contractual/Confirmed)		
5.	Appt. Order No.Dated:		Date of Joining:		Scale:		
7.	Name of the College:					Department:	
8.	Educational Qualifications: (From Bachelor's Degree Onwards)						
	Sl. No.	Name of Degree	Subject	University	Year of Passing	% / Grade/CPI	
9	Status of Ph. D: Completed / Pursuing / Not registered yet Name of University: Year of Passing /registration:						
10.	Status of NET/SLET: Qualified (Yes / No), If yes, Year of Passing:						
11.	Whether acquired any degrees or fresh academic qualifications during the year (Yes/No): If Yes, Provide details: -----						
12.	Leave availed during the Academic Year:						
	CL	EL	SL	DL	On Duty	LWP	Other



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PART – B Academic Performance

CATEGORY – I ACADEMIC

1. TEACHING LEARNING & EVALUATION

Odd Semester						
Sr. No.	Course/Subject (Theory/Pract.)	UG/PG/ Semester	Hours per week (Allotted)	Total Hours conducted in the Semester (actual)	Result (in %)	Course File prepared (Yes/No)
Even Semester						
Sr. No.	Course/Subject (Theory/Pract.)	UG/PG/ Semester	Hours per week (Allotted)	Total Hours conducted in the Semester (actual)	Result (in %)	Course File prepared (Yes/No)
Score (Max.40): _____ (based on course file review – no score if course file not prepared)						

2. DETAILS OF OC/RC/STTP/WORKSHOP//CONFERENCE/ SEMINAR ATTENDED

Sr. No.	Title	Place	Duration	Sponsoring Agency
Score (Max. 5): _____ (based on submission of Event Report, Participation Certificate and Presentation at College level)				

3. DETAILS OF OC/RC/STTP/WORKSHOP/CONFERENCE/ SEMINAR ORANIZED

Sr. No.	Title	Role	Duration	No. of Participants	Sponsoring Agency
Score (Max. 5): _____ (Evaluation based on submission of Event Report, role, duration and sponsorship)					



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4. Noteworthy Academic Contributions

Sr. No.	Type of Contribution*	Details	Duration	No. of Beneficiaries	Supporting Documents

*Types may include: Skill-based Certificate Course, Teaching at Other College within Campus, E – learning Resource Development, Guidance at PG level project/dissertation etc.

Score (Max. 10): (Evaluation based on type, duration, impact and documentation submitted)

5. Library Engagement and Utilization

Frequency of Library visit (Daily/Weekly/Monthly/Half Yearly/Yearly)	
New Books/ Journals recommendation for library acquisition	
No. of books issued/returned in a year	
Encouraging students to use library resources through library assignments	
Score (Max. 10): (Evaluation based on measurable impact)	



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CATEGORY II EXTENSION & OUTREACH

1. CO-CURRICULAR / EXTRA -CURRICULAR / EXTENSION/ PROFESSIONAL DEVELOPMENT ACTIVITIES

Sr. No.	Title	Position held	Period
Score (Max. 20): _____ (Evaluation based on submission of report, role, period)			

2. CONTRIBUTION TO PLACEMENT RELATED ACTIVITIES

(Campus placement drive/ Companies contacted/ certificate course/training offered for professional skills)

Sr. No.	Activity	Role	No. of Students participated	Outcome
Score (Max. 10): _____ (Evaluation based on submission of report, role, outcome)				

3. CONTRIBUTION IN ADMISSION ACTIVITIES

Sr. No.	Activity	Role	Period	Outcome
Score (Max. 10): _____ (Evaluation based on submission of report, role, outcome)				

4. CONTRIBUTION IN ALUMNI ENGAGEMENT/CONNECT

Sr. No.	Activity*	Role	Date	No. of Alumni Involved	Outcome
*Activities may include: Alumni Meet /Get-to-gather, Alumni Database Management, Alumni as Resource Person, Mentoring by Alumni, Donation by Alumni, Alumni Placement Support, etc.					
Score (Max. 10): _____ (Evaluation based on nature of engagement, documentation and outcome)					



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CATEGORY III RESEARCH

1. RESEARCH PAPER PUBLISHED IN JOURNALS

Sr. No.	Title	Name of Journal & Vol./Year	ISSN/ ISBN No.	Author/ Co-Author	Indexed in Scopus/WOS/UGC care list

Score (Max. 10): _____ (Evaluation based on Journal category, number of publications and role as main author/co-author)

