



GEMS POLYTECHNIC COLLEGE

(Approved by AICTE, Govt. of India, E. No. Northern/2015/1-2474317051)

Affiliated to SBTE, Bihar
ISO Certified 9001:2015

S. Ashish Daniel
Secretary & Director

C. Rama Gopal
Principal

Ref. No.: GPC/IQAC/POLICY/13

Date: 23.03.2021

Policy Document for Feedback Analysis of Faculty Teaching, Learning process & Reward/Corrective Measures

Introduction:

Feedback plays a vital role in our ongoing efforts to enhance the quality of education at GEMS Polytechnic College. It serves as a valuable mechanism for evaluating and improving the teaching and learning environment within our institution.

The "Student Feedback of Teaching-Learning Process and Action Taken" policy is deeply ingrained in the educational framework of GEMS Polytechnic College. This policy delineates a structured approach for gathering student feedback, evaluating faculty performance, and initiating appropriate measures for continuous enhancement.

Purpose of Student Feedback:

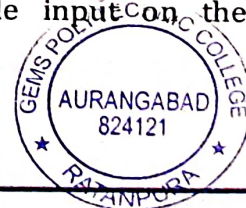
Student feedback serves the following critical purposes:

- Assess the effectiveness of the teaching-learning process.
- Identify areas for improvement in course delivery.
- Address classroom-related issues and grievances.
- Foster continuous enhancement in teaching methods.

Feedback Collection Process:

Direct Feedback from the Students:

- We leverage technology through the VMEDULIFE Campus management software to allow students to provide their valuable input on their educational experiences.



NH - 2, Jogiya More, Ratanpura, Aurangabad, Bihar - 824121
Website: www.gemspolytechnic.edu.in E-mail: polytechnic@gemsbihar.org
07070066877, 7366889683, 7366889684

Interactive Feedback:

- In addition to online feedback, key academic figures who includes Director/Principal/, Dean of Academics/ HoD engage in face-to-face interactions with students, fostering a more comprehensive understanding of their needs.

Mid-Semester Feedback:

- Collected to proactively identify and address concerns early in the semester.
- Allows for prompt adjustments to enhance the teaching-learning experience.
- Provides insight into initial student experiences and perceptions.

End-of-Semester Feedback:

- Offers a comprehensive assessment of the entire semester, aiding in the evaluation of the overall teaching and learning journey.

Student Participation Rate:

Measures the percentage of students participating in the feedback process.

Formula:

Participation Rate (%) = (Number of Students Participating / Total Number of Students having more than 60% of attendance) x 100.

Mandatory Requirement:

Students have criteria 60% of attendance required to participate in the feedback.

Feedback Form Preparation:

- Feedback forms are meticulously designed, incorporating various parameters and collectively totaling 100%. These parameters encompass a wide range of aspects relevant to teaching and course delivery.
- Indices used for measuring quality of teaching & learning and summary of the index values for all courses/teachers:
- Feedback is gathered through a set of questions employing a 4-point scale including aspects as follows:



1. Teacher punctuality.
2. Coverage of relevant topics beyond the syllabus.
3. Effectiveness in delivering technical/course content.
4. Communication skills.
5. Use of teaching aids.
6. Motivation of students for learning.
7. Support for practical demonstrations.
8. Support for hands-on training.
9. Responsiveness to student feedback.
10. Willingness to offer help and advice to students.
11. Consistency in evaluating and returning assignments and test papers.
12. Syllabus coverage as prescribed by SBTE Board.

The average rating achieved in the feedback summary form is used as indices, and these indices are accessible for all faculty members at the department level.

Timing of Feedback:

- At the middle and end of each semester, students are provided with the opportunity to share their feedback, enabling a holistic evaluation.

Distribution via VMEDULIFE:

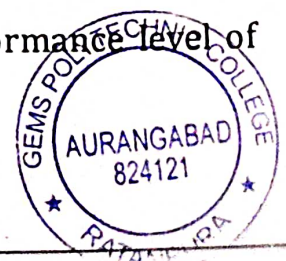
- Feedback forms are seamlessly assigned to students through the VMEDULIFE software, allowing students to rate faculty members on designated parameters during assigned hours using computer systems.

Feedback Compilation:

- Each department compiles the received feedback, calculates numerical ratings, and aggregates the data, forming a comprehensive view of faculty performance.

Target Performance:

- Faculty members are expected to meet or exceed a target performance level of 75% or above based on student feedback scores.



Reward/Corrective Measures:

Feedback for Faculty Performance Appraisal:

- Feedback from students plays a pivotal role in faculty performance appraisal, contributing to a comprehensive evaluation.

Suggested for Excellence in Faculty Award or Issuance of Appreciation Certificate:

- Faculty members who consistently receive positive feedback may be recommended for the Best Faculty Award or provided with an appreciation certificate during official functions, recognizing their dedication and excellence.

Corrective Measures:

Counseling for Underperforming Faculty:

- Faculty members scoring below 75% out of 100% receive dedicated counseling sessions from the Head of the Department, Dean of Academics, and the Principal.
- These sessions aim to help faculty members improve their academic performance and enhance the learning experience for students.

Caution Letter:

- If performance remains unsatisfactory despite the initial feedback, a caution letter is issued to the faculty member by the Principal through the Dean of Academics.

Documentation of Performance Improvements:

- The progress made through counseling is meticulously recorded in the faculty appraisal records, ensuring accountability and tracking improvements over time.



Reward/Corrective Measures:**Feedback for Faculty Performance Appraisal:**

- Feedback from students plays a pivotal role in faculty performance appraisal, contributing to a comprehensive evaluation.

Suggested for Excellence in Faculty Award or Issuance of Appreciation Certificate:

- Faculty members who consistently receive positive feedback may be recommended for the Best Faculty Award or provided with an appreciation certificate during official functions, recognizing their dedication and excellence.

Corrective Measures:**Counseling for Underperforming Faculty:**

- Faculty members scoring below 75% out of 100% receive dedicated counseling sessions from the Head of the Department, Dean of Academics, and the Principal.
- These sessions aim to help faculty members improve their academic performance and enhance the learning experience for students.

Caution Letter:

- If performance remains unsatisfactory despite the initial feedback, a caution letter is issued to the faculty member by the Principal through the Dean of Academics.

Documentation of Performance Improvements:

- The progress made through counseling is meticulously recorded in the faculty appraisal records, ensuring accountability and tracking improvements over time.



Enhancing Teaching Methodologies:

- Feedback serves as a catalyst for appropriate changes in teaching methodologies, tailored to address the specific needs and preferences of students.

Encouragement for Professional Development:

- Faculty members are actively encouraged to participate in and organize Faculty Development Programmes, workshops, seminars, and conferences. These opportunities help faculty members stay updated and continually improve their teaching skills.

Record of corrective measures taken:

At our institution, we place a strong emphasis on the continuous improvement of our teaching and learning processes. To ensure that corrective measures are effectively implemented in response to feedback from students, we have established a systematic and accountable approach.

Key Elements of the Corrective Measures Recording Process:**Communication of Corrective Actions:**

- Upon analysis of feedback, if corrective measures are warranted, an official action letter is generated from the principal's office.
- This letter is then transmitted to the respective faculty members.

Intermediary Involvement:

- The process of communicating corrective actions involves key academic figures such as the Dean of Academics and the Head of the Department.
- These individuals play a crucial role in ensuring that feedback is appropriately addressed.



Timing of Corrective Actions:

- Corrective actions are initiated either once per semester or as needed, depending on the nature and urgency of the feedback. This flexible approach allows us to tailor interventions to specific situations.

Meticulous Documentation:

- Transparency and accountability are guiding principles in our institution. To uphold these values, all corrective actions are meticulously documented. Separate files are maintained to record details of each corrective measure, including feedback nature, action taken, improvement timeline, and any other pertinent information.

Approval:

This policy document is approved by the following authorities and is effective immediately upon dissemination to all relevant stakeholders.

This policy document will be reviewed annually to ensure its alignment with the evolving needs and objectives of GEMS Polytechnic College.

Date: 23.03.2021

College Seal:



Reviewed by

Approved by

P. Singh
23/03/2021
Principal
PRINCIPAL
GEMS Polytechnic College
Ratanpura, Aurangabad
Bihar-824121

A. Singh
23/03/2021
Director
DIRECTOR
GEMS Polytechnic College
Ratanpura, Aurangabad
Bihar-824121