

## Volume 2

Annex 2.6a: The MUSOM Operating Regulations and Implementation Guidelines – 2023, Teaching Faculty Performance Criteria, Instrument 1: Coworker Rated Anchors, (pp. 83-103).

## Section XIII Appendixes

### Appendix 1.1 Department/Section Performance Appraisal Form

#### A: Profile

Department's Name:	
Section's Name	
Title:	
Appraisal Period	
Supervisor's Name	
Date of Form Completed	

#### Performance in Key Areas

Identify key areas of responsibility and rate performance of the concerned department or section in those areas. Attach additional sheets if necessary. Examples of key areas might include any combination of the following items from responsibilities of the concerned department or section, objectives of department or section, specific projects or assigned tasks and responsibilities required of the department or section.

<b>Key Area No. 1</b> Specified Responsibilities of Department/Section:
Completed? No    Yes    in progress/ongoing Supporting details:

<b>Key Area No. 2</b> Main Objectives:
Achieved? No    Yes    in progress/ongoing Supporting Details:

<b>Key Area No. 3</b> Specific projects/programs:
Completed? No    Yes    in progress/ ongoing Supporting details:

<b>Key Area No. 4</b> Assigned Tasks:
Completed? No    Yes    in progress/ongoing Supporting details:

**B: Goals for Next Appraisal**

List 3 performance goals for the next appraisal period. These should be specific areas of focus within or outside of daily responsibilities of department or section related to professional reform and development aspiration.

1.
2.
3.

**Professional Enhancement**

Describe goals or other professional aspirations of department or section. Are there specific projects, workshops, seminars and courses that could be of value of helping the department or section achieve these objectives/goals?

**COVID-19 Related Challenges**

Describe what adjustments/ changes department made as a result of the school response to COVID-19 in order to continue performing works of department or section and completing requirements as per need. Also describe the successes department or section has made as a result of these adjustments or changes.

**Appendix 1.2: Performance Overview of Department/Section**

To be completed by Department or Section		To be completed by Supervisor	
<b>A. Administration:</b> Prepares required paper work on time. Engage in efficient and sustainable practices of department or section for desired work output.			
Supporting Details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting Details
<b>B. Management:</b> Demonstrates good judgement when making decision. Resolve conflict effectively. Delegates work appropriately by observing policy adherence to exercise punctuality and regulations as per university guidelines.			
Supporting Details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting Details:
<b>C. Record Capability:</b> Prepares monthly report, annual report. Keeps timely and accurate faculty and staff appraisal. Committed to faculty and staff development well.			
Supporting details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting details:
<b>D. Professional Integrity and Service Focus:</b> Follows ethical issues, exercise good judgment, and delivers higher-quality service to internal and external stakeholders.			
Supporting Details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting Details:

**Appendix 1.3: Overall Appraisal Rating of Department or Section**

Overall Appraisal Rating	Check One
<b>Significantly Exceeds Expectations:</b> Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	<input type="checkbox"/> 50
<b>Exceeds Expectations:</b> Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a	

large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	<input type="checkbox"/> 40
<b>Meets Expectations:</b> Dedicated strongly, consistent performance, working individually and with others. Gives quantitatively quality output within time. Performance clearly meets all position requirements and may exceed in some.	<input type="checkbox"/> 30
<b>Falls Below Expectations but has met Minimum Acceptable Levels of Outcomes:</b> Consistent performance, working individually and with others. Both quality and quantity of work done is inconsistent but timely. Performance meets some position requirements and needs improvement in all other works. Overall performance must improve following a performance plan established at a time of review.	<input type="checkbox"/> 25
<b>Falls Below Minimum Acceptable Levels of Outcomes:</b> Performance fails to meet most position requirements. Quality or quantity of work done is unacceptable. Performance must improve immediately and significantly. This rating results in no salary increase for the next contract period in which an increase is available. Heads of department or section with this rating are subject to non-reappointment.	<input type="checkbox"/> 0

Current year -----

Signature

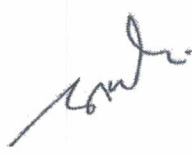
Please sign where indicated. Note: A head's signature does not indicate agreement with the appraisal. Only after in-depth discussion with the head, the supervisor is to sign.

