# SRI SHARADA COLLEGE
# STANDARD OPERATING PROCEDURES

# PERFORMANCE APPRAISAL- TEACHING STAFF

# PERFORMANCE APPRAISAL PROCESS

The success of any educational institution depends on the quality of its staff- both teaching and non-teaching. Together they play a significant role and are the backbone of the institution. Institutions cannot achieve their goals -the vision and mission- without them. To achieve the targets, the staff needs to be motivated at work. The performance appraisal (PA) is one of the performance management tools that is widely used to measure the productivity of academic employees in different contexts.

At Sri Sharada College, performance appraisals are formats are developed for both teaching and non-teaching staff.

## Performance appraisal for teaching staff

The faculty appraisal is undertaken with following objectives:

- To assist teachers in their professional development and career planning.
- To assist teachers to reflect about their potential and to carry out their duties more effectively.
- To provide judgment to support promotions or termination.
- To provide feedback to staff about their behaviour, attitudes, skills or subject expertise
- To recognise the achievements of teachers and help them to identify ways of improving their knowledge, skills, attitudes and ultimately performance.
- To improve the quality of education for students

In short, it would be utilized as a tool to facilitate growth, development, efficiency and effectiveness of the teaching-learning process in the institution.

## The process of faculty appraisal:

The process of appraisal would be scheduled towards the end of the academic year. This is to enable the faculty reflect on their performance across the two semesters of the academic year. Additionally, the analysis would provide a pathway for the institution to take necessary measures to incentivize or bring in supportive processes to enhance the performance of the faculty.

The process of appraisal comprises of three parts:

A.  Self-appraisal format to be filled by every faculty.
B.  Appraisal by Principal: This would also involve a review of the self-appraisal documents submitted by the faculty.
C.  Student Appraisal of teachers.

A. SELF APPRAISAL FORMAT:

The self-appraisal format developed has quantitative (rating scale) section. The self- appraisal format encompasses the following domains of skills.

1. General Information.

2. Self-reflections on abilities, strengths and areas of improvement

3. Professional Skills and Duties

4. Personal Competencies and Abilities

The rating scale ranges from 1 to 10 as follows

- 1 to 3 is needs improvement
- 4 to 5 is fair
- 6 to 8 is very good
- 9 to 10 is outstanding

A format of the same is attached in the **Appendix 1.**

General guidelines for faculty when undertaking the responsibility of self-appraisal:

1. Faculty are expected to highlight their accomplishments and recollect milestones in their professional development across the academic year.

2. Being honest, realistic and objective about oneself is important.

3. Faculty need to be reflective and critical without being self-deprecating in their assessment.

4. Faculty are expected to be professional when writing self-assessments.

5. In case of any confusions, faculty are expected to utilize the grade descriptors provided.

6. Faculty have to undertake the responsibility of self-appraisal seriously. They are expected to work individually and not be influenced by any colleague or peers during the process.

7. The Principal would assure the confidentiality of the process.

NOTE: All appraisal forms are submitted by the faculty to the Principal and will be in the custody of the Principal.

B. APPRAISAL BY PRINCIPAL:

The principal follows exactly the same format as the above for appraisal. In fact, to make it more concise, the self-appraisal format also has a column to be filled by the Principal which runs parallel to the column where the faculty scores are entered. **(Refer Appendix 1)**

General guidelines for Principal when undertaking the responsibility of appraisal of faculty:

1. The assessor has to ensure that the focus is on the person without any prejudice.
2. The Principal should focus on job performance and related factors, not personality factors of the faculty being assessed.
3. The Principal is expected to review thoroughly the job requirements, the teacher's strengths, accomplishments and areas of improvement.
4. The Principal shall maintain the confidentiality of the process strictly.
5. The information will be utilized for professional development only.

C. STUDENT APPRAISAL OF TEACHERS

The third component of the appraisal is the feedback from the student community. A format with 10 items has been developed for the same. Each of the ten items cover a range of teaching skills required for efficiency in teaching- syllabus completion, ability to clarify doubts, quality of feedback, teaching tools utilization, clarity in communication etc.

The rating scale ranges from 1 to 10 as follows:

The maximum score a teacher can arrive at is 10 on each item

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Poor | | | | | Average | | | | Outstanding |

A format of the same is attached in the **Appendix 2.**

Process:

1. Feedback from students are taken from all sections at the end of every semester.

2. It is ensured that every teacher has received feedback on at least two subjects taught by him/her. It is ensured that the two sets of feedback are not from the same class.

