

SOP FOR ACADEMIC AND FACULTY FEEDBACK SYSTEM



**ENHANCING STUDENT EXPERIENCE AND OPERATIONAL
EXCELLENCE THROUGH EFFECTIVE FEEDBACK AND IMPROV-
VEMENT MECHANISMS**

SOP FOR ACADEMIC AND FACILITY FEEDBACK SYSTEM

(Aligned with NAAC, NBA, AICTE & Institutional Quality Framework)

Document Control

- **Version:** 1.0
- **Prepared By:** IQAC
- **Approved By:** Principal
- **Review Cycle:** Semester-wise / Annual
- **Effective Date:** _____

1. INTRODUCTION

A structured feedback system is essential for ensuring continuous improvement in academic processes and institutional facilities. This SOP establishes a transparent, systematic, and stakeholder-driven mechanism to collect, analyze, and act upon feedback from students, faculty, alumni, parents, employers, and hostel residents.

The framework supports:

- Teaching-learning enhancement
- Infrastructure and facility improvement
- Hostel & mess service optimization
- Institutional quality assurance

This aligns with best practices similar to structured governance systems seen in institutional SOP frameworks

2. PREAMBLE

Recognizing that stakeholder feedback is a key driver for institutional excellence, this SOP provides a structured mechanism for capturing insights, identifying gaps, and implementing improvements.

The system ensures:

- Transparency in feedback handling
- Accountability in action implementation
- Participative decision-making
- Continuous Quality Improvement (CQI)

3. OBJECTIVES

- To establish a systematic and transparent feedback mechanism
- To enhance teaching-learning quality and student outcomes
- To improve infrastructure, hostel, and mess facilities
- To incorporate stakeholder inputs into institutional decision-making
- To ensure continuous improvement aligned with accreditation standards

4. SCOPE

Applicable to all stakeholders:

- Students (Day Scholars & Hostellers)
- Faculty
- Parents
- Alumni
- Employers
- Hostel Residents

Covers:

- Academics
- Infrastructure
- Library & Labs
- ICT Facilities
- Hostel & Mess

5. DEFINITIONS

- **Feedback:** Structured input from stakeholders regarding academic and facility performance
- **Stakeholders:** Students, faculty, alumni, parents, employers, hostellers
- **ATR (Action Taken Report):** Document capturing corrective actions
- **CQI:** Continuous Quality Improvement cycle
- **OBE:** Outcome-Based Education approach

6. POLICY STATEMENT

The institution is committed to systematically collecting, analyzing, and utilizing stakeholder feedback to improve academic and support services. Feedback outcomes shall be translated into measurable actions through a structured **Action Taken Report (ATR)** mechanism.

The policy will be reviewed periodically in alignment with regulatory requirements and institutional goals.

7. REGULATORY COMPLIANCE

This SOP aligns with:

- **NAAC:** Student satisfaction, feedback systems, infrastructure quality
- **NBA:** Outcome-Based Education (OBE) & continuous improvement
- **AICTE:** Institutional governance and student welfare
- **UGC:** Feedback and grievance systems

Non-compliance shall lead to:

- Immediate corrective action
- Reporting to authorities
- Institutional disciplinary measures

8. TYPES OF FEEDBACK

Type	Stakeholder	Frequency
Course Feedback	Students	Every Semester
Facility Feedback	Students	Semester/Annual
Hostel & Mess Feedback	Hostellers	Quarterly
Parent Feedback	Parents	Annual
Curriculum Feedback	Faculty	Annual
Alumni Feedback	Alumni	Annual
Employer Feedback	Industry	Annual
Exit Feedback	Final Year Students	At Graduation

9. FEEDBACK COLLECTION METHODS

- ERP / LMS systems
- Google Forms / Online Surveys
- Alumni portals
- Offline forms (if required)

10. PROCESS FLOW

Overall Flow:

Design → Approval → Circulation → Collection → Analysis → Action → ATR → Review

This mirrors structured operational flow systems used in institutional SOPs .

