QUALITY FRAMEWORK

1. **ACADEMIC PERFORMANCE EVALUATION SYSTEM (A.P.E.)**
   The academic performance of every faculty member in the Institute will be evaluated based on feedback with differential weightage. This includes feedback from students which has 50% weightage, feedback from peers (35%) and feedback from the Department (15%). This will be administered every semester in online mode with 40 parameters of assessment by the students and peer review based on offline mode through a multi-stage questionnaire and involvement in class lecture delivery. Department feedback is based on 15 point quantitative mechanism. This will be given at the end of every semester.

2. **MODULE HAND BOOKS**
   All the faculty members will design and develop Module Handbook with scheme of work, Assessment strategy, learning Strategy, evaluation process in a scientific manner for the course they will teach, at the starting of the semester. This will include the Course Objectives, the week-wise session plan, references, evaluation methods, assignment submission deadlines and the guidelines for students conducting the course effectively.

   In order to ensure the Quality Standard of the module handbook it will be reviewed initially by peer group within the department. The revised version will be approved by another committee to ensure the standardisation of all the modules submitted by the faculty members.

3. **PERFORMANCE ASSESSMENT SYSTEM (K.R.A.)**
   Key result areas or KRAs refer to the general metrics or parameters which the organisation has fixed wholistic role of 720^0 feedback system. The term outlines the scope of the job profile, and captures 100% of the work role and work plan for professional enhancement.

   Description: Key result areas (KRAs) broadly define the job profile for the employees (Faculty, Administration, and Staff) and enable them to have better clarity of their role. KRAs are well-defined, quantifiable, and easy to measure. It also helps employees to align their role with that of the Institute.

   KRAs are broad categories or topics on which the employee has to concentrate during the year. For example, an employee who is working at a HoD level would have a different KRA than somebody who is in the administration.

The next step is to define objectives and standards for each KRA which should be easily quantifiable. The employee should have a clear understanding of his/her KRAs to perform his/her tasks efficiently.

Key result areas are those areas in which you have to take complete ownership. The first step is to list out daily activities which could be part of the KRAs. In some organisation even a team meeting is part of a manager's KRA. There are no set rules to define KRAs, but broadly they sum up the job profile as well as the key impact areas on which the employee is expected to deliver.

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