3. To maximize objectivity and reduce biases, the following protocols are followed:

4. Before distributing the feedback forms to the students, the class adviser would explain to the students on the importance, responsibility and implications of feedback from students. This process is followed in every class/section.

5. Students are advised to give their feedback freely and judiciously.

6. Students are advised not to discuss with their peers when they are filling the forms.

7. Students are assured of confidentiality.

8. The feedback forms are collected immediately and will be in the custody of the Principal.


**ANALYSIS OF APPRAISAL/STUDENT FEEDBACK AND CONSOLIDATION:**

1. Self-appraisal by teachers:
   • The total score given by the faculty is calculated as per the rating scale.
   • The actual milestones reached/achievements of the teacher in that academic year are identified and noted.
   • The areas of improvement are reviewed.
2. Appraisal by Principal:
   • The total score received by the faculty from and independent assessment by the Principal is calculated.
   • The actual milestones reached/achievements of the teacher in that academic year are identified and noted by the Principal.
   • The areas of improvement are identified.
   • The discrepancy in the scores (if present) are identified and the possible reasons for the same are reflected and noted by the Principal.

   Based on these two scores a detailed analysis is undertaken on the performance of each faculty during the said academic year. The strengths, responsibilities undertaken, achievements are consolidated and identified. Additionally, the areas of improvement are listed along with the challenges in professional skills/interpersonal fronts are noted. The progress based on the previous year's feedback is also reviewed. ( from both perspectives- a positive growth or decline)
3. Student feedback:
   • Each feedback form of each student is systematical entered into an Excel sheet.
   • This is done class wise for every teacher so as to obtain a master chart.
   • The average score for each teacher on every criterion is computed subject wise or class wise.
   • The average scores are converted to graphical representation.
   • The Principal would then write a brief report based on the feedback received by the teacher. This would highlight the positive points and areas that the faculty has excelled. Additionally, the report would also suggest skills that the faculty need to improve upon based on the feedback given by students.


**COMMUNICATING THE ANALYSIS OF APPRAISAL/STUDENT FEEDBACK**
   • After a consolidation of the appraisal and student feedback across academic year has been undertaken, the faculty would be invited for an individualized meeting to discuss the same.
   • The Principal is expected to set aside adequate block of uninterrupted time to permit a full and complete discussion.
   • The Principal is expected to give the faculty adequate advance notice so that he /she can prepare for the discussion.
   • The Principal needs to be prepared to cite observations for each point discussed.
   • The Principal is expected to acknowledge and appreciate achievements, encourage and motivate the faculty to further improve or convey the implications of poor performances as the case may be.

- The possible course of actions both positive and negative have to be conveyed clearly to the faculty.
- Both the Principal and the Faculty are expected to maintain professional etiquettes and behaviours during the course of the meeting.
- A brief record of the discussion points would be maintained with appropriate signatures.

**COMMUNICATING AND REPORTING TO THE MANAGEMENT:**

• The Principal shall make a report of the appraisal highlighting (with appropriate evidences)

- ➢ Faculty who have demonstrated excellence in teaching practices, have taken responsibilities beyond the scope of their regular work and shown their commitment to the growth of the institution.
- ➢ Faculty who have the capacity to improve their skills and competencies and the pathways suggested to them for the same.
- ➢ Faculty who have underperformed and not shown any indication of improvement or who have not demonstrated the professional etiquettes across the academic year

• The Principal is expected to maintain appropriate documents connected to the same and it will be in the custody of the office/ Principal.

• The management would take necessary action as per the policy of the institution based on the report submitted.

PRINCIPAL
SRI SHARADA COLLEGE
BASRUR 576 211

# SRI SHARADA COLLEGE
# STANDARD OPERATING PROCEDURES

## PERFORMANCE APPRAISAL
## NON- TEACHING STAFF

# PERFORMANCE APPRAISAL PROCESS

The success of any educational institution depends on the quality of its staff- both teaching and non-teaching. Together they play a significant role and are the backbone of the institution. Institutions cannot achieve their goals -the vision and mission- without them. To achieve the targets, the staff need to be motivated at work. The performance appraisal (PA) is one of the performance management tools that is widely used to measure the productivity of academic employees in different contexts.

At Sri Sharada College, performance appraisals are formats are developed for both teaching and non-teaching staff.