2. ARTICLES/CHAPTERS PUBLISHED IN BOOKS / PROCEEDINGS

Sr. No.	Title with page no	Book Title, Editor & publisher	Month & Year of Publication	ISSN/ ISBN No.	Author/ Co-Author	Whether peer reviewed (Yes/No)

Score (Max. 10): _____ (Evaluation based on Publisher category, number of articles and role as main author/co-author)

3. BOOK PUBLICATION

Sr. No.	Title with page no	Type of book & Publisher	Month & Year of Publication	ISSN/ ISBN No.	Author/ Co-Author	Whether peer reviewed (Yes/No)

Score (Max. 10): _____ (Evaluation based on Publisher category, number of books and role as main author/co-author)

4. PAPERS PRESENTED IN CONFERENCES/WORKSHOPS/SYMPOSIA/SEMINAR

Sl. No.	Title of the Paper Presented	Title of the Conference/ Organizer/Place	Date(s) of the Events	National/ International/ Regional

Score (Max. 10): _____ (Evaluation based on Conference level, number of presentations)



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5. LECTURES DELIVERED AT STATE/NATIONAL/INTERNATIONAL SEMINARS/CONFERENCES

Sl.	Title of Lecture	Title of Conference	Date of Event	Organized by
1.				
Score (Max. 10): _____ (Evaluation based on Conference level, number of presentations)				

6. COMPLETED / ON-GOING RESEARCH PROJECTS

Sr. No.	Title	Agency	Role (PI/Co-PI)	Period	Grant/ Amount
Score (Max. 10): _____ (Evaluation based on Role, Project level and Amount of Grant)					

7. PATENT FILED/PUBLISHED/GRANTED

Sr. No.	Title	Agency	Patent Application No.	Number of Inventors	Date of Filing/Publication/Grant	Status (Registered/Granted/Published)
Score (Max. 10): _____ (Evaluation based on Role, Project level and Amount of Grant)						

8. RESEARCH GUIDANCE

Ph.D Guideship (Yes / No) Yes	No. of Ph.D. scholars registered		No. of Ph.D scholars pursuing	No. of Ph. D scholars awarded	
	In current Academic Year	Overall		In current Academic Year	Overall
If Yes, Date of Guideship received: _____					
Score (Max. 10): _____ (Evaluation based on no. of scholars)					



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Any other Achievement/Award/Recognition received by the staff member:

(Additional Score: Max 5 will be added to particular category subject to maximum limit)

SUMMARY

CATEGORY	ASSIGNED SCORE	MAX. SCORE		SCORE (Obtained)	
		CAPING FOR GIA	CAPING FOR SFI	ACTUAL	AS PER CAPING
I	70	50			
II	50	20			
III	80	30			

I, _____ the undersigned, declare that above information is correct according to best of my knowledge and belief.

Date:

Signature of the Faculty

To be filled by the Reporting Officer & Reviewing Officer

Total Score based on Part - B ____/100

Name of the Reporting Officer: _____ Signature _____ Date: _____



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PART – C

Name of the Faculty: _____ Designation: _____

CONFIDENTIAL ANNUAL APPRAISAL REPORT FOR THE YEAR: _____

Total Score based on Part-B: _____ /100

Attitude, Interpersonal Skills and Formal/Informal Feedback received by the Reporting Officer & Reviewing Officer (Ratings on a 5 Point Scale with 5 being the best and 1 the worst)

	Particular	Reporting Officer	Reviewing Officer	Average
1.	Effectiveness as a Teacher			
2.	Punctuality & Regularity			
3.	Ability to Maintain Discipline			
4.	Takes Initiative and undertakes responsibilities			
5.	Loyalty, Integrity and Commitment towards the Organization			
6.	Relationship with fellow Faculty & other Staff			
7.	Attitude and Team Spirit			
8.	Feedback of Students			
9.	Professional Development			
10.	Use of ICT / Any Innovative approach in teaching			
11.	Placement / Alumni Activity			
12.	NAAC/GSIRF/IQAC			
13.	NSS/NCC Activity			
14.	English Proficiency			
15.	Student Counseling/Mentoring			
16.	Involvement in Sports/cultural Activities			
17.	Involvement in college level activities/committees			
18.	Involvement in campus level activities/committees			
19.	Administrative Skills			
20.	Overall Assessment			
TOTAL SCORE BASED ON PART-C				

Overall Appraisal Score

Based on the total score obtained from Part –B and Part – C, by giving weightage of Score to Part ‘B’ and Part ‘C’ with 70% and 30% respectively, the gradation will be gives as under:

For Example, X Scores 80 out of 100 in Part- B and 60 out of 100 in Part-C, his overall score would be

Calculated as: $\frac{70 \times 80}{100} + \frac{30 \times 60}{100} = 56 + 18 = 74$ Therefore, he could come in the category of Very Good.

