



FEEDBACK POLICY, FORMS, ANALYSIS & CORRECTIVE ACTIONS

Internal Quality Assurance Cell (IQAC) — Document i.13

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"Feedback is the breakfast of champions. An institution that listens, grows. — Ken Blanchard"

7 Stakeholder Groups	3-Stage Process	8 Teaching Criteria	42 Students Surveyed	FFI Avg. 4.79/5
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ABSTRACT

This document presents the comprehensive Feedback Policy of Government Polytechnic, Rajampeta (IQAC Document i.13). It outlines the institutional mechanisms for systematic collection, analysis, and action-taking based on feedback obtained from seven key stakeholder groups — students, alumni, teaching and non-teaching staff, parents, employers, professional bodies, and guests. The policy operationalises a structured 3-stage feedback pipeline (Collection → Analysis → Action), employing both online (Google Forms) and offline methods. The Faculty Feedback Index (FFI), computed on an 8-criterion scale of 1–5, serves as the cornerstone evaluation metric for teaching quality. Session 2019-20 analysis reveals an institutional average FFI of 4.79, with all six faculty members of I Year and III–V Semester DCE/DME programmes earning appreciation. Student satisfaction data for facilities (n=42) reveals consistently positive perceptions across infrastructure, co-curricular activities, library, and student support services.

□ **TIP** — Use the FFI radar chart and bar graphs in this report as ready evidence during NBA/NAAC accreditation visits.

1. INTRODUCTION

Feedback is corrective information or statements of opinion about an action, event, or process. It plays an indispensable role in improving the academic and work culture of any educational institution. A properly planned feedback system drives the improvement of services provided by the institution based on the level of satisfaction of its stakeholders.

The Feedback Mechanism is essential to know whether the institute is delivering good performance and imparting quality education. Hence, the IQAC of Government Polytechnic, Rajampeta has instituted a policy to make feedback forms available for different stakeholder groups and to analyse the performance on various academic and administrative dimensions.

i About this Policy — Feedback at Govt. Polytechnic Rajampeta is governed by IQAC and collected through both online (Google Forms) and offline methods, ensuring transparency and ease of participation.

1.1 Institutional Vision & Mission

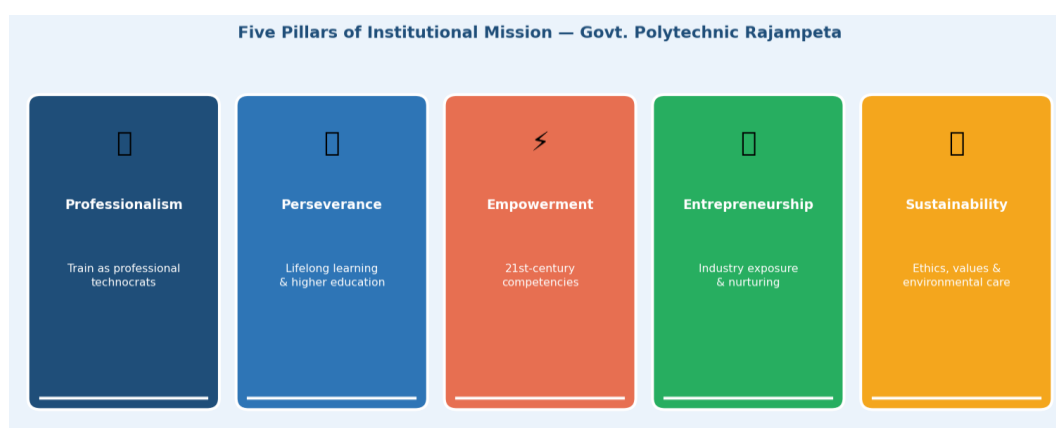


Figure 1 — Five Pillars of the Institutional Mission

"Technical education is the bridge between knowledge and skill, empowering learners to turn ideas into innovation and progress into prosperity."