**Performance appraisal for non-teaching staff**

The employee appraisal is undertaken with following objectives:

* To assist employees to reflect about their potential and to carry out their duties more effectively.
* To provide judgment to support promotions, or termination.
* To provide feedback to staff about their behaviour, attitudes, skills or subject-expertise.
* To recognise the achievements of employees and help them to identify ways of improving their knowledge, skills, attitudes and ultimately performance.
* To assist employees in their professional development and career planning.

In short, it would be utilized as a tool to facilitate growth, development, efficiency and effectiveness of the administration and facility management process in the institution.

The process of appraisal:

The process of appraisal would be scheduled towards the end of the academic year.

The process of appraisal comprises of two parts:

A.  Self-appraisal format to be filled by every non-teaching faculty
    The appraisal format developed has quantitative (rating scale) section.
    The format encompasses the following sections:
    1. General Information and list of responsibilities undertaken.
    2. Rating scale on the following:
        a. Professional Competence
        b. Quality of work
        c. Personal Characteristics

    The rating scale ranges from 1 to 10 as follows
        * 1 to 3 is needs improvement
        * 4 to 5 is fair
        * 6 to 8 is very good
        * 9 to 10 is outstanding
    A format of the same is attached in the **Appendix 1.**

B.  Appraisal by Principal:
    The format of appraisal utilized by the Principal is exactly the same as the self appraisal format. This would be filled by the Principal.

- The Principal would review the self-appraisal documents submitted by the non-teaching faculty.
- The Principal is expected to rate their performances and generate a report.
- The Principal is also expected to facilitate an individualized meeting with each of the non-teaching staff to communicate an appraisal of their performances and the action undertaken.
- This is to enable the employees reflect on their performance across the previous academic year.
- Additionally, the analysis would provide a pathway for the institution to take necessary measures to incentivize or bring in supportive processes to enhance the performance of the staff.

General guidelines for Principal when undertaking the responsibility of appraisal of faculty:
1. The assessor has to ensure that the focus is on the person without any prejudice.
2. The Principal should focus on job performance and related factors, not personality factors of the staff being assessed. 3. The Principal is expected to review thoroughly the job requirements, the individual's strengths, accomplishments and     areas of improvement.
4. The Principal shall maintain the confidentiality of the process strictly.
5. The information will be utilized for professional development only.
6. The Principal would maintain the confidentiality of the process.

NOTE: All appraisal forms will be in the custody of the Principal.

**ANALYSIS OF APPRAISAL:**
- The total score received by the staff is computed by adding the scores in self appraisal and the scores from the independent assessment by the Principal.
- The strengths, responsibilities undertaken, achievements are consolidated and identified.
- Additionally, the areas of improvement are listed along with the challenges in professional skills/interpersonal fronts are noted.
- The progress based on the previous year's feedback is also reviewed. ( from both perspectives- a positive growth or decline)

COMMUNICATING THE ANALYSIS OF APPRAISAL/STUDENT FEEDBACK
- After a consolidation of the appraisal has been undertaken, every staff would be invited for an individualized meeting to discuss the same.
- The Principal is expected to set aside adequate block of uninterrupted time to permit a full and complete discussion.
- The Principal is expected to give the individual adequate advance notice so that he /she can prepare for the discussion.
- The Principal needs to be prepared to cite observations for each point discussed.
- The Principal is expected to acknowledge and appreciate achievements, encourage and motivate the staff to further improve or convey the implications of poor performances as the case may be.
- The possible course of actions both positive and negative have to be conveyed clearly to the employee.
- Both the Principal and the employee are expected to maintain professional etiquettes and behaviours during the course of the meeting.
- A brief record of the discussion points would be maintained with appropriate signatures.

COMMUNICATING AND REPORTING TO THE MANAGEMENT:
- The Principal shall make a report of the appraisal highlighting (with appropriate evidences)

- ➢ Employees who have demonstrated excellence in their work output, have taken responsibilities beyond the scope of their regular work and shown their commitment to the growth of the institution.
- ➢ Employees who have the capacity to improve their skills and competencies and the pathways suggested to them for the same.
- ➢ Staff who have underperformed and not shown any indication of improvement or who have not demonstrated the professional etiquettes across the academic year .

- The Principal is expected to maintain appropriate documents connected to the same and it will be in the custody of the Principal.
- The management would take necessary action as per the policy of the institution based on the report submitted.