Supervisor: .....

Date.....

Head of Department or Section.....

Date:.....



**Appendix 2.1: Head of Department/Section Performance Appraisal Form**

**Profile**

Head's Name:	
Department or Section	
Title:	
Appraisal Period	
Supervisor's Name	
Date of Form Completed	

**Performance Overview of Head of Department/Section**

To be completed by Department or Section		To be completed by Supervisor	
<p><b>A. Leadership Competency:</b> Displays knowledge and skills required of the position. Able to motivate and inspire faculty and staff. Committed to core values of Mid-Western university. Promotes inclusion and participates in research projects and civic/community based activities.</p>			
Supporting Details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting Details
<p><b>B. Work Output:</b> Ability to complete tasks assigned within specified deadlines.</p>			
Supporting Details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting Details:
<p><b>C. Policy Adherence:</b> Follows policies of university and school regarding attendance, punctuality, use of forms of leave and other regulations as per university autonomy bylaws.</p>			
Supporting details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting details:
<p><b>D. Professional Integrity:</b> Displays honesty and ethical behavior, good judgement, and acts as a role model.</p>			
Supporting Details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting Details:
<p><b>E. Service Focus:</b> Values the importance of delivering high-quality service to internal and</p>			

external stakeholders.			
Supporting Details:	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	<input type="checkbox"/> Significantly exceeds <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Falls Below, Meets Min <input type="checkbox"/> Falls below, fails to meet min <input type="checkbox"/> Not Applicable	Supporting Details:

**Appendix 2.2: Rating of Head of Department or Section**

Overall Appraisal Rating	Check One
<b>Significantly Exceeds Expectations:</b> Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	<input type="checkbox"/> 50
<b>Exceeds Expectations:</b> Consistent performance at an exceptionally high level individually and with others. Gives timely outputs with a large quantity of high-quality. Performance clearly exceeds nearly all of position requirements and meets standards for remainder.	<input type="checkbox"/> 40
<b>Meets Expectations:</b> Dedicated strongly, consistent performance, working individually and with others. Gives quantitatively quality output within time. Performance clearly meets all position requirements and may exceed in some.	<input type="checkbox"/> 30
<b>Falls Below Expectations but has met Minimum Acceptable Levels of Outcomes:</b> Consistent performance, working individually and with others. Both quality and quantity of work done is inconsistent but timely. Performance meets some position requirements and needs improvement in all other works. Overall performance must improve following a performance plan established at a time of review.	<input type="checkbox"/> 25
<b>Falls Below Minimum Acceptable Levels of Outcomes:</b> Performance fails to meet most position requirements. Quality or quantity of work done is unacceptable. Performance must improve immediately and significantly. This rating results in no salary increase for the next contract period in which an increase is available. Heads of department or section with this rating are subject to non-reappointment.	<input type="checkbox"/> 0

Current year -----

Signature

Please sign where indicated. Note: A head's signature does not indicate agreement with the appraisal. Only after in-depth discussion with the head, the supervisor is to sign.



Supervisor: .....

Date.....

Head of Department or Section.....

Date:.....