2. PURPOSE AND SCOPE

The feedback policy at Government Polytechnic, Rajampeta serves the following purposes:

- To maintain consciousness of the desires and forecasts of students and all stakeholders of the institute.
- To provide space for continuous enhancement of all products, services, facilities, and procedures.
- To audit and enhance student learning experiences through timely collection, analysis, and reporting of feedback concerning teaching, learning, and assessment.
- To provide students and stakeholders with the scope to actively participate in the continual improvement of programmes of study.

□ **TIP** — Ensure feedback forms are made available to stakeholders at the right time — end-of-semester for students, and annually for alumni, staff, and parents — for maximum response quality.

3. RESPONSIBILITIES

The Internal Quality Assurance Cell (IQAC) has developed and nurtured the Feedback Mechanism and its analysis structure. The IQAC Convener and faculty members from different departments are jointly responsible for the collection, analysis, and reporting of student and stakeholder feedback relating to academic and other allied programmes.

Responsible Body	Key Responsibility
IQAC Convener	Design and maintain feedback forms; coordinate collection process; analyse results; prepare reports; present findings to Principal and Governing Body.
Department HoDs	Ensure all faculty are covered in teacher feedback; take corrective actions based on FFI scores; submit action-taken reports.
Class Coordinators	Distribute feedback links (Google Forms) to students; ensure adequate response rates; collect offline forms where needed.
Principal	Review feedback summaries; issue appreciation letters (FFI $\geq$ 4.0); initiate counselling/training for low FFI scores; report to Governing Body.
Governing Body	Receive annual feedback summary; approve policy changes; provide resources for quality improvement.

4. STAKEHOLDERS

Stakeholders are any person(s) or organisation associated with the institute. They are the primary beneficiaries and contributors to the feedback ecosystem.

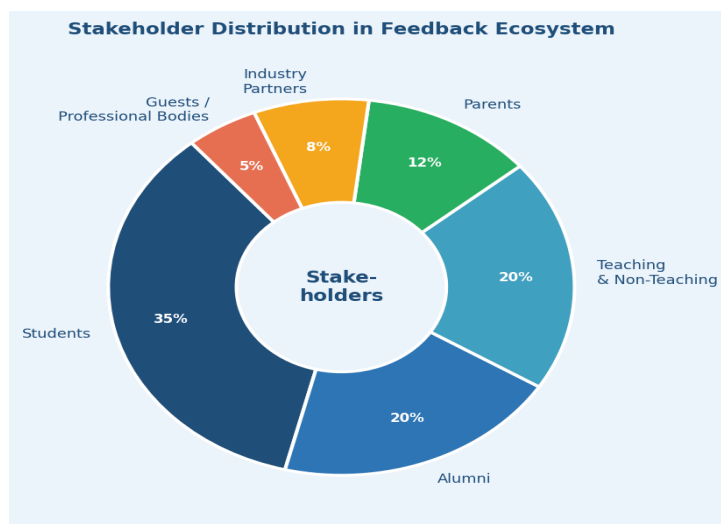


Figure 2 — Stakeholder Distribution in the Feedback Ecosystem

No.	Stakeholder	Feedback Type & Frequency
1	Students	Course feedback, Teacher evaluation, Facilities survey, Programme Exit Survey — End of Semester
2	Alumni	Programme relevance, PEO/PO attainment, career outcomes — Annually
3	Teaching & Non-Teaching Staff	Institutional processes, administrative efficiency, work environment — Annually
4	Parents	Infrastructure, academic discipline, counselling, student progress — Annually
5	Employers	Graduate competence, industry-readiness — One month after student joining
6	Professional Bodies	Curriculum relevance, technical exposure — As invited
7	Guests (Technical/Non-Technical)	Event quality, academic environment — Post-event

5. FEEDBACK PROCESS & MECHANISM

The IQAC prepares structured Feedback Forms for respective stakeholders. Feedback is collected through both online (Google Forms) and offline (physical documents) methods. Filled forms are analysed by the IQAC.

