



## **B. P. PODDAR INSTITUTE OF MANAGEMENT & TECHNOLOGY**

Approved by AICTE, New Delhi & Affiliated to MAKAUT, W. B.  
137, V. I. P. Road, Poddar Vihar, Kolkata-700052, West Bengal, India



## **STUDENT FEEDBACK POLICY ON TEACHING-LEARNING AND FACILITY**



## About the Institute

Established in 1999, B. P. Poddar Institute of Management & Technology (BPPIMT) stands as a tribute to Late B. P. Poddar, a visionary philanthropist, educationist, and the founding father of the B. P. Poddar Group. The Institute was founded with the mission to uphold his legacy of promoting excellence in education and social development.

Supported by the B. P. Poddar Foundation for Education, a trust devoted to enhancing the quality of technical education in India, BPPIMT is affiliated to the Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal, and approved by the All India Council for Technical Education (AICTE).

The Institute strives to elevate society through transformative education, guided by a unique learning culture that emphasizes collaboration, communication, and innovation. Its dedicated and experienced faculty, drawn from diverse academic and professional backgrounds, nurture students to become competent professionals and responsible citizens.

## Vision of the Institute

To emerge as a progressive and premier Institute for Engineering and Technology education with ethical values for creative engineering solutions commensurate with global changes.

## Mission of the Institute

- Offer quality education through modern accessible, comprehensive and research oriented teaching-learning process.
- Create opportunities for students and faculty members in acquiring knowledge through research and development.
- Providing effective interface with industry by strengthening Industry-Institute interaction and developing entrepreneurial skills.
- Meet ever-changing needs for the nation through rational evolution towards sustainable and environment friendly technologies.

# STUDENT FEEDBACK POLICY ON TEACHING-LEARNING

## Introduction

The Student Feedback Policy on the Teaching–Learning Process is a vital component of quality assurance in higher education institutions. This policy is designed to systematically collect, analyze, and utilize feedback from students regarding various aspects of the teaching–learning environment, including course delivery, faculty effectiveness, curriculum relevance, and academic support systems.

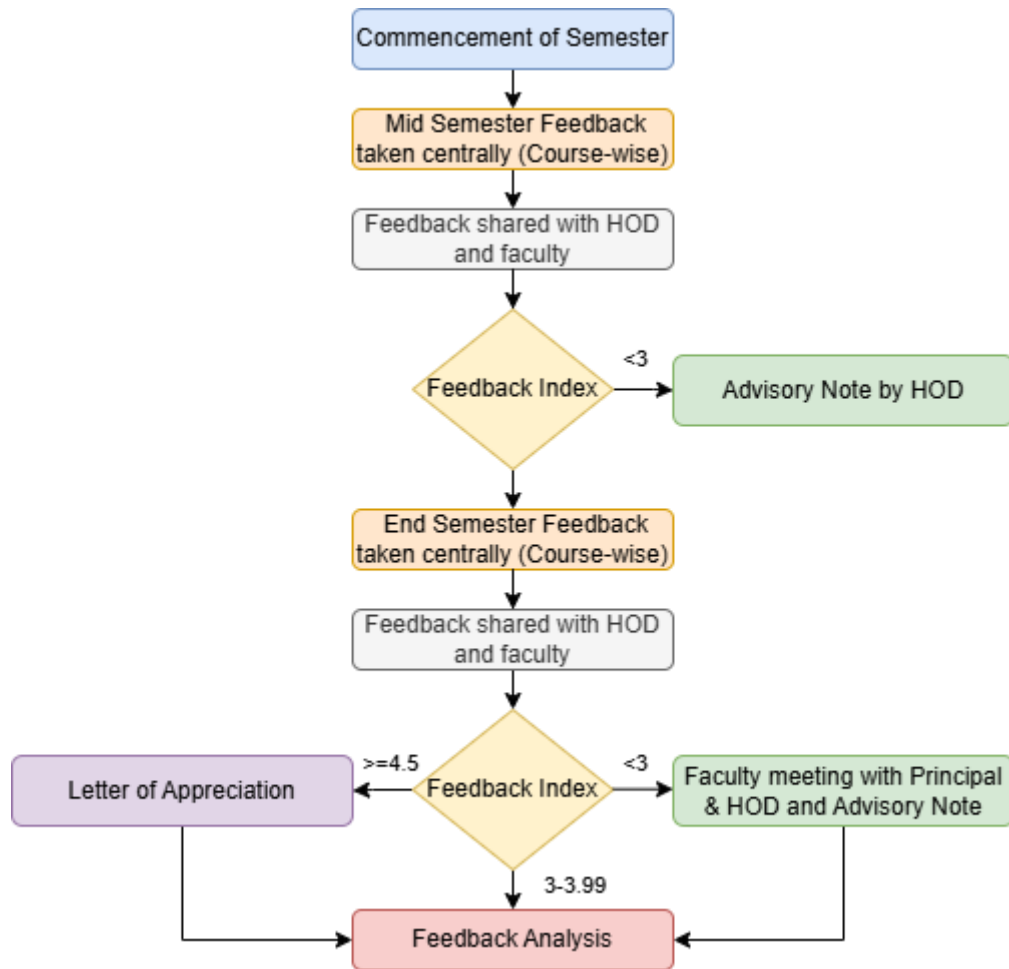
Students’ feedback serves as an essential tool for continuous improvement and Outcome-Based Education (OBE). It ensures that the teaching methodologies, instructional strategies, and assessment practices are aligned with the desired Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs). By incorporating students’ perspectives, the Institution can identify strengths and areas for improvement in the academic process. The policy emphasizes:

- Transparency and confidentiality in collecting feedback
- Regular and structured feedback mechanisms (mid-semester and end-semester)
- Data-driven decision-making for enhancing teaching quality
- Corrective actions and follow-up measures based on feedback analysis

Overall, the Student Feedback Policy promotes a student-centric approach, encouraging active participation of learners in the academic quality enhancement process and supporting the Institution in achieving excellence in technical education.

## Feedback Policy

Student Feedback System is well-organized in this Institute. The students can give their online feedback by logging in to the Feedback Software using their log in ID. Once they log in to the software, list of courses and corresponding faculty members for that student is displayed. Students give their feedback according to a questionnaire, which is analyzed through the software.



**Fig. 1: Flowchart of Student Feedback Process for Teaching-Learning**

- A Feedback Index (in a scale of 5) is calculated for each course for all faculty members, which may be considered as a measure of student’s satisfaction.
- Various parameters of course-wise feedback can also be analyzed if required which gives an overall idea of the quality of teaching-learning process for different courses.
- In the middle of semester, mid semester feedback (course-wise and faculty-wise) is collected from the students.
- Feedback index (weighted average in a scale of 5) for each course is calculated based on their feedback. The average index for each faculty is also calculated.
- The Principal shares the feedback report with the HOD. The HOD shares the same with individual faculty member.
- If the course feedback index is less than 3 (60%), The HOD provides some Advisory Notes for improvement.

- At the end of semester, same process is repeated and the HOD again shares the feedback with each individual faculty.
- If the course feedback index in the end semester feedback is less than 3, The Principal meets the corresponding faculty in presence of the HOD and recommends some Corrective Actions for improvement.
- If the course index is greater than or equal to 4.5 (90%), a Letter of Appreciation is issued to the corresponding faculty member for motivation.
- At the end, the entire feedback data is analyzed department-wise and centrally to monitor the teaching-learning process.

## Questionnaire

### A. For Theory Courses

S. No.	Description
1	Syllabus coverage as per Lesson Plan
2	Quality & Presentation of the Lecture
3	Illustration of the concepts through examples & applications
4	Use of LCD Projector/Video/Moodle/Flip Class etc.
5	Availability of Supplementary Study Materials, Question Samples
6	Teacher's ability to identify your strength/weakness and guidance
7	Interaction with the students on their performance in class test/assignment
8	Teacher's ability to explain Course Outcome/Objective

### B. For Laboratory Courses

S. No.	Description
1	Syllabus coverage in the lab as per plan