

# **FEEDBACK POLICY**

## 1. Purpose and Objectives

The Institution believes that feedback is an essential and integral part of the ongoing learning process. It serves as a mechanism to gather perceptions on learning experiences, outcomes, and overall satisfaction from various stakeholders. This process ensures continuous improvement in course delivery, program quality, departmental performance, and institutional effectiveness.

The objectives of this Feedback Policy are to:

- Evaluate and enhance the teaching-learning process through structured feedback.
- Review courses and programs for continuous improvement based on Outcome-Based Education (OBE) guidelines.
- Ensure timely collection, analysis, and action on feedback received from students, faculty, employers, alumni, and other stakeholders.
- Promote transparency, accountability, and motivation among faculty and staff through an organized feedback and response system.

Each department must implement this Feedback Policy effectively during every semester session, ensuring timely analysis, corrective actions, and proper record maintenance. The in-house tool **LOGICS** shall be employed for all feedback processes; however, manual methods may be used where necessary.

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## 2. Scope

This policy applies to all stakeholders of the Institution — including students, faculty, alumni, employers, parents, and visiting industry experts — and covers both formal (structured) and informal feedback mechanisms.

The Feedback System encompasses:

- Students' feedback on theory and practical courses.
- Course Exit Surveys and Program Exit Surveys.
- Student Satisfaction Surveys on teaching-learning and institutional facilities.
- Feedback from participants of enhancement programs (workshops, FDPs, training sessions, internships, etc.).
- Employer, Alumni, Parent, and Industry Guest Feedback.
- Employee Exit Feedback.
- Informal feedback mechanisms through discussions and suggestion boxes.

Feedback forms are available as annexures to this policy. Parameters may be modified or customized by the Feedback In-charge in consultation with the Course Coordinator, Head of Department, and Dean (Academics), depending on course/program relevance.

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## 3. Guidelines

### A. Formal Feedbacks

Feedbacks must be collected periodically as shown below:

Sl.No	Type of Feedback	Frequency	Mode
1	Students' Feedback on Theory Courses	Twice in Semester	Online
2	Students' Feedback on Practical Courses	Twice in Semester	Online
3	Course Exit Survey (Theory & Practical)	End of Semester	Online
4	Student Satisfaction Survey (Teaching-Learning / Facilities)	End of Semester	Online
5	Enhancement Programs, Workshops, Trainings, FDPs	End of Activity	Online
6	Program Exit Survey	End of Program	Online
7	Employer Feedback	Once a Year	Online
8	Alumni Feedback	During Alumni Meet	Online
9	Parent Feedback	Once a Semester	Manual
10	Industry Guest Feedback	During Visit/Meet	Manual
11	Employee Exit Feedback	At Separation	Manual

## B. Feedback Analysis and Actions

### Theory / Practical Feedback

- Conducted mid-semester and at semester end.
- Immediate analysis and departmental corrective actions.
- Results categorized as:
  - Excellent (90–100%)
  - Very Good (80–90%)
  - Good (70–80%)
  - Fair (60–70%)
  - Poor (<60%)

### Actions:

- *Excellent/Very Good*: Appreciation, recognition, and sharing of best practices.
- *Good/Fair*: Discussions, mentoring, and pedagogical improvement through FDPs.

- *Poor*: Faculty mentoring, FDP attendance mandate, and written warning with one-year monitoring.

Each Head of Department must document discussions, actions, and submit a summary to the Principal/IQAC/Dean (Academics).

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### **Course Exit Survey (CES)**

- Conducted at semester end for all theory and practical courses, focusing on Course Outcomes.
  - Departmental analysis, categorization, and faculty mentoring based on results.
  - Poor ratings result in structured mentoring, FDP recommendation, and follow-up action.
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### **Student Satisfaction Survey (SSS)**

- Conducted each semester; covers teaching-learning and institutional facilities.
  - Results analyzed and submitted to Principal/IQAC.
  - Institutional-level actions and reforms initiated through IQAC meetings.
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### **Enhancement Programs (Workshops, FDPs, Internships)**

- Feedback taken at activity closure.
  - Analysis used for continuous improvement and event planning.
  - Summary forwarded to Principal/IQAC for review.
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### **Program Exit Survey**

- Conducted at the end of the degree program.
  - Assesses Program Outcome attainment.
  - Findings used for program enrichment and BoS recommendations.
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### **Employer Feedback**

- Collected annually by Training & Placement Cell.
  - Includes alumni performance and curriculum suggestions.
  - Shared with HODs for syllabus improvement and BoS updates.
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### **Alumni & Parent Feedback**

- Collected during alumni meets and semester parent meetings.
  - Used to improve departmental functioning and student support systems.
  - Summaries submitted to Principal/IQAC.
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### **Industry/Guest Feedback**

- Recorded in Visitor's Register.
  - Noteworthy comments addressed promptly and escalated to Principal/IQAC if necessary.
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### **Employee Exit Feedback**

- Collected by the Administration Department at separation.
  - Analyzed for institutional and organizational improvement.
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### **C. Informal Feedbacks**

- HODs should engage regularly with students for informal teaching-learning feedback.
  - Random classroom visits and discussions encouraged.
  - Parents, faculty, and non-teaching staff opinions to be gathered informally for departmental improvement.
  - Suggestions received via departmental suggestion boxes to be formally reviewed by the Principal and HOD.
  - Suggestions must be documented, discussed, and acted upon with recorded minutes.
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### **4. Penalties / Non-Compliance**

1. Failure to collect, analyze, or act upon feedback within the stipulated schedule will be viewed seriously and reported to the Principal/IQAC.
2. Faculty receiving consistently poor feedback (<60%) will:
  - Receive a written warning from the Head of Department.
  - Be mandated to attend FDPs/pedagogical training relevant to their subject area.
  - Undergo performance monitoring for one academic year.
3. Continued non-improvement or repeated poor feedback may lead to disciplinary actions as per institutional service rules.
4. Departments failing to submit semester-wise feedback reports and action taken summaries to IQAC will be issued an institutional-level non-compliance notice.