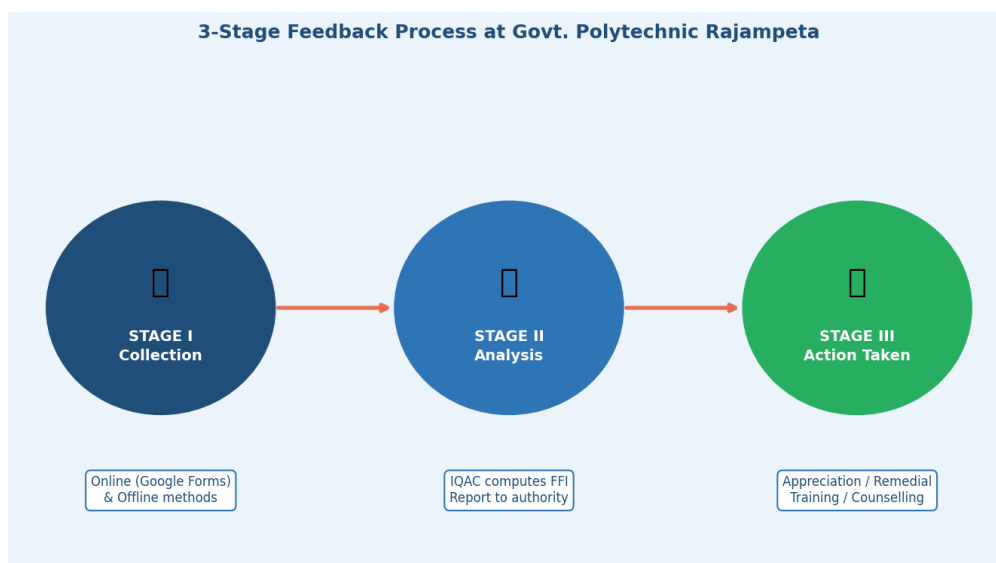


Figure 3 — 3-Stage Feedback Process at Govt. Polytechnic, Rajampeta

5.1 Feedback Collection Schedule

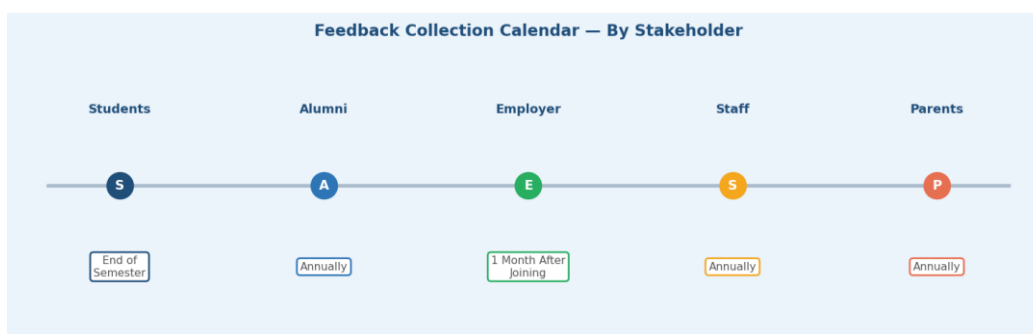


Figure 4 — Feedback Collection Calendar by Stakeholder

5.2 Three Stages in Detail

Stage I — Collection of Feedback

The feedback process is initiated online through the IQAC of Government Polytechnic, Rajampeta. Links to the respective feedback forms (Google Forms) are shared with concerned stakeholders. Offline forms are also distributed for those without internet access. The average response rate among students is approximately 60%.

Online Collection — Google Forms links are shared by Class Coordinators to students. For alumni and employers, links are shared via email and WhatsApp.

Stage II — Analysis of Feedback

Detailed analysis is carried out after feedback collection. The Faculty Feedback Index (FFI) is computed as the weighted average of 8 teaching performance criteria, each rated on a scale of 1 to 5. The compiled summary is forwarded to the competent authority.

FFI Calculation Formula:

FFI = Weighted Average of 8 Criteria Scores (Scale: 1 = Poor / 2 = Average / 3 = Good / 4 = Very Good / 5 = Excellent)

□ **TIP** — An FFI score of 4.0 or above earns an Appreciation Letter from the Principal. Scores below 3.0 trigger corrective actions.