11. DETAILED PROCESS FLOW

1. Design stakeholder-specific feedback forms
2. Approval by IQAC / Academic Council
3. Circulation to stakeholders
4. Collection of responses
5. Data compilation
6. Statistical analysis
7. Report generation
8. Action plan preparation
9. Implementation
10. Action Taken Report (ATR)
11. Communication to stakeholders
12. Review and revision

12. FEEDBACK ANALYSIS FRAMEWORK

Rating Scale

1 – Poor | 2 – Need to Improve | 3 – Average | 4 – Good | 5 – Excellent

Interpretation

Score	Interpretation	Action
5	Excellent	Maintain best practices and recognize performance
4	Good	Minor improvements and continuous monitoring
3	Average	Improvement plan required

2	Need to Improve	Corrective action with monitoring
1	Poor	Immediate intervention and escalation

13. ACTION TO BE TAKEN BASED ON FEEDBACK

13.1 Purpose

To ensure that feedback collected from stakeholders is translated into timely, measurable, and accountable actions, enabling continuous improvement in academics and facilities.

13.2 Action Mapping Based on Feedback Scores

Rating (1–5)	Interpretation	Action to be Taken
5	Excellent	Sustain best practices and recognize high-performing faculty/departments
4	Good	Implement minor improvements and continue periodic monitoring
3	Average	Develop and implement an improvement plan with regular review
2	Need to Improve	Initiate corrective measures with close monitoring and follow-up
1	Poor	Immediate intervention with detailed review and escalation to higher authority

13.3 Category-wise Action Framework

A. Academic Feedback (Teaching-Learning)

- Conduct Faculty Development Programs (FDPs)
- Introduce innovative teaching methods (ICT tools, flipped classroom)
- Peer review and mentoring for faculty
- Revision of course delivery methods
- Additional remedial/support classes

B. Laboratory & Practical Feedback

- Upgrade lab equipment and software
- Improve lab scheduling and accessibility
- Provide training for lab instructors
- Ensure availability of consumables

C. Infrastructure & Facility Feedback

- Classroom maintenance and smart classroom upgrades
- Wi-Fi improvement and bandwidth enhancement
- Library resource expansion (digital + physical)
- Maintenance of sanitation and drinking water facilities

D. Hostel & Mess Feedback

- Improve food quality and menu planning
- Strengthen hygiene and cleanliness monitoring
- Enhance security and safety measures
- Improve grievance handling for hostellers

E. Administrative & Support Services Feedback

- Streamline administrative processes
- Improve communication channels
- Digitization of services
- Reduce delays in service delivery

13.4 Responsibility Matrix for Action Implementation

Level	Responsible Authority	Role
Course Level	Faculty	Implement teaching improvements
Department Level	HOD	Monitor and execute corrective actions
Institutional Level	IQAC / Principal	Policy decisions and major improvements
Facilities	Admin / Maintenance	Infrastructure-related actions

13.5 Timeline for Action Implementation

- Minor Issues: Within **2–4 weeks**
- Moderate Issues: Within **1–2 months**
- Major Issues: Within **one semester**

13.6 Monitoring and Review

- Monthly review by **HOD / Committee**
- Semester review by **IQAC**
- Documentation through **Action Taken Reports (ATR)**
- Re-evaluation through next feedback cycle

13.7 Escalation Mechanism

If issues are not resolved:

- Level 1 → HOD
- Level 2 → IQAC
- Level 3 → Principal

14. ACTION TAKEN REPORT (ATR)

| Issue | Source | Action | Responsible | Timeline | Status | Evidence |

15. FEEDBACK CLOSURE LOOP

Feedback → Analysis → Action → Communication → Re-evaluation → Improvement

16. ROLES & RESPONSIBILITIES

Role	Responsibility
IQAC	Policy design & monitoring
HOD	Department actions
Faculty	Course improvement
Principal	Approval & oversight
Admin	Infrastructure upgrades

17. OBE INTEGRATION (NBA REQUIREMENT)

- Feedback mapped to:
 - Course Outcomes (CO)
 - Program Outcomes (PO)
 - Program Specific Outcomes (PSO)
- Used for:
 - Outcome attainment improvement
 - Curriculum revision
 - Continuous improvement cycle