# Self Appraisal & Principal's Appraisal Format with grade descriptors for Faculty

# Sri Sharada College ,Basrur

## COMPREHENSIVE ASSESSMENT OF STAFF PERFORMANCE

**Year: 2022-23**

**(To be done at the end of the year)**

| Name : | Designation : |
|---|---|
| Qualification : | No. of  years in this College: |
| Subject Teaching : | |

| | (Out of 10) | |
|---|---|---|
| | Self | Mgt |

**1. Personal attributes:**
a.Behaviour
b.Regularity/Punctuality
c.Research minded/Use of Library
d.Computer  updated
e.English Speaking
f.Use of casual leave
G.Degree of commitment/hard work.
h.Openness to correction/guidance
i. Generosity
- To college
- To others

**(Out of 10)**

**2. Towards Heads :**
a.Cooperates with Administration
b.Volunteers to help in need
c.Maintains confidentiality
d.Shows respect
e.Maintains Registers, Files and Record etc
submits work on time
g.Does not speak ill of others
h.Sincere
i. Obedient

**(Out of 10)**

**3. Towards Colleagues :**
a.Cooperation & Team Work

| | | | |
|---|---|---|---|
| b.Attitude towards teachers | | | |
| c.Jovial among the colleagues | | | |
| d.Good companion | | | |
| e.Good Counsellor | | | |
| | | | |

**4. Towards students :** **(Out of 10)**

| | | |
|---|---|---|
| a.Popularity among students | | |
| b.The ability to develop confidence and interest in students | | |
| c.Genuinely interested in students | | |
| d.Has achieved breakthrough with very difficult students | | |
| e.Shows special interest in weak students even outside the school hours | | |

**(Out of 10)**

**5. Towards responsibilities :**

| | | |
|---|---|---|
| a.Teaching proficiency | | |
| b.Innovative teaching methods | | |
| c.Honest | | |

**(Out of 10)**

**6. Towards College:**

| | | |
|---|---|---|
| a.Care of building | | |
| b.Guides  students and peons to keep the class rooms and surroundings clean | | |
| c.Shows a sense of belongingness to college property. | | |
| d.Takes initiatives in keeping the surroundings green. | | |

**(Out of 10)**

**7. Towards rules and regulations :**

| | | |
|---|---|---|
| a.Response to additional work | | |
| b.Observation of Rules/Regulations | | |
| c.Participation in co-curricular activities | | |

**(Out of 10)**

**8. Towards Professional Achievements :**

| | | |
|---|---|---|
| a.Selected as a Team Head/Manages College affairs in the absence of Principal/College | | |
| b.Scholarity Contribtions eg: Articles, Books, Paper , Publications | | |
| c.Participation in seminars | | |

**Sign of Staff Member**                                        **Sign of Principal**

| TOTAL | |
|---|---|
| **SELF RATING**<br><br><br>**OUT OF 100** | |
| **PRINCIPAL'S RATING**<br><br><br>**OUT OF 100** | |
| **STUDENT FEEDBACK**<br><br><br>**OUT OF 100** | |

**Signature of Principal**                    **Signature of Faculty**

**Appraisal format - Non Teaching Staff**

# Sri Sharada College ,Basrur

# Performance Appraisal of Non-Teaching Staff

# Year :2022-23

**Name:**

**Date of Birth:**

**Date of Joining:**

**Designation:**

**Qualification:**

*Grade the answers out of 10*

| S.No | Particulars | Self | Mgt |
|------|-------------|------|-----|
| 1 | Punctuality | | |
| 2 | Politeness | | |
| 3 | Enthusiasm | | |
| 4 | Working Knowledge | | |
| 5 | Computer Knowledge | | |
| 6 | Completion of work | | |
| 7 | Relationship with Students | | |
| 8 | Team Spirit | | |
| 9 | Leadership qualities | | |
| 10 | Extra Work | | |

**Sign of Staff Member**                    **Sign of Principal**

| TOTAL | |
|---|---|
| SELF RATING<br><br><br>OUT OF 100 | |
| PRINCIPAL'S RATING<br><br><br>OUT OF 100 | |

**Signature of Principal**          **Signature of Faculty**

# Student Feedback Format

## SRI SHARADA COLLEGE, BASRUR
## APPRAISAL BY STUDENTS 20 - 20
ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಅಭಿಪ್ರಾಯ ಮಾಪನ 20 - 20

Class :

1. **Be Frank**
   ನಿಸ್ಸಂಕೋಚವಾಗಿ ತಿಳಿಸಿ.