Stage III — Action Taken

Based on the FFI and feedback analysis, an Action Taken Report (ATR) is generated. Necessary remedial measures are taken on a timely basis. Actions range from appreciation letters for high performers to counselling, domain-specific training, and pedagogical workshops for those needing improvement.

FFI Score Range	Classification	Action Taken
FFI ≥ 4.0	Excellent / Very Good	Letter of Appreciation from Principal
3.0 ≤ FFI < 4.0	Satisfactory	Letter for improvement; HoD/Principal interaction
FFI < 3.0	Below Expectation	Counselling, Pedagogical training, Domain workshops; continuous monitoring

✓ No faculty member at Govt. Polytechnic, Rajampeta recorded an FFI below 3.0 in Session 2019-20. All faculty received appreciation letters.

6. FEEDBACK ANALYSIS — SESSION 2019-20

6.1 Faculty Feedback Index (FFI) — Overview

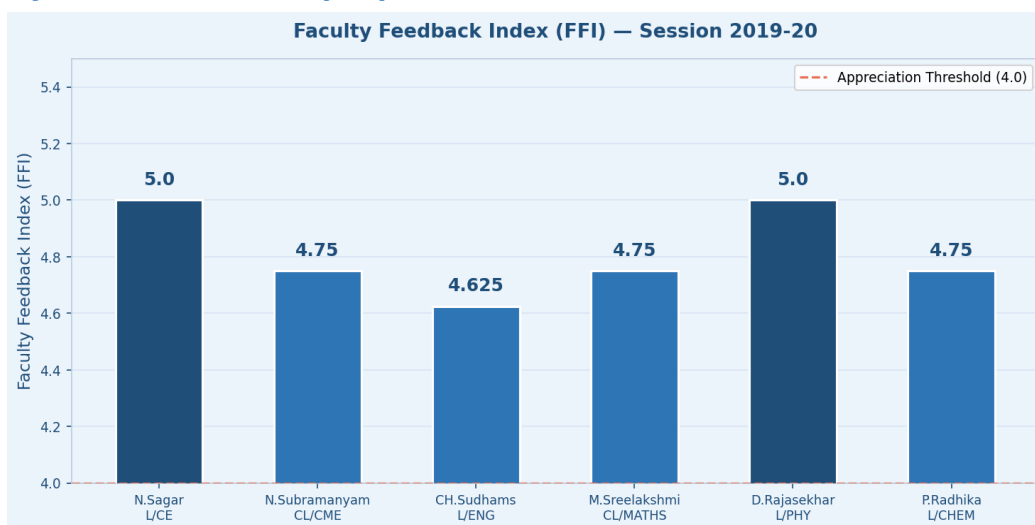


Figure 5 — Faculty Feedback Index (FFI) for I Year DCE — Session 2019-20

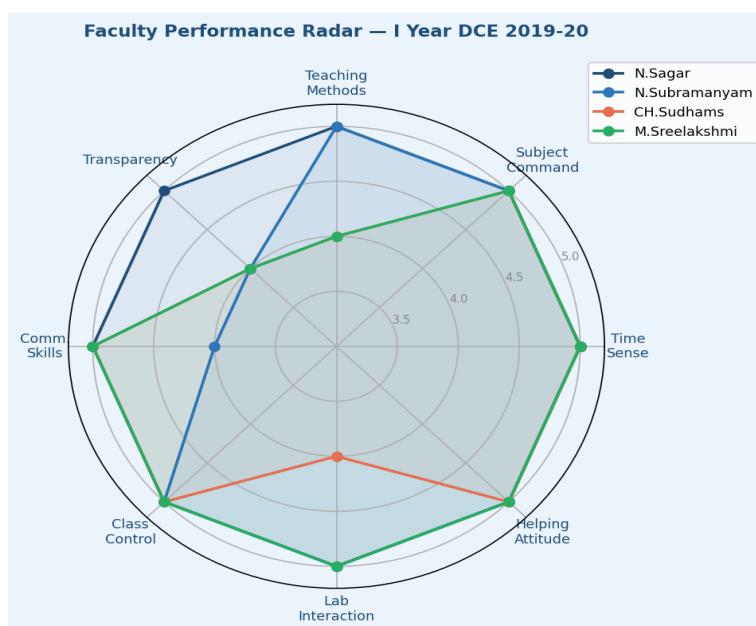


Figure 6 — Performance Radar across 8 Teaching Criteria (I Year DCE Faculty)