**Appendix 3.1 Self-administered performance appraisal form**

**A: general information**

Date of form sent: \_\_\_\_\_ Date of form returned:

\_\_\_\_\_

Name of the employee: \_\_\_\_\_ Designation:

\_\_\_\_\_

Department: \_\_\_\_\_

Supervisor:

\_\_\_\_\_

Employment status: Probation  Regular  Contractual  Other

**B: PERFORMANCE APPRAISAL**

*Please use your subjective and objective assessment to complete this section in reference with the various jobs performance aspects to assess the match between your skill competence, behavior and functional excellence while executing the jobs assigned to you at MUSOM.*

1. In your general understanding, how far do your skill competences suit to the present job?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you think are the key functional areas in which you are very good at?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Please give a few examples of exemplary performance that you could deliver while being in this position at MUSOM.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. Based on your personal assessment, what are the weaknesses hindering your job performance at this position?

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5. What do you think are a few areas of operations that you could lead to help others perform better?

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6. How do you find the reliability and adequacy of supervisory support provided to you at MUSOM?

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7. How effective are the training and development opportunities provided to you to improve your job performance?

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8. How do you relate your personal behavioral conducts supporting the job performance in this position at MUSOM?

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9. To what extent do you feel your personal behavior and attitude influencing other employees at work?

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10. What are the benefits gained for MUSOM as a result of your job performance in this position?



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11. What do you think are the losses happened for MUSOM as a result of your poor job performance, if applicable?

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12. How do you see the future prospect for yourself serving in the institution?

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13. How competent do you find yourself in decision-making and implementation in your capacity here at MUSOM?

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14. How good are you in working as a team member with available staff at MUSOM?

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15. How comfortable do you find yourself in helping the peer and subordinate workers on their jobs at MUSOM?

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16. Do you think you are really capable of performing in compliance with the socio-ethical standards of MUSOM? How?

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17. What is professional commitment here at MUSOM?

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18. Do you really think your professional commitment matches with MUSOM's mission?

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19. Is there any balance or gap between your attitude and institutional purpose of MUSOM?  
Please justify.

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20. How do you assess your job tenure and experience in the current position supporting for  
your future job continuity and promotion at MUSOM?

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21. In terms of your age, how suitable do you find yourself being in this position?

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22. To what extent do you think your educational attainment matches with the job  
specifications for this and other positions in this organization?

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23. To what extent do you think your professional specialization supports for your continuity  
and promotion at MUSOM?

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24. Based on your past performance results, how do you assess yourself as one of the  
contestants for achieving career growth and rewards?

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25. How do you observe the future career growth for yourself at MUSOM?

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### C: Performance Appraisal

To initiate a self-appraisal of overall skill, competence, behavioral fitness and exhibited level of performance, please put a tick mark (✓) against each statement with rating scores 5 through 1 where 5 being an exemplary level of performance, 4 as fully operational level of performance, 3 as fairly good performance, 2 as low level of performance and 1 as critical level of performance.

S N	Area of Performance	Rating Scores				
		5	4	3	2	1
<b>1</b>	<b>Knowledge</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.1	Basic understanding of procedures of the assigned job activities					
1.2	Knowledge about education institution management					
1.3	Knowledge about assigned departmental management					
1.4	Understanding of how to work effectively in a team					
1.5	Level of learning how to communicate with the people of diversity					
<b>2</b>	<b>Professionalism</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2.1	Promotion of good public image for the profession and the Institution					
2.2	Accepting constructive comments from others					
2.3	Playing effective role for the advancement of all other staff					
2.4	Level of impression gained through general grooming					
2.5	Respecting organizational rules and regulations and complying the ethical norms					
<b>3</b>	<b>Team Management</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3.1	General behavior with the colleagues, subordinates and seniors					
3.2	Perseverance of interpersonal relationship and dignity					
3.3	Ability to manage team and delegate the tasks					
3.4	Flexibility to adjust due to change in work team composition					
3.5	Ability to contribute in getting things done through team effort					
<b>4</b>	<b>Ethical Compliance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.1	Understanding of institution's ethical code of conduct					
4.2	Compliance of institution's ethical norms and values					
4.3	Contributing in promoting the institution as a high sound ethical institution					
4.4	Exhibiting with personal behavioral soundness					

