FEEDBACK POLICY

CMR TECHNICAL CAMPUS

(UGC - Autonomous)

Approved by AICTE, Permanently Affiliated to JNTUH, Accredited by NBA and NAAC with A Grade
Kandlakoya(V), Medchal District, Hyderabad-501 401, Telangana State

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1. INTRODUCTION

The responsibility of any educational institution lies in effectively translating its vision and mission into measurable strengths and opportunities. The collective efforts of all stakeholders play a crucial role in overcoming any weaknesses that may arise during this journey. Society members are empowered to tackle global challenges through academic, technical, psychological, cultural, traditional, and professional excellence. They recognize the importance of appropriate education, training, research, and development in fulfilling aspirations, acting as guiding lights to enlighten future generations and raise awareness among the wider global community.

A structured feedback system involving academic partners and stakeholders has been established at the institute to ensure excellence in Technical Pedagogy, particularly in the domains of Teaching-Learning Process (TLP), R&D outreach Technical Consultancy Services and Facility. All stakeholders actively contribute to the evaluation process to enhance the TLP and support the development of context-specific processes, designs, systems, components, tools, models, and prototypes to address global challenges across diverse fields.

This ongoing engagement allows partnering entities and stakeholders to understand the institute's commitment to rigorous and focused evaluation of their products and services, leading to success amid global competition. Stakeholders are classified into two categories: internal—such as staff, students, and governance bodies—and external—including parents, alumni, employers, industry experts, professional organizations, rating and accreditation bodies such as NAAC, NBA, UGC, AICTE, JNTUH Hyderabad, and other R&D institutions and resource persons.

Internal Stakeholder

- *Management* – coordinates activities/programmes at various levels in order to translate its vision, mission, objectives, strategies, goals, targets and outcomes, time to time.

- *Faculty* – serve as feedback mechanisms of various electronic/physical channels to translate vision, mission, objectives, strategies, goals, targets and outcomes of the department/programme, time to time.

- *Students* – enable timely feedback on various activities/programmes that help translate goals as career opportunities and capacity building.

External Stakeholders

- *Parents* – key players, who provide constructive suggestions for smooth functioning and betterment of the institution and their ward.

- *Alumni* – brand ambassadors, who convey the quality of TLP & professional success required to meet the global challenges.

- *Professional Bodies* – IEEE, ISTE, IETE, ACE, SAE, ACT, CSI, etc. – support our products/ services for professional/career/academic excellence and advancement in the appropriate arena.

- *Industry Representatives* – Infosys, TCS, Virtusa, Accenture, IBM, Capgemini, Amazon, Tech Mahindra, EPAM, DBS, Mentor Graphics SAP, and various other MNCs under different MOUs help to imbibe necessary skill set and partner in R&D Labs, Manufacturing/Fabrications, Innovations, Incubation, Start-ups, IPR Issues, IIIE, POCEs, Cells, Units through trainings, industrial visits, internships and industrial projects.

- *Experts/Resource-Persons/Visiting-Faculty from Renowned Institutions* – IIT, IISc, TIER-I Institutions, Foreign Universities, Professional Associations, Accrediting Agencies, SRAs, Government, R&D, Society, Administrators, and Industry– enable maintain quality education through various products/ services/operations/activities/programmes,

- *Employer* – Plays pivotal role as end-users of services of our graduates and plug skill-gaps, if any between academia and industry expectations.

➢ *Accreditation Authorities* – ensure quality of both Graduate/Institute and provide evaluated and meritorious mandates on Graduate Attributes, time to time.

This process of involving various stakeholders emphasizes on the needs of students in general and industry in particular with quality assurance in our graduate studies/programmes, staff, academic-administration, R&D and professional consultancy services along with our global partners. The distribution, collection, analysis and presentation of structured feedback duly filled in by our stakeholders both online and offline enables remedial measures. The feedback template and report of the remedial measures are made available in the website for further review by all our stakeholders.