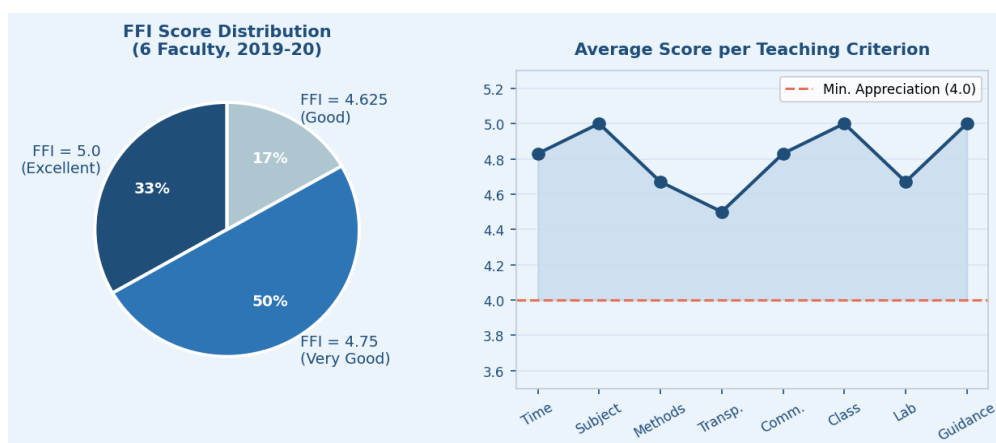


Figure 7 — FFI Distribution and Average Scores per Criterion

6.2 FFI Summary Table — Session July 2019 to March 2020

The following table presents the Faculty Feedback Index across 8 performance criteria for all faculty members of I Year Diploma in Civil Engineering:

Criteria	N.Sagar L/CE	N.Subramanyam CL/CME	CH.Sudhams L/ENG	M.Sreelakshmi CL/MATHS	D.Rajasekhar L/PHY	P.Radhika L/CHEM
A. Time Sense	5	5	5	5	5	4
B. Subject Command	5	5	5	5	5	5
C. Teaching Methods	5	5	4	4	5	5
D. Transparency & Evaluation	5	4	4	4	5	5
E. Communication Skills	5	4	5	5	5	5
F. Class Control	5	5	5	5	5	5
G. Laboratory Interaction	5	5	4	5	5	4
H. Helping Attitude	5	5	5	5	5	5
Faculty Feedback Index (FFI)	5.0	4.75	4.625	4.75	5.0	4.75

6.3 Faculty Feedback Remarks

S.No	Name & Designation	FFI Score	Remarks
1	N. Sagar, L/CE	5.0	Deserves Appreciation
2	N. Subramanyam, CL/CME	4.75	Deserves Appreciation
3	CH. Sudhams, L/ENG	4.625	Deserves Appreciation
4	M. Sreelakshmi, CL/MATHS	4.75	Deserves Appreciation
5	D. Rajasekhar, L/PHY	5.0	Deserves Appreciation
6	P. Radhika, L/CHEM	4.75	Deserves Appreciation

7. STUDENT FEEDBACK ON FACILITIES — AY 2019-20

Student feedback on facilities was collected from 42 students across the session June 2019 – March 2020. Responses were rated on a 4-point scale: Excellent (4), Good (3), Fair (2), Poor (1). No student rated any parameter as Fair or Poor — a testament to the quality of infrastructure and services.