4						
4.5	Ability to contribute promoting institutional integrity and honesty					
<b>5</b>	<b>Productivity</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5.1	Effectiveness in making realistic performance goals					
5.2	Accomplishing the assigned responsibilities with timeliness, schedules, use of time and other resources efficiently					
5.3	Ability to control operating cost with increased performance results					
5.4	Ability to operate with less defects in results					
5.5	Ability to help peer workers, subordinates and seniors enhance their performance					
<b>6</b>	<b>Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6.1	Level of impression gained through personal grooming and etiquettes					
6.2	Level of Nepali and English language effectiveness while communicating with other people within and beyond the organization					
6.3	Level of proficiency in using technologies in communication within and beyond the organization					
6.4	Ability to write emails, memos, letters and reports as part of day to day job tasks					
6.5	Maintenance of institutional ethics and honesty in communicating with the clients					
<b>7</b>	<b>Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
7.1	Capacity to come up with realistic solutions to critical problems					
7.2	Ability to generate or develop necessary resources to facilitate institutional performance					
7.3	Tendency to take responsibility of important and difficult tasks when other people are less ready					
7.4	Motivating peer workers, subordinates and seniors in doing things differently					
7.5	Ability to perform as a role model to inspire the work teams					
<b>8</b>	<b>Personal Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
8.1	Keeness to learn new things					
8.2	Setting up high standards for self [language, computing, socialization, education]					
8.3	Giving and taking help for each others' personal development					
8.4	Personal presence with cool temperament, happiness, less anxiety and easy taking of work pressure					
8.5	Taking part in different training, seminar, workshop and holiday outing activities for personality development					
<b>9</b>	<b>Professional Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
9.	Setting and achieving goals for professional development for self					

1						
9. 2	Attending training and development programs for learning new job skills					
9. 3	Helping peer workers learn new skills and innovative ways of solving problems					
9. 4	Bringing in newer ideas for professional development of rest of staff					
9. 5	Promoting organization-wide culture of learning and happiness					
<b>10</b>	<b>Functional Excellence</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
10 .1	Ability to set realistic performance goals for self and others					
10 .2	Ability to meet and exceed the stated goals					
10 .3	Ability to achieve defect free performance results					
10 .4	Ability to reduce cost of operation with increased results					
10 .5	Ability to promote shared happiness within and beyond the department					

Self-appraisal by

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

Department: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Handwritten signature*

**Appendix 3.2: Second Person Administered Performance Appraisal Form**

**A: GENERAL INFORMATION**

Type of appraisal: Mid-term  Annual

Date of form sent: \_\_\_\_\_ Date of form returned:

Performance appraisal for:

Designation: \_\_\_\_\_ Department:

Supervisor: \_\_\_\_\_

Employment status: Probation  Regular  Contractual  Other

**B: PERFORMANCE APPRAISAL**

*Please use your subjective and objective assessment to complete this section in reference with various aspects of skill competence, behavior and functional excellence of the above-mentioned employee as you have observed him/her while working at MUSOM.*

1. In your general observation, how far does the employee possess skill competence suiting to the present job?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you think are the key functional areas in which this employee is very good at?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Please give a few examples of exemplary performance of this employee on the present job.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Based on your observation, what do you think are the weaknesses hindering this person's job performance?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What do you think are a few areas of operations that this employee can lead to help others perform better?

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6. How do you assess the reliability and adequacy of supervisory support provided to this employee at MUSOM?

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7. How do you assess the effectiveness of training and development opportunities provided to this employee?

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8. How far does this employee possess personal behavioral conducts supporting his/her job performance at MUSOM?

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9. To what extent do you find this employee's personal behavior and attitude influencing other employees?

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10. What are the benefits gained for MUSOM as a result of job performance by this employee in this position?

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11. In your observation, what are the losses happened for MUSOM as a result of job performance by this employee?

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12. How do you see the future prospect of this employee serving in the institution?

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13. How competent do you find this employee in decision-making and implementation?