The stakeholders' feedback at institute/department level is obtained in the following processes:

a. Formulation of vision, mission, objectives, strategies, goals and policies to maintain quality.

b. Approval of PEOs/POs/PSOs/COs of various programmes offered.

c. Identify & address curriculum gaps if any and strive for continual improvement.

d. Participation in various internal/external Academic & Administrative Committees such as Governing Body, Academic Council, IQAC, IIE, student committees, Alumni Association meetings, DAC and PAC.

e. Involvement in orientation and admissions processes through student awareness camps/workshops, structure induction programs and inter/intra-departmental meetings.

Objective of feedback

The process aims at continuous improvement of academic-administrative-caliber, capacity building of stakeholders and provide for overall betterment of the institute. The following are the measures initiated in vital areas to address the immediate needs of global society:

➢ **Feedback in Teaching Learning Process & Modern Pedagogy:** To synergize the potential at different stages of academic/professional/R&D training programmes and to acquaint staff with the necessary caliber, strength and identify their weak areas, if any, for their professional and career and advancement. This is a panacea for staff member to improve overall performance without causing any detriments to their careers.

➢ **Feedback in Student Assessment Process:** To understand the very purpose of programme academic requirements and choice of potential courses suitable to reach individual goals and objectives in addition to accomplishment of graduate attributes at the end of each programme(s) under study. However, there will be Course Advisors, Course Coordinators, Class In-charges, Faculty/Industry/Career Mentors in addition to Director/Principal/HOD/Programme-Coordinators/ Deans/Senior-Faculty-Members to feed necessary inputs for overall performance of graduates.

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2. FEEDBACK COMMITTEE

Table No. 1: Stake holders involved in Feedback

Committee / Activities	Management	Faculty	Student	Parent	Employer / Industrialist	Alumni
Governing Body Meeting	✓	✓			✓	
Academic Council Meeting	✓	✓			✓	
IQAC	✓	✓	✓	✓	✓	✓
Department Advisory Committee (DAC) Meeting		✓	✓			
Programme Assessment Committee (PAC)Meeting		✓	✓			
IIPC/IPR etc.	✓	✓			✓	✓
SDP, Workshops, Webinars Technical Contests, Seminars, Conferences, Symposiums		✓	✓		✓	✓
CRT, Graduation Day, Other special occasions observed, Industry Connect, Placement Drives, Faculty Meets	✓	✓	✓	✓	✓	✓
Class Committee Meetings		✓	✓			
Parent Teacher Meeting		✓	✓	✓		
Alumni meet / Alumni Lecture series	✓	✓		✓	✓	✓
Professional Lectures		✓	✓		✓	✓

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3. FEEDBACK MECHANISM

Feedback is obtained periodically from various stakeholders to enhance the academic/ professional/ technical areas and motivate both students and staff to improve their performance. The feedback is used by the Department Heads, Principal, Director and if necessary, by top management to initiate remedial measures. Further, the Feedback from various sources would significantly contribute to improve performance of academic activities and effectiveness of TLP with ICT/ Modern-pedagogical techniques for the advancement of student's professional career.

Feedback collection and Analysis process
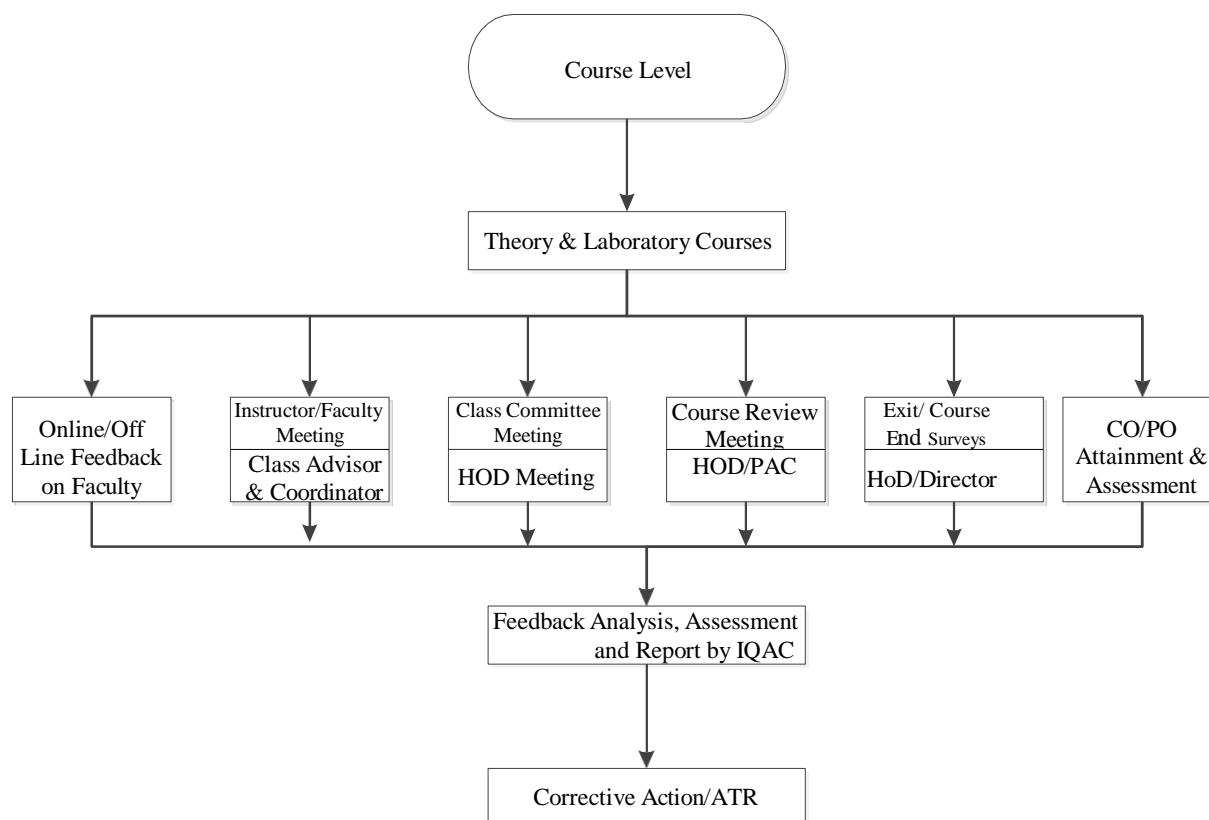
Feedback-Flow-Chart is as illustrated below

Figure 1. Feedback-Flow-Chart

The detailed step by step process of feedback at CMRTC is illustrated below:

Feedback on Curriculum

Feedback on Teaching and Learning Process: Feedback from students is obtained periodically by the Heads of the Department in the course review meetings, instructor/faculty/mentor/advisor meetings, class committee meetings, end semester meetings, curricular-meets, exit survey, and alumni survey. Students evaluate the quality of TLP based on the specified criteria. The feedback is then analyzed and used for major academic decisions such as need based specialist programmes, QIP, Refresher Courses, Orientation Courses, TTPs/SDPs, crash-courses and sabbaticals in addition to special academic assistance by senior faculty/resource person from the department/industry/premier institute of national and international repute to carryout improvements suggested. The feedback obtained from students is as follows:

Feedback Mechanism for Teaching-Learning Process

Table 2. Frequency of feedback collection

S. No.	Feedback Mechanism	Frequency of feedback collected	Composition
1	Instructor/Mentor/ Faculty meeting	Once in a Forth Night	15 to 20 students
2	Class Committee Meeting	Monthly once during instruction period in addition to beginner/ end meets	Student representative from: • Day Scholar • Hostler • Slow Learners • Average Learners • Advanced Learners • Faculty Members/Coordinator • Senior Faculty Members/Mentors • Programme Coordinator • Head of the Department
3	Course Review meeting	Twice in a semester (Before each Internal Assessment & Final)	Head of the Department with all faculty members of the programme
4	End semester review meeting	Once in a semester (One week before the end of the Semester)	The Director, Principal, Deans, & Head of the Department
5	Course end survey	Once in a semester	All students at the end of semester & reviewed by HOD/PAC after declaration of results

Students' feedback on faculty

Structured feedback form is designed with parameters, metrics, levels and scales both at the institute and department level for all the programs to enhance TLP/Pedagogy, student interactions, curricular doubts, industry practices, state of the art technology, use of ICT, communication, evaluation, subject knowledge, punctuality, real-life examples, inter/multi-disciplinary nature of the subject, stated PEOs, POs, PSOs, COs, ILOs, evaluation, pattern of examination of CIE/SEE, course attainment/ assessment, etc. The students fill their online feedback to the best of their knowledge with utmost faith and honesty through a highly secure private login.

The responses are Summarized technically by Dean IQAC and the results are handed over first to HOD. The HOD conducts several meetings with faculty, mentors, course coordinators, class in-charges, subject experts, senior faculty members, prepares the final report and submits to the Director/Principal for further decision making on faculty members' performance. The IQAC Chairman conducts a final meeting along with IQAC, HODs, Deans, and other senior faculty members for future course of action, remedies, and decisions, send a report to GB and Academic Council if needed. The data will be analyzed on the suitable scale as deemed to be fit for assessment and for attainment of CO/PO/PSO for all courses offered in the programme under consideration.

Outcomes of Corrective Measures

Table 3. Feedback Analysis &Corrective Measures taken

Feed back				Corrective Measures	Beneficiaries	Outcome
Type	Collectedby	Given by	Mode			
Direct & Indirect Interactive	Instructor Faculty Class Advisor Coordinator Mentor PAC HoD Director Management	Student Course Mentor Subject Experts DAC PAC Industry T&P CRT Parents Alumni Resource Persons Visiting Professors	Instructor - student Meet (1:1) Mentor Meet (1:20) Class Committee Meet End semester Meeting Course end meeting Parent-Teacher Meeting Alumni Meeting Value added programs Placement Training MoU	Advanced learner programs Remedial class for slow learners Training Programs Counseling Scholarship	Student	• Semester End Examination Ranks • Infrastructure facilities • Higher Education opportunities • Employability skill acquisition • EDC/Startups • Innovation • Incubation • Project • IPR • Prototypes/ Models • Yoga/Meditation • Personality Development
				SDPs/TTPs Workshop Seminars Contests	Faculty	• Faculty Empowerment
				Academic Administrative Audit	Department	• Program Development
				Management Review	Institution	• Vision-Mission attainment • Infrastructure • Ranking • Quality Improvement
				Extension & Out Reach Activities	Society	• CSR and GPAC • Community development Programs

Feedback on facilities

The institution provides sustainable and state of the art infrastructure. Assessment of these facilities is based on the structure online/offline feedback from various stakeholders along with descriptive 'suggestion-box' to hear-on for constructive suggestions and 'noble thoughts come from all the sides.'

A grievance redressal committee is in place for staff & students, boys & girls in addition to Women Protection and Sexual Harassment Cell. They collect information, time to time, and forward the same directly to the Director-CMRTC.

The alumni-network is fairly strong, active and plays a creative role. The Institute collects feedback from available alumni periodically/occasionally through offline and online surveys. Alumni-events are scheduled twice in a year in addition to inviting them on various occasions such as orientation day

graduation day and annual day for obtaining suggestions. It is quite surprising and fortunate to any

institution to observe their graduates on interview/selection/HR boards offer placements to the young

talents. Hence, alumni feedback is quite precious to strengthen placement prodigy both by way of value and volume on global arena.

Exit-survey cum feedback is collected from graduate student either in graduate ceremony or directly by faculty-mentors during the time of collection of certificates by them.

Parent Teacher Meetings provide an occasion to collect most valuable feedback from parents after interaction with faculty on their wards' performance. The meeting enables both the mentor and the parent to assess the potentialities of student in several aspects. The mentor can suggest suitable course based on the students' key strengths, caliber and capacity towards career growth and development. It is more psychological/behavioral process rather documentation process and sometimes helps the faculty mentor to understand about the student capabilities and assess his potentiality in employment and education aspects. As the same faculty mentor continues to be a mentor till student graduates, this type of assessment is possible.

All the surveys are helpful to the administrators to visualize their vision, change suitably their mission, strategies, targets and the ambition of stakeholders for sustainable development of both department and institution all leading to higher education and career advancement of young aspirants.

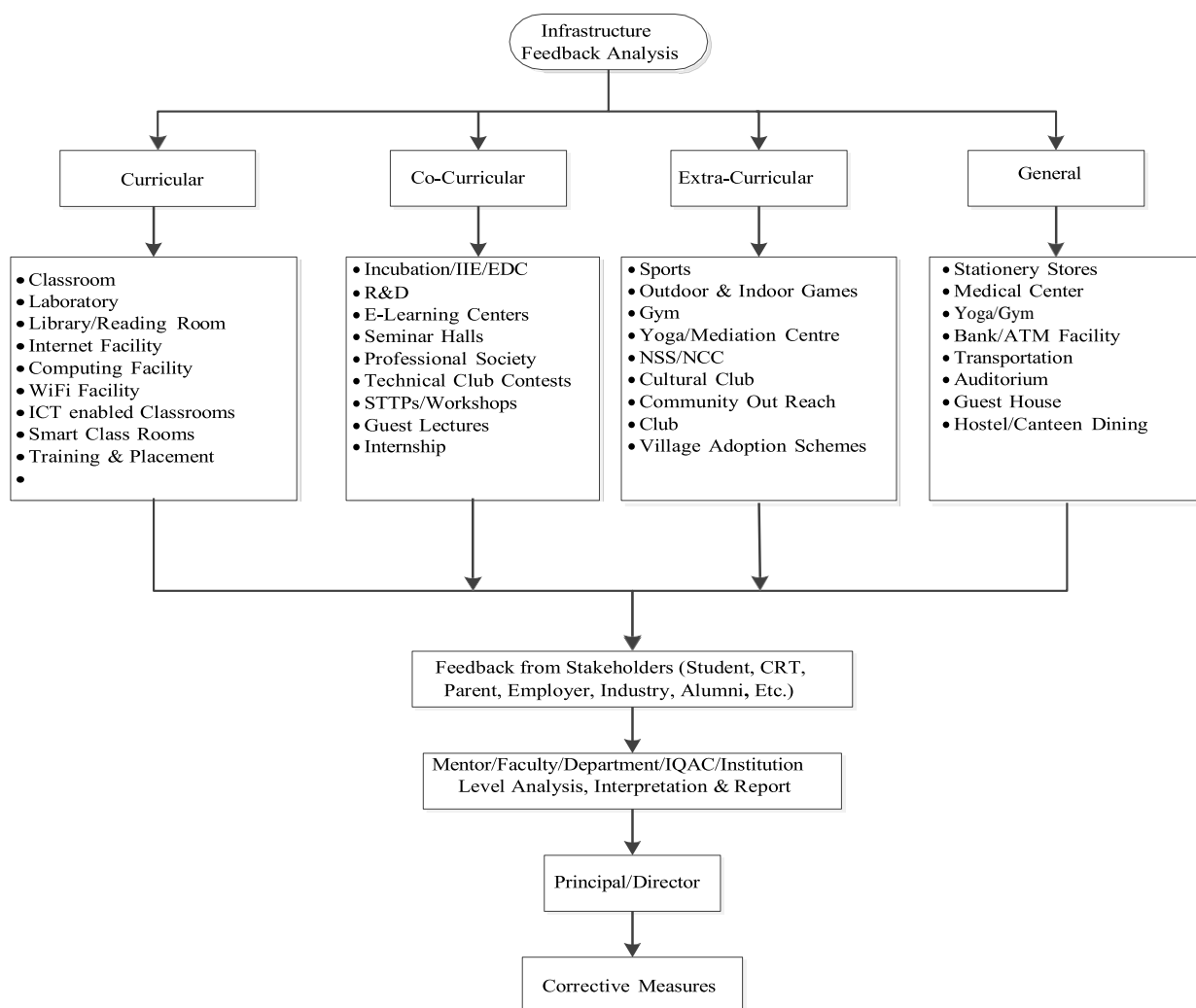The following process to illustrate the feedback mechanism and its outcomes.

Figure 2 Process Feedback collection on Infrastructure Facilities Available

Outcomes and corrective action

Suggestions of stakeholders are considered selectively to further strengthen the infrastructure keeping in view the valuable experiences of our stakeholders. However, continuous infrastructure development is the policy of the institution by adopting state of the art practices, time to time. The Institute also caters to the academic needs of staff and students through utilization of labs/facilities to work for projects/proposals from AICTE/DST/SERB/Private & Government Research Foundations for external private funding through enhanced R&D, professional technical consultancy services, incubations, innovations and startups.

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4. CONSOLIDATION AND CORRECTIVE ACTION TAKEN

Action Taken Report and Impact Analysis on TLP (Based on student/faculty feedback):

➢ Faculty/Instructor/Mentor Meeting, Placement/Admission Orientation/Induction.

➢ Annual/Career/Graduation Day programmes were held to get the awareness regarding career growth opportunities in global spheres both by way of higher education/employment and entrepreneurship/R&D opportunities.

➢ In class committee meeting, remedial/additional/tutorial/special classes were provided to students on analytical/typical/critical engineering/sciences papers for better performance.

➢ In course/syllabus/general review, special classes in theory and lab sessions were arranged for the completion of the syllabus before the internal assessment in light of competitive examinations, career opportunities with real life industry examples and latest R&D followed by the state- of- the-art practices and contemporary industry experiences.

➢ In end semester review, orientations regarding the SEE preparation and additional revision of classes for the slow-pace-learners/weak-performers to makeup themselves and face examinations towards sustainable growth and performance to withstand in competitive society with respectable scores to make them eligible for all government/private competitive examinations. The main focus is in success of the student in the course with respectable grade if not record-break-score.

➢ In course end survey, the use of ICT/Modern Pedagogy like NPTEL, Virtual Labs/Industry/ Lab View/Software suggested by NITTTR/Industrial Visits/, Guest Lectures by Industry/Professional Experts etc., has been adopted as a supplementary tool for capacity building/empowerment for higher order technical competencies to tap career opportunities.

Basis of reward / corrective / remedial measures for feedback on faculty by students

Faculty members' graded above 90% will be rewarded with certificate of appreciation and a token of recognition for each course. If grade falls below 90%, the faculty will be counseled individually by the HOD/Principal and will be advised to take assistance from senior faculty members in the department or attend any refresher/orientation/certificate course to adopt better methods to strengthen quality of TLP in addition to sitting in senior faculty classes and watch video of faculty members of the premier/reputed institutions in relevant areas and interact with peer-group and even students and alumni on their own to identify their weak-areas and overcome them. There are no negative incentives such as stop increment/promotion. However, a special chance will be given to retire from that subject for one semester for thorough preparation and better performance. It is an iterative process open to staff members to improve their performance.

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5. FEEDBACK FLOW CHART
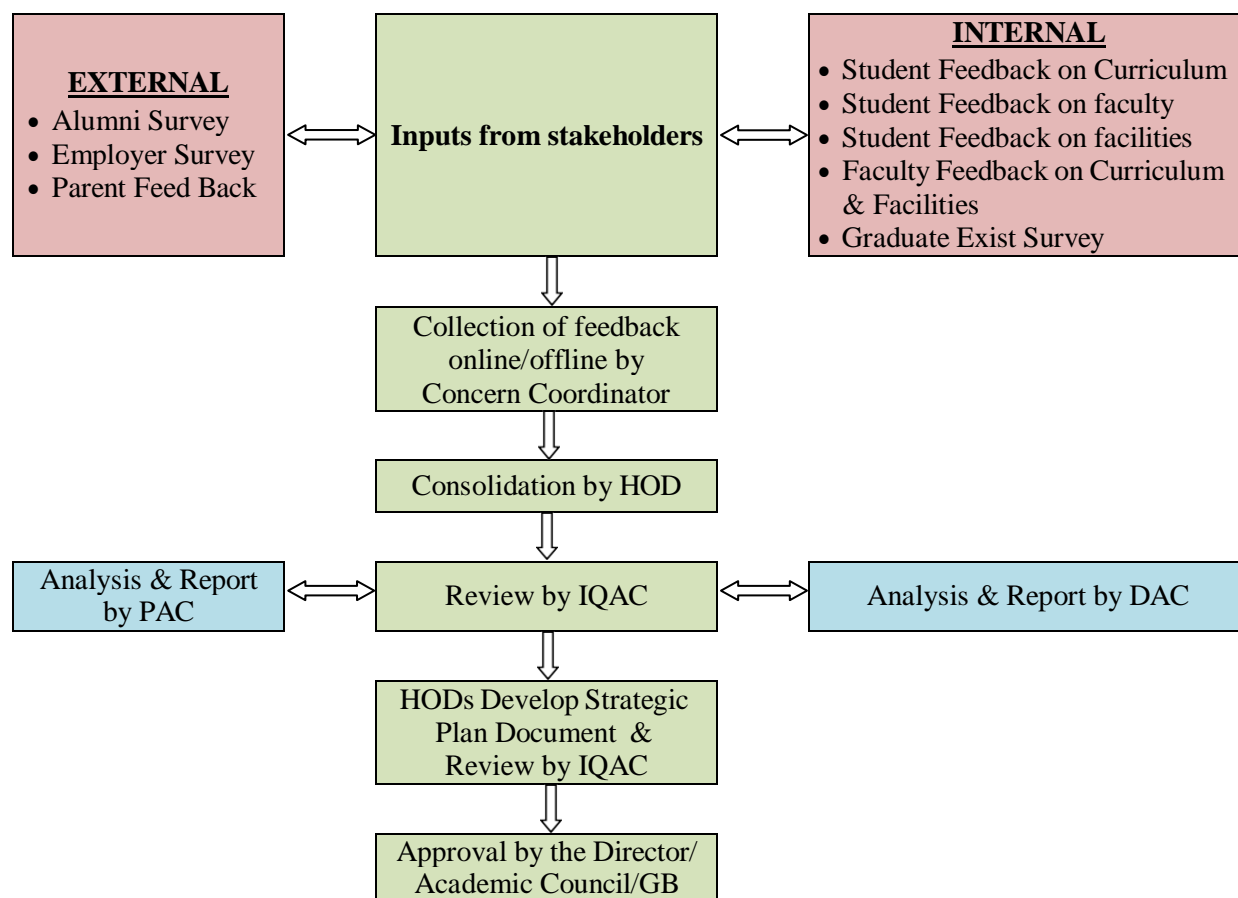
Feedback Flowchart

Figure 3 **Feedback Flowchart**

Feedback Consolidated Reports

Student's feedback on faculty	Student's feedback on facilities	Faculty feedback on curriculum	Graduate exit survey	Alumni survey	Parents Feedback form
Online – ERP/Sending the mails to students official mails Consolidated by Dean Academics	Online – ERP/Sending the mails to student's official mails. Consolidated by Dean IQAC	Online – ERP/Sending the mails to student's official mails. Consolidated by Dean IQAC and sends suggestions to Director	Collected by respective departments and consolidated by HOD and sends suggestions to dean IQAC and Director	Department Alumni Coordinator during Alumni Meet, Guest lectures, Special occasion visit to institute	Faculty Mentors, Course Coordinators, Class I/Cs, HODs

Minutes

Committee	Programme Assessment Committee (PAC)	Department Advisory Committee (DAC)	Academic Council	Governing Body (GB)
MOM/Resolution/ ATR/Notice/Circular issued by Coordinator of Committee/Director	MOM, Resolutions, ATR, Circular to Concerned Faculty, IQAC BOS/DAC	MOM, Resolutions, ATR, Circular to Concerned PAC/IQAC/BOS	ATR, Circular to HODs/Deans/ R&D PAC/IQAC/BOS	ATR, Circular to HODs/ Deans/R&D/ PAC/IQAC/BOS
Feedback Report from respective HOD/IC to the Director about initiatives observed in department, budget constraints, impact analysis (how, where, when, what). Incorporate in SP Doc of Dept. as Targets.	Feedback on Activities, Conducted, proof of impact by way of performance by the faculty/department/ AR by HOD	Feedback on Activities, Conducted, proof of impact by way of performance by the faculty/ department/AR by PAC/HOD	Feedback on Activities, Conducted, proof of impact by way of performance by the faculty/ department/AR by R&D/IQAC /IIE to Principal/ Director	Feedback on Activities, Conducted, proof of impact by way of performance by the faculty/ department/AR by IQAC/TP/ Principal and Director

Action taken report Format

A. Feedback on Curriculum	
Comments	**Corrective Actions**

B. Feedback on Faculty	
Comments	**Corrective Actions**

C. Feedback on Facility	