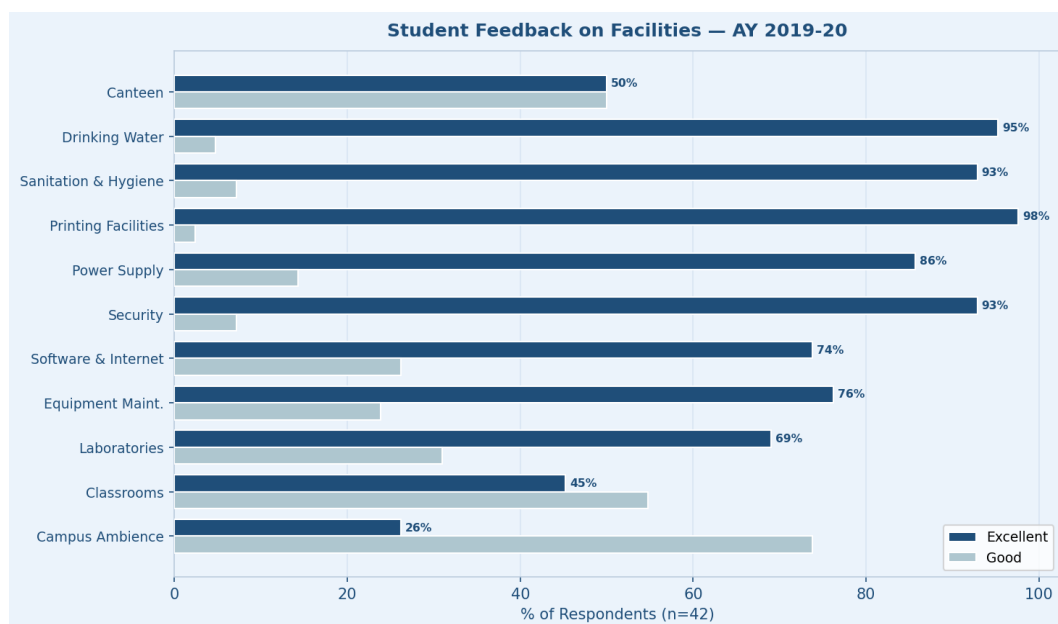


Figure 8 — Student Feedback on Facilities (n=42) — AY 2019-20

✓ 100% of students rated all facility parameters as either 'Excellent' or 'Good'. No 'Fair' or 'Poor' responses were recorded across any infrastructure parameter.

7.1 Infrastructure & Facilities Highlights

Parameter	Excellent (n)	Good (n)	% Satisfied
Printing / Stationery Facilities	41	1	100%
Security & Safety Measures	39	3	100%
Hygiene & Sanitation	39	3	100%
Clean Drinking Water	40	2	100%
Power Supply	36	6	100%
Well-Equipped Laboratories	29	13	100%
Campus Ambience	11	31	100%
Canteen Facilities	21	21	100%

7.2 Grievance Cell & Library — 100% Positive Response

All 42 students affirmed the functionality of all key institutional cells and library services:

- Suggestion/Complaint Box: Available and accessible — 42/42 (Yes)
- Responsive attitude towards grievances — 42/42 (Yes)
- Bias-free redressal of problems — 42/42 (Yes)
- Functioning of Training & Placement Cell — 42/42 (Yes)

- ICC and Anti-discrimination Cell — 42/42 (Yes)
- Library: All 8 parameters rated Yes by all 42 students

8. OVERVIEW OF FEEDBACK FORMS

8.1 Parents Feedback Form

The Parents Feedback Form covers 20 parameters across three categories — Basic Aspects (Campus ambience, infrastructure, hostel, safety), Curricular Aspects (curriculum design, counselling, examination system, placements), and Other Aspects (co-curricular activities, industrial exposure, personality development). A 5-point scale (Excellent to Poor) is used.

TIP — Collecting parent feedback annually during Parent-Teacher Meetings ensures high response rates and richer qualitative inputs.

8.2 Student Feedback on Facilities

This form covers 46 parameters across 7 sections: Infrastructure & Other Facilities (16 items), Co-Curricular & Extra-Curricular Activities (6 items), Functioning of Grievance & other Cells (5 items), Library (8 items), Hostel & Mess (7 items), and Support & Availability of Staff (4 items). It uses a 5-point scale (Excellent to Poor).