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14. How good is this employee to work as a member of a work team?

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15. How good do you find this employee in helping the peer and subordinate workers on their jobs?

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16. Do you find this employee performing in compliance with the socio-ethical standards of the institution? How?

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17. How do you observe the level of job commitment of this employee?

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18. In your opinion, to what extent is this employee committed towards MUSOM and its mission?

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19. Is there any balance or gap between the attitude of this employee and institutional purpose of MUSOM?

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20. How do you assess this employee's job tenure and experience in the current position supporting for his/her future job continuity and promotion at MUSOM?



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21. In terms of this employee's age, how suitable do you find him/herself being in this position?

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22. To what extent do you think this employee's educational attainment matches with the job specifications for this and other positions in this organization?

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23. To what extent do you think this employee's professional specialization supports for his/her continuity and promotion at MUSOM?

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24. Based on this employee's past performance results, how do you assess him/her as one of the best contestants for achieving career growth and rewards?

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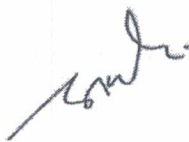
25. How do you observe the future career growth of this employee at MUSOM?

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### C: Performance Appraisal

To appraise the overall skill, competence, behavioral fitness and exhibited level of performance of the above-mentioned employee, please put a tick mark (✓) against each statement with rating scores 5 through 1 where 5 being an exemplary level of performance, 4 as fully operational level of performance, 3 as fairly good performance, 2 as low level of performance and 1 as critical level of performance.

S N	Area of Performance	Rating Scores				
		5	4	3	2	1
<b>1</b>	<b>Knowledge</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.1	Basic understanding of procedures of the assigned job activities					
1.2	Knowledge about education institution management					
1.3	Knowledge about assigned departmental management					
1.4	Understanding of how to work effectively in a team					
1.5	Level of learning how to communicate with the people of diversity					
<b>2</b>	<b>Professionalism</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2.1	Promotion of good public image for the profession and the Institution					
2.2	Accepting constructive comments from others					
2.3	Playing effective role for the advancement of all other staff					
2.4	Level of impression gained through general grooming					
2.5	Respecting organizational rules and regulations and complying the ethical norms					
<b>3</b>	<b>Team Management</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3.1	General behavior with the colleagues, subordinates and seniors					
3.2	Perseverance of interpersonal relationship and dignity					
3.3	Ability to manage team and delegate the tasks					
3.4	Flexibility to adjust due to change in work team composition					
3.5	Ability to contribute in getting things done through team effort					
<b>4</b>	<b>Ethical Compliance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4.1	Understanding of institution's ethical code of conduct					
4.2	Compliance of institution's ethical norms and values					
4.3	Contributing in promoting the institution as a high sound ethical institution					

*Handwritten signature*

4.									
4	Exhibiting with personal behavioral soundness								
4.									
5	Ability to contribute promoting institutional integrity and honesty								
<b>5</b>	<b>Productivity</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>			
5.									
1	Effectiveness in making realistic performance goals								
5.									
2	Accomplishing the assigned responsibilities with timeliness, schedules, use of time and other resources efficiently								
5.									
3	Ability to control operating cost with increased performance results								
5.									
4	Ability to operate with less defects in results								
5.									
5	Ability to help peer workers, subordinates and seniors enhance their performance								
<b>6</b>	<b>Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>			
6.									
1	Level of impression gained through personal grooming and etiquettes								
6.									
2	Level of Nepali and English language effectiveness while communicating with other people within and beyond the organization								
6.									
3	Level of proficiency in using technologies in communication within and beyond the organization								
6.									
4	Ability to write emails, memos, letters and reports as part of day to day job tasks								
6.									
5	Maintenance of institutional ethics and honesty in communicating with the clients								
<b>7</b>	<b>Leadership</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>			
7.									
1	Capacity to come up with realistic solutions to critical problems								
7.									
2	Ability to generate or develop necessary resources to facilitate institutional performance								
7.									
3	Tendency to take responsibility of important and difficult tasks when other people are less ready								
7.									
4	Motivating peer workers, subordinates and seniors in doing things differently								
7.									
5	Ability to perform as a role model to inspire the work teams								
<b>8</b>	<b>Personal Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>			
8.									
1	Keeness to learn new things								
8.									
2	Setting up high standards for self [language, computing, socialization, education]								
8.									
3	Giving and taking help for each others' personal development								
8.									
4	Personal presence with cool temperament, happiness, less anxiety and easy taking of work pressure								
8.									
5	Taking part in different training, seminar, workshop and holiday outing activities for personality development								
<b>9</b>	<b>Professional Development</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>			