18. STAKEHOLDER FEEDBACK FORMATS

A: STUDENT FEEDBACK FORM THEORY ON TEACHING

S.No	Parameter	Rating (1-5)
1	Preparation of the subject by teacher	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Communication skills and logical presentation	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	Encouragement for student questions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4	Use of practical examples for clarity	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5	Clarification of doubts	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6	Overall control of the class	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7	Providing extra subject-related information	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
8	Organization and time management	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
9	Use of teaching aids (PPTs, animations, etc.)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
10	Providing additional study materials/resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

B: STUDENT FEEDBACK FORM THEORY ON LABORATORY TEACHING

S.No	Parameter	Rating (1-5)
11	Guidance before performing experiments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12	Checking laboratory preparedness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
13	Availability of faculty during lab hours	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
14	Timely evaluation of record work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
15	Organization of experiments and clarity of expectations	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
16	Conducting viva-voce for experiments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
17	Support for students with learning challenges	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
18	Providing online resources / virtual labs	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

C. STUDENT / HOSTELLER FEEDBACK (FACILITIES)

S.No	Parameter	Rating (1-5)
1	Classrooms	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Laboratories	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	Library facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4	Wi-Fi connectivity	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5	Hostel cleanliness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6	Mess food quality	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
7	Water & sanitation	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
8	Safety & security	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Overall Satisfaction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Suggestions	

D. PARENT FEEDBACK FORM

S.No	Parameter	Rating (1-5)
1	Academic communication	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Discipline & safety	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	Hostel facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4	Career guidance support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

	Overall Satisfaction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Suggestions	

E. FACULTY FEEDBACK FORM

S.No	Parameter	Rating (1-5)
1	Curriculum relevance	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Teaching flexibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	Resource adequacy	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4	Administrative support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Overall Satisfaction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Suggestions	

F. ALUMNI FEEDBACK FORM

S.No	Parameter	Rating (1-5)
1	Curriculum relevance to job	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Skill preparedness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	Placement support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Overall Satisfaction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Suggestions	

G. EMPLOYER FEEDBACK FORM

S.No	Parameter	Rating (1-5)
1	Technical skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2	Communication skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3	Problem-solving ability	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4	Industry readiness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5	Professional ethics	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Overall Satisfaction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	Suggestions	

19. KPI METRICS

- Feedback response rate (>75%)
- Satisfaction score (>3.5)
- Issue resolution rate
- PO attainment improvement
- Hostel satisfaction index

20. GRIEVANCE REDRESSAL MECHANISM

Channels:

- Online portal
- Feedback forms
- Suggestion boxes
- Direct reporting

Process:

Complaint → Verification → Action → Resolution → Closure

Timeline:

- Minor: 2-3 days

- Moderate: 7 days
- Major: Escalation to Principal

21. DISCIPLINARY & NON-COMPLIANCE ACTION

- Delay in action → Report to Principal
- Repeated negligence → Administrative review
- Misuse of feedback system → Strict disciplinary action

22. CONFIDENTIALITY & ETHICS

- Anonymous feedback system
- Data used only for improvement
- No retaliation or bias
- Secure data handling

23. DISCIPLINARY & NON-COMPLIANCE ACTION

- Delay in implementation → Report to Principal
- Repeated negligence → Administrative review
- Misuse of feedback → Disciplinary action

24. CONFIDENTIALITY & ETHICS

- Anonymous feedback system
- No bias or retaliation
- Secure data handling
- Data used only for improvement

25. RISK & MITIGATION

Risk	Mitigation
Low response	Mandatory submission
Bias	Anonymous system
No action	ATR monitoring

26. BEST PRACTICES

- “Feedback-Based Quality Enhancement Initiatives”
- Dashboard-based analytics
- Transparent reporting
- Continuous monitoring

27. REVIEW & REVISION POLICY

- Semester review (academic)
- Annual review (institutional)
- Led by IQAC
- Approved by Academic Council

28. CONCLUSION

This SOP establishes a robust, stakeholder-driven feedback system ensuring continuous improvement in academic and facility management. It strengthens institutional quality, enhances student experience, and ensures compliance with national accreditation standards.