INTERNAL QUALITY ASSURANCE CELL

POLICY & STANDARD OPERATING PROCEDURE FOR FACULTY PERFORMANCE APPRAISAL AND DEVELOPMENT SYSTEM (FPADS)

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1. Purpose

The purpose of this Policy is to establish a systematic, transparent and developmental framework for assessing faculty performance and promoting continuous improvement in teaching, research, curriculum contribution, departmental responsibilities and institutional development.

The Faculty Performance Appraisal and Development System (FPADS) aims to strengthen faculty competence, recognize good performance, identify development needs, and support academic excellence through continuous feedback and improvement.

2. Objectives

The objectives of this Policy are to:

1. Assess the overall performance and effectiveness of faculty members through a systematic and transparent process.
2. Improve the quality of teaching-learning and student support.
3. Encourage faculty contribution towards research, innovation, publications, patents, consultancy and sponsored projects.
4. Encourage faculty participation in curriculum development, revision and academic enrichment activities.
5. Assess and encourage faculty contribution at Department and Institute levels.
6. Use student feedback as an important input for teaching-learning improvement.
7. Identify individual strengths, areas requiring improvement and professional development needs.
8. Promote participation in Faculty Development Programmes (FDPs), workshops, seminars, conferences, certifications and other professional development activities.
9. Promote a culture of continuous improvement, accountability and academic excellence.
10. Provide inputs for faculty development, recognition and institutional quality improvement.

3. Scope

This Policy applies to all eligible faculty members of the Institute and to the authorities/functionaries involved in the faculty appraisal, review, monitoring and development process.

4. Policy Guidelines

The Faculty Performance Appraisal and Development System (FPADS) shall be implemented as an institutional quality assurance mechanism for periodic assessment and professional development of faculty members. The appraisal shall be evidence-based and shall consider multiple sources of information rather than

relying on any single indicator. The process shall be fair, transparent, objective, confidential where appropriate, and focused on continuous improvement.

The FPADS shall comprise the following major components:

A. Student Feedback

- Structured student feedback shall be collected periodically through an approved questionnaire.
- The feedback shall cover teaching effectiveness, subject knowledge, clarity of explanation, teaching methodology, course coverage, punctuality, use of ICT/digital resources, interaction with students, assessment practices, mentoring and overall effectiveness.
- Feedback shall be analyzed systematically and individual reports shall be generated.
- Where improvement is required, appropriate guidance, mentoring or developmental action shall be initiated.

B. Faculty Self-Appraisal

Every faculty member shall submit a self-appraisal for the prescribed appraisal period covering the following areas:

- Teaching and Learning: courses taught, course completion, teaching-learning innovations, course materials, ICT use, laboratory/project guidance and student mentoring.
- Research and Innovation: publications, books/book chapters, patents, research proposals/projects, consultancy, conferences, collaborations and innovation activities.
- Curriculum Contribution: syllabus/curriculum development and revision, course development, value-added/add-on courses and industry/interdisciplinary initiatives.
- Department Contribution: departmental committees, academic activities, student activities, examination and assessment duties, laboratory development and departmental quality initiatives.
- Institute Contribution: institute committees, IQAC/accreditation activities, institutional events, student development, outreach and other institutional responsibilities.
- Professional Development: FDPs, workshops, seminars, conferences, certifications, MOOCs, training programmes and professional memberships.

C. Evaluation by Head of Department

The Head of Department shall evaluate the faculty member on the basis of the self-appraisal, supporting evidence, student feedback, departmental records and assigned responsibilities. The evaluation shall consider teaching, mentoring, research, curriculum contribution, departmental contribution, institute-level contribution, professional development and overall performance.

D. Evaluation by IQAC

IQAC shall review the appraisal process and assess faculty contributions related to quality improvement, accreditation, teaching-learning innovations, outcome-based education, student-centric practices, research/innovation and institutional quality initiatives. IQAC shall ensure consistency and continuous improvement in the implementation of FPADS.

E. Evaluation by Director

The Director shall review the consolidated inputs from student feedback, faculty self-appraisal, HOD evaluation and IQAC review, and shall provide performance observations, developmental recommendations, targets, training requirements or recognition recommendations as appropriate.

F. Evaluation by Campus Director

The Campus Director shall undertake the final institutional review, considering the overall academic, research, departmental and institutional contribution of the faculty member, and shall provide final observations / recommendations.

4. The feedback data shall be compiled, analyzed and individual faculty feedback reports shall be generated.
5. Each faculty member shall complete and submit the Faculty Self-Appraisal Form with appropriate supporting documents within the prescribed timeline.
6. The concerned Head of Department shall verify the self-appraisal and supporting evidence and evaluate the faculty member's performance.
7. The HOD shall record observations, strengths, areas requiring improvement and faculty development requirements.
8. The completed HOD evaluation shall be forwarded to IQAC within the prescribed timeline.
9. IQAC shall scrutinize the appraisal records and review quality-related contributions, student feedback trends and evidence of academic/research/institutional activities.
10. IQAC shall consolidate the appraisal inputs and identify common and individual faculty development requirements.
11. The consolidated appraisal shall be submitted to the Director for review and appropriate observations/recommendations.
12. The Director shall review the consolidated performance and may specify development targets, training requirements, corrective actions or recognition recommendations.
13. The appraisal records shall then be placed before the Campus Director for final institutional review, wherever applicable.
14. The final appraisal outcome shall be communicated to the concerned faculty member through the prescribed institutional mechanism.
15. Where performance gaps are identified, the HOD/IQAC shall prepare or recommend an appropriate Performance Improvement and Development Plan.
16. Faculty members requiring development support may be nominated for FDPs, workshops, mentoring, training, research support, teaching-learning improvement programmes or other appropriate interventions.
17. The concerned HOD shall monitor implementation of the development/improvement plan and record progress.
18. Faculty members demonstrating significant academic, research, innovation or institutional performance may be recommended for appropriate recognition as per institutional policy.
19. All appraisal records, feedback analyses, supporting evidence, review remarks and development plans shall be maintained securely by the designated authority for future reference and quality audits.
20. At the end of the appraisal cycle, IQAC shall analyze overall faculty performance trends and prepare a consolidated report highlighting strengths, development needs and improvement actions.
21. Based on the annual review, IQAC shall recommend improvements to the FPADS process and initiate the planning process for the subsequent appraisal cycle.

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