9.1	Setting and achieving goals for professional development for self					
9.2	Attending training and development programs for learning new job skills					
9.3	Helping peer workers learn new skills and innovative ways of solving problems					
9.4	Bringing in newer ideas for professional development of rest of staff					
9.5	Promoting organization-wide culture of learning and happiness					
<b>10</b>	<b>Functional Excellence</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
10.1	Ability to set realistic performance goals for self and others					
10.2	Ability to meet and exceed the stated goals					
10.3	Ability to achieve defect free performance results					
10.4	Ability to reduce cost of operation with increased results					
10.5	Ability to promote shared happiness within and beyond the department					

Appraised by

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

\_\_\_\_\_

Department: \_\_\_\_\_

Functional relationship with the employee appraised:

\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: While providing points on performance appraisal assessment, 25% of weightage should be given on subjective (open-ended) questions asked in the beginning and 75% weightage should be given for objective (rating scale) questions asked in the second section of the appraisal form. In the event of multiple people appraising an employee, an average of their final scores should be produced.*

## Appendix 4: Student Appraisal Form

### A: Faculty feedback form to be filled up by students

Program:                      Semester:                      Shift:                      Date:  
 Rank on the scale of 1 to 5: (5 being the highest) Below Average (1), Average (2), Good (3),  
 Very Good (4), Excellent (5)

SN	Subject Name	
	Faculty Name	
1	Punctuality in the class	
2	Makes alternative arrangement of class in his/her absence	
3	Syllabus coverage	
4	Explanation of concepts	
5	Linking subjects to life experience & creating interest in the subject	
6	Refer to the latest development in the field	
7	Delivery of structured lecture	
8	Encouraging students' interaction, discussion and case study	
9	Extending support towards anticipated/sample questions and answers, providing notes and supporting students in conducting experiments	

**Suggestions/Feedback:**.....  
 .....  
 .....  
 .....  
 .....  
 .....

Guardian's Name:  
 Organization:

Occupation:  
 Mobile:

*Handwritten signature*

## Appendix 5: Curriculum Development

### A: Faculty information

(Direct any question about the policy to the relevant office-bearers, designations. Contact details are listed below)

Area of Concern	Division/faculty/departments	Telephone	Email

### Section B: MUSOM Program Outline

Preamble
Course Description
Program Objectives
Program Vision
Program Mission
Program Value System and Working Principles
Eligibility for Admission
Assessment System
Result Grading System
Teaching Learning System
Course Cycle Revised Date:

### C: MUSOM Course Outline

Faculty members are requested to have the outline submitted to the Academic committee. The course outline

#### Program:

**Course Code:**

**Credits:** Lecture Hours: Lab:

<b>Course Title:</b>
<b>Course Description:</b>

<b>Prerequisites or Necessary Entry Skills/Knowledge</b>

	Topics to be Covered in General
1	
2	
3	
4	
5	
6	
7	

#### Student learning Outcomes per credit:

- Must be observable
- Must be measurable
- Must specify an action that is done by students
- Must specify objectives that can be identified on instructor syllabi for the course
- Must begin with an action verb

*Handwritten signature*