2. **Please don't be prejudiced by your personal relationship with the concerned teacher**
   ಉಪನ್ಯಾಸಕರುಗಳೊಂದಿಗೆ ನಿಮ್ಮ ವೈಯಕ್ತಿಕ ಸಂಬಂಧಗಳಿಂದ ಪೂರ್ವಾಗ್ರಹಗಳನ್ನು ಹೊಂದಿರಬೇಡಿ.

3. **Please give your opinion of the teacher's ability on the following skills.**
   ಉಪನ್ಯಾಸಕರುಗಳ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ನೈಪುಣ್ಯತೆಗಳ ಬಗ್ಗೆ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ತಿಳಿಸಿರಿ.

**Give the ratings from 1 to 10 scale, 1 represents least and 10 represents maximum**
ಒಂದರಿಂದ ಹತ್ತು ಸಂಖ್ಯೆಯವರೆಗೆ ಮಾಪನ ಪ್ರಮಾಣವನ್ನು ನಮೂದಿಸಿ, ಕನಿಷ್ಟ 1 ಮತ್ತು ಗರಿಷ್ಟ 10

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Name of the Teachers : ಅಧ್ಯಾಪಕರ ಹೆಸರು | | | | | | | | | |
| 2. | Subjects taught : ಕಲಿಸುವ ವಿಷಯ | | | | | | | | | |
| a. | Regularity in conducting classes<br>ತರಗತಿಯನ್ನು ನಡೆಸುವುದರಲ್ಲಿನ ನಿಯತತೆ | | | | | | | | | |
| b. | Punctuality<br>ಸಮಯ ನಿಷ್ಠೆ | | | | | | | | | |
| c. | Preparation for the class<br>ತರಗತಿಯ ಬಗೆಗಿನ ಪೂರ್ವ ಸಿದ್ಧತೆ | | | | | | | | | |
| d. | Completion of the syllabus on time<br>ಪಠ್ಯ ಪ್ರಮಾಣವನ್ನು ನಿಗದಿತ ಸಮಯದಲ್ಲಿ ಪೂರ್ಣಗೊಳಿಸುವಿಕೆ | | | | | | | | | |
| e. | Competency to handle the subject<br>ಪಠ್ಯ ವಸ್ತುವನ್ನು ತಿಳಿಸಿ ಹೇಳುವುದರಲ್ಲಿನ ಸಕ್ಷಮತೆ | | | | | | | | | |
| f. | Presentation skills like voice, clarity, language<br>ಪಾಠ ನಿರೂಪಣೆಯಲ್ಲಿ ಕುಶಲತೆ 1. ಧ್ವನಿ 2. ಸ್ಪಷ್ಟತೆ<br>3. ಭಾಷೆ | | | | | | | | | |
| g. | Methodology used to impart the knowledge<br>ಪಾಠ ಹೇಳುವುದರಲ್ಲಿನ ಬೋಧನಾ ವಿಧಾನ | | | | | | | | | |
| h. | Interaction with the students<br>ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಕೊಳು ಕೊಡೆಯ ವಿಧಾನವನ್ನುಅಸರಿಸುವುದು | | | | | | | | | |
| i. | Accessibility to the students outside the classroom<br>ತರಗತಿಗಳ ಹೊರಗೆ ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗಿನ ಸಂಬಂಧ ಸಾಮೀಪ್ಯತೆ | | | | | | | | | |
| j. | His role as mentor<br>ಮಾರ್ಗದರ್ಶಕನಾಗಿ ಅಧ್ಯಾಪಕನ ಪಾತ್ರ | | | | | | | | | |
| | **Total Rating**<br>ಒಟ್ಟು ಮಾಪನ | | | | | | | | | |

# Analysis of Student Feedback on Faculty

# (sample)

## SRI SHARADA COLLEGE, BASRUR
## APPRAISAL BY STUDENTS 2017 - 2018
ವಿದ್ಯಾರ್ಥಿಗಳಿಂದ ಅಭಿಪ್ರಾಯ ಮಾಪನ 2017 - 2018

Class : I B.com 'A'

1. **Be Frank**
   ನಿಸ್ಸಂಕೋಚವಾಗಿ ತಿಳಿಸಿ.