Poor ☐ (%) (≤ 49)
 Average ☐ (50-59)
 Good ☐ (60-69)
 Very Good ☐ (70-79)
 Excellent ☐ (80 & Above)



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PART – D

Comments of Reporting Officer (Head of the Department/Coordinator)

Specific remarks, if any:

Training/Improvement needed based on Assessment/Feedback:

Comments of Reviewing Officer (Principal)

Name of the Reporting Officer: _____ **Signature** _____ **Date:** _____

Name of the Reviewing Officer: _____ **Signature** _____ **Date:** _____

Instructions for filling up of Annual Appraisal Report

1. Part-A & Part- B must be filled-in by the Faculty.
2. A Faculty must submit the same to the Reporting Officer in 2 weeks from the end of the academic year.
3. The last row in each table (score) in Part-B be filled-in by the Reporting Officer.
4. Part-C is to be filled-in by the HoD as Reporting Officer and Principal as Reviewing Officer jointly.
5. While assessing and giving marks, the Reporting Officer is to ascertain the accuracy and correctness of the facts revealed by the faculty, his/her role and responsibility.
6. The Reviewing Officer shall be the Principal of the College, and shall submit the said appraisal form to the Office of the Director in a sealed cover within two weeks from the date of the receipt from the Reporting Officer.

Remarks of Director (If any):

Signature of the Director: _____

Student Satisfaction Survey – Detailed Report

Academic Year: 2024–25

Institute: **R R Mehta College of Science and C L Parikh College of Commerce, Palanpur**

Executive Summary

Overall student satisfaction is good. A combined 63% of responses are positive (ratings 4–5), while 17% are neutral and 20% are negative (ratings 1–2). The weighted average satisfaction score is 3.74 / 5. Two structural constraints were reported independently: lack of faculty in the Commerce department and shortage of classrooms. These likely affect interaction time, scheduling, and perceived academic support, and should be prioritized in the action plan.

Methodology

- Tool: Standard Student Satisfaction Questionnaire (three sections)
 - 1) Learning Value & Course Experience
 - 2) Teacher's Competence & Interaction
 - 3) Academic Content & Campus Facilities
- Scale: 1 = Poor, 5 = Excellent.
- Analysis: Distribution by rating (mean/median/mode across questions), summary indicators, and qualitative concerns compiled by the college (faculty/classroom shortages).

Survey Sections & Key Questions

(1) Learning Value & Course Experience

Learning value; Applicability to real life; Depth of content; Coverage of course; Effort required; Project/report relevance; Overall rating; Understanding the course; Early discovery of difficulties; Interaction with the teacher; Regular work.

(2) Teacher's Competence & Interaction

Teacher's knowledge base; Communication skills; Sincerity/commitment; Interest generated; Integration with environment/other issues; Integration with other courses; Accessibility in/out of class; Ability to design tests/assignments/exams/projects; Sufficient time for feedback; Overall rating.

(3) Academic Content & Facilities

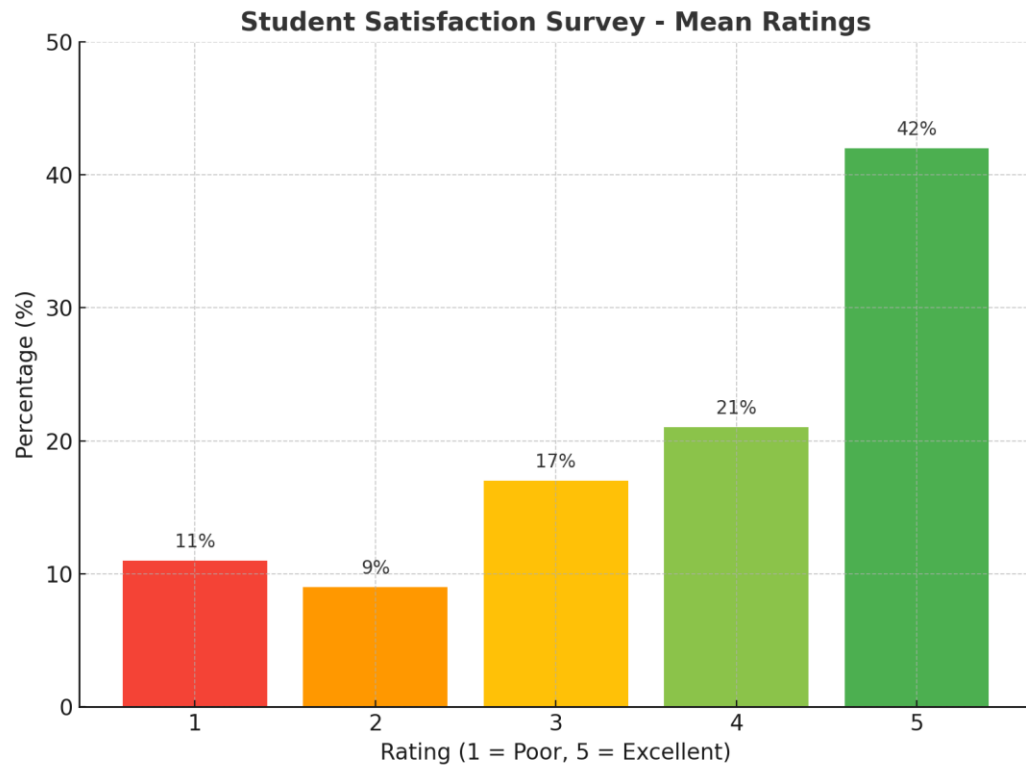
Fairness of evaluation; Interaction with faculty and administration; Library; Computer facilities; Hostel; Recreational facilities; Extra - curricular activities; Sports facilities.

Overall Ratings Distribution

Collected samples: 207

Rating	Mean	Median	Mode
5	42%	42%	42%
4	21%	21%	22%
3	17%	17%	14%
2	9%	9%	8%
1	11%	10%	10%

Visualization



Key Strengths

- A strong 63% positive share indicates overall satisfaction with teaching and course delivery.
- Weighted score of 3.74/5 suggests good learning value and teacher competence.
- Median and mode peaking at 5 imply consistency in favorable student experiences across many questions.

Improvement Areas

- Faculty adequacy (Commerce): Shortage likely reduces contact hours, personal attention, and timely feedback.
- Classroom shortage: Timetable congestion and overcrowding may affect comfort, participation, and regular work.
- Ratings 20% (1–2) signal a minority experiencing issues—target remediation via mentoring, remedial sessions, and better scheduling.

- Neutral share 17% indicates scope to convert 'okay' experiences into 'very good' through project relevance and early support.

Recommendations & Action Plan

R1. Faculty Augmentation (High priority, 0–3 months to initiate)

- Recruit at least 3–4 full-time Commerce faculty; balance workloads; formalize mentoring hours.

R2. Classroom Capacity (High priority)

- Optimize timetable; convert available rooms; pursue minor civil works/portable partitions where feasible.

R3. Student Support & Engagement (Medium priority)

- Early difficulty detection through fortnightly check-ins; remedial clinics for low scorers; peer- tutoring.

R4. Assessment & Feedback (Medium priority)

- Standardized rubrics; ensure turnaround of feedback within 10–14 days; increase formative quizzes.

R5. Facilities Micro- Improvements (Ongoing)

- Library and computer access windows; extend sports/recreation hours; periodic satisfaction pulse surveys.

Conclusion

The college demonstrates good overall student satisfaction with a weighted score of 3.74/5 and 63% positive ratings. Addressing the faculty gap in Commerce and the classroom shortage is expected to further raise satisfaction, especially for interaction, timely feedback, and learning support. Implementing the above action plan should realistically improve positive responses by 5–10 percentage points within the next cycle.

Teachers' Feedback Report 2024-25

Introduction

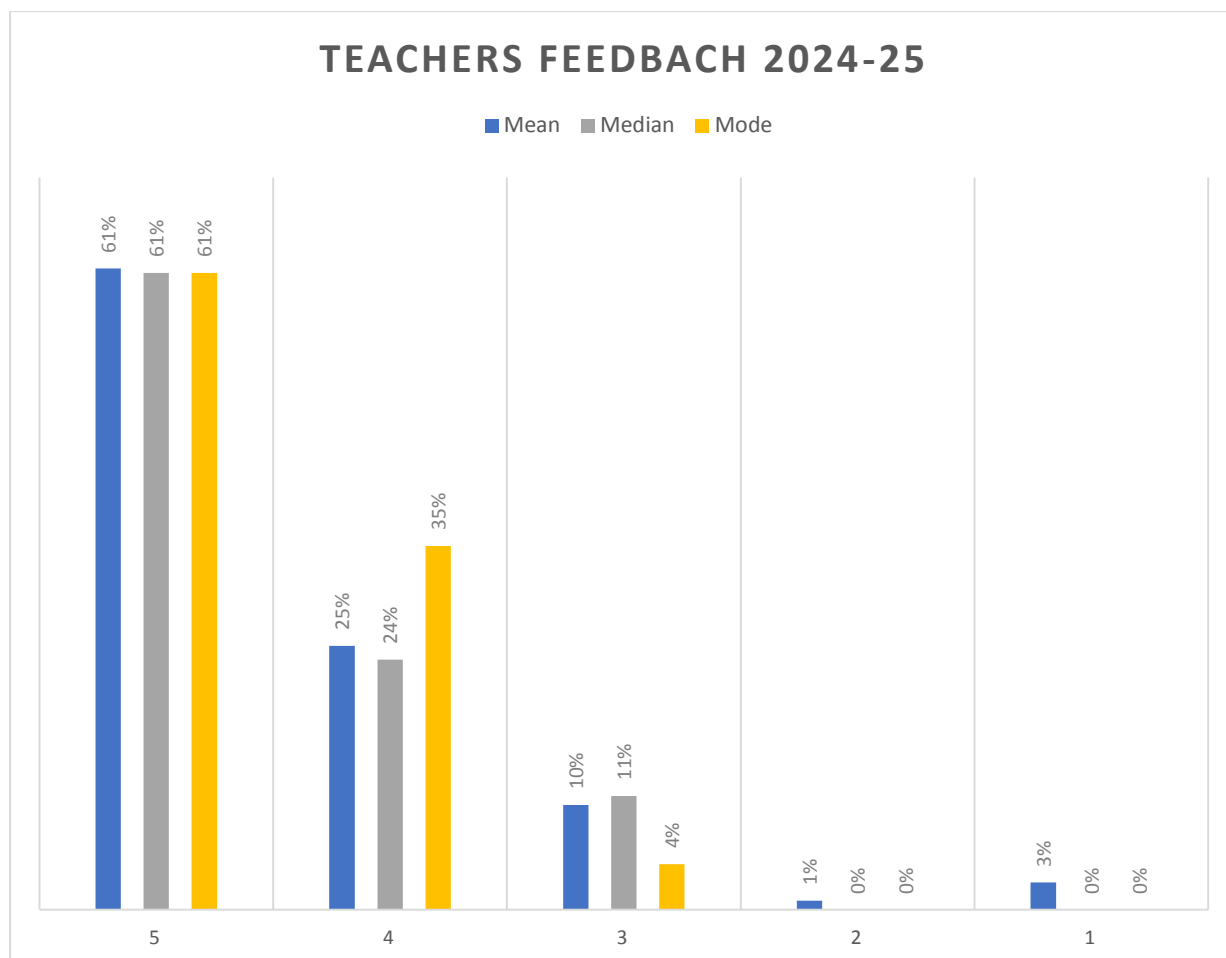
This report presents an analysis of the feedback collected from all college teachers. The evaluation was based on a **5-point grading scale**, where:

- Grade Point 5 – Excellent (Highest Rating)
- Grade Point 4 – Very Good
- Grade Point 3 – Satisfactory
- Grade Point 2 – Needs Improvement
- Grade Point 1 – Poor (Lowest Rating)

The purpose of this analysis is to understand overall teaching performance and identify areas of strength as well as opportunities for improvement.

Feedback Analysis

Grade Point	Mean	Median	Mode	Interpretation
5 – Excellent	61%	61%	61%	Majority of ratings indicate top-level performance.
4 – Very Good	25%	24%	35%	Strong performance, slightly below the top level.
3 – Satisfactory	10%	11%	4%	Few responses indicate average performance.
2 – Needs Improvement	1%	0%	0%	Minimal low ratings, negligible concern.
1 – Poor	3%	0%	0%	Very small portion of negative feedback.



Key Observations

1. **High Positive Ratings:** 86% of responses are either **Excellent (5)** or **Very Good (4)**, showing strong satisfaction with teachers' performance.
2. **Minimal Negative Ratings:** Only 4% of feedback is in the poor/need improvement categories.
3. **Strong Central Tendency:** Median and mode both point to **Grade Point 5**, meaning most teachers received the highest rating.
4. **Skewed Toward Excellence:** The distribution strongly Favors the upper end of the scale, indicating consistently good teaching standards.

Conclusion

The feedback indicates **very good overall teacher performance** across the college. With a dominant share of "Excellent" ratings, minimal poor responses, and a median score at the highest level, the results reflect **effective teaching practices and strong faculty commitment**.

Continued focus on maintaining quality, along with addressing the small share of average/low ratings, will help sustain and further improve performance.