8.3 Student Feedback on Curriculum

This 12-item form assesses students' satisfaction with the curriculum design, theory-practical balance, industry alignment, practical hands-on experience, laboratory effectiveness, incorporation of technology trends, self-learning encouragement, problem-solving, and availability of recommended books.

8.4 Teacher Evaluation Feedback

The Teacher Evaluation Form assesses 8 criteria: Time Sense, Subject Command, Teaching Methods/Teaching Aids, Transparency & Impartial Evaluation, Communication Skills, Class Control, Laboratory Interaction, and Helping Attitude & Guidance. Each criterion is rated 1–5.

8.5 Programme Exit Survey

The Programme Exit Survey captures graduating students' feedback on the Vision & Mission of the institute and department, all 7 Programme Outcomes (POs), 5 Programme Educational Objectives (PEOs), and 3 Programme Specific Outcomes (PSOs). This provides critical data for OBE compliance and NBA accreditation.

8.6 Stakeholder Vision & Mission Feedback

This form enables all stakeholder categories (students, alumni, faculty, industry, NGOs, parents) to rate the current Vision and Mission of the Institute and department, and suggest modifications before the statements are reviewed by the Academic Committee and Governing Body.

9. BEST PRACTICES & QUALITY TIPS

□ **Timing** — Schedule feedback collection mid-semester and end-of-semester to capture both formative and summative perceptions.

□ **Analysis** — Cross-tabulate student feedback with pass percentages and CO attainment levels for richer insights.

□ **Transparency** — Share anonymised FFI trends with faculty in staff meetings — transparency builds trust in the process.

□ **OBE Integration** — Use the Programme Exit Survey data directly for CO-PO indirect attainment computation.

□ **Documentation** — Maintain a running action log for each feedback cycle — this becomes your Quality Improvement Record for NBA.

NBA Accreditation Note — NBA Criterion 8 (Continuous Improvement) directly requires evidence of feedback collection, analysis, and corrective actions. This document, along with the FFI charts, provides ready evidence.

"The goal of education is not to increase the amount of knowledge, but to create the possibilities for a child to invent and discover." — Jean Piaget

10. SUMMARY

10.1 Key Findings

#	Finding	Implication
1	All 6 faculty members of I Year, III Sem, IV Sem & V Sem DCE/DME achieved FFI ≥ 4.625	High teaching quality; all eligible for appreciation awards
2	N. Sagar (L/CE) and D. Rajasekhar (L/PHY) achieved perfect FFI of 5.0	Benchmark performers; can serve as pedagogical mentors
3	42/42 students rated all facility parameters Excellent or Good	Zero dissatisfaction in infrastructure and services
4	All library, grievance, and cell functions rated 100% Yes by students	Strong institutional support systems
5	Average student participation in feedback $\approx 60\%$	Reasonable; target is 80%+ with active mobilisation
6	No faculty member recorded FFI < 3.0	No punitive actions were required in AY 2019-20

11. CONCLUSION

The Feedback Policy of Government Polytechnic, Rajampeta represents a mature, transparent, and multi-dimensional quality assurance mechanism. The three-stage process (Collection → Analysis → Action) ensures that stakeholder voices translate into measurable institutional improvements. The Faculty Feedback Index (FFI) system provides an objective, criterion-based evaluation of teaching quality, while the facilities and curriculum feedback loops provide a 360-degree view of student experience.

The results of Session 2019-20 are highly encouraging — with a perfect 100% satisfaction rate in facilities, a zero dissatisfaction rate in grievance mechanisms and library services, and every faculty member earning appreciation. Going forward, enhancing student participation rate from ~60% to 80%+ and integrating Programme Exit Survey data with the CO-PO attainment framework will further strengthen the institution's OBE and accreditation readiness.

✓ All feedback loops at Govt. Polytechnic Rajampeta are functioning effectively. The IQAC recommends continued annual policy review and adoption of advanced analytics tools for deeper trend analysis.

"Quality is not an act, it is a habit." — Aristotle

IQAC CONVENER	HEAD OF DEPT.	PRINCIPAL
Name: _____ Date: _____	Name: _____ Date: _____	Name: _____ Date: _____

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