2. **Please don't be prejudiced by your personal relationship with the concerned teacher**
   ಉಪನ್ಯಾಸಕರುಗಳೊಂದಿಗೆ ನಿಮ್ಮ ವೈಯಕ್ತಿಕ ಸಂಬಂಧಗಳಿಂದ ಪೂರ್ವಾಗ್ರಹಗಳನ್ನು ಹೊಂದಿರಬೇಡಿ.

3. **Please give your opinion of the teacher's ability on the following skills.**
   ಉಪನ್ಯಾಸಕರುಗಳ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ನೈಪುಣ್ಯತೆಗಳ ಬಗ್ಗೆ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ತಿಳಿಸಿರಿ.

**Give the ratings from 1 to 10 scale, 1 represents least and 10 represents maximum**
ಒಂದರಿಂದ ಹತ್ತು ಸಂಖ್ಯೆಯವರೆಗೆ ಮಾಪನ ಪ್ರಮಾಣವನ್ನು ನಮೂದಿಸಿ, ಕನಿಷ್ಠ 1 ಮತ್ತು ಗರಿಷ್ಠ 10

| | Name of the Teachers : ಅಧ್ಯಾಪಕರ ಹೆಸರು | B.BS | P.B | S.B.K | AJS | V.A | SA | SRS | C.S |
|---|---|---|---|---|---|---|---|---|---|
| 2. | Subjects taught : ಕಲಿಸುವ ವಿಷಯ | MPF | BSM | FAIc | Eng | H.R | MB | MB | Kan |
| a. | Regularity in conducting classes<br>ತರಗತಿಯನ್ನು ನಡೆಸುವುದರಲ್ಲಿನ ನಿಯತತೆ | 9 | 7 | 9 | 8 | 10 | 7 | 9 | 8 |
| b. | Punctuality<br>ಸಮಯ ನಿಷ್ಠೆ | 10 | 10 | 10 | 9 | 10 | 8 | 10 | 8 |
| c. | Preparation for the class<br>ತರಗತಿಯ ಬಗೆಗಿನ ಪೂರ್ವ ಸಿದ್ಧತೆ | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| d. | Completion of the syllabus on time<br>ಪಠ್ಯ ಪ್ರಮಾಣವನ್ನು ನಿಗದಿತ ಸಮಯದಲ್ಲಿ ಪೂರ್ಣಗೊಳಿಸುವಿಕೆ | 10 | 9 | 10 | 9 | 9 | 9 | 9 | 7 |
| e. | Competency to handle the subject<br>ಪಠ್ಯ ವಸ್ತುವನ್ನು ತಿಳಿಸಿ ಹೇಳುವುದರಲ್ಲಿನ ಸಕ್ಷಮತೆ | 8 | 7 | 10 | 8 | 10 | 7 | 10 | 8 |
| f. | Presentation skills like voice, clarity, language<br>ಪಾಠ ನಿರೂಪಣೆಯಲ್ಲಿ ಕುಶಲತೆ 1. ಧ್ವನಿ 2. ಸ್ಪಷ್ಟತೆ 3. ಭಾಷೆ | 9 | 8 | 10 | 8 | 10 | 8 | 10 | 8 |
| g. | Methodology used to impart the knowledge<br>ಪಾಠ ಹೇಳುವುದರಲ್ಲಿನ ಬೋಧನಾ ವಿಧಾನ | 10 | 8 | 10 | 9 | 10 | 8 | 9 | 8 |
| h. | Interaction with the students<br>ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಕೊಳು ಕೊಡೆಯ ವಿಧಾನವನ್ನುಸರಿಸುವುದು | 10 | 8 | 9 | 9 | 10 | 8 | 10 | 8 |
| i. | Accessibility to the students outside the classroom<br>ತರಗತಿಗಳ ಹೊರಗೆ ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗಿನ ಸಂಬಂಧ ಸಾಮೀಪ್ಯತೆ | 10 | 8 | 10 | 9 | 10 | 8 | 10 | 8 |
| j. | His role as mentor<br>ಮಾರ್ಗದರ್ಶಕನಾಗಿ ಅಧ್ಯಾಪಕನ ಪಾತ್ರ | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| | **Total Rating**<br>ಒಟ್ಟು ಮಾಪನ | 96 | 84 | 98 | 89 | 99 | 83 | 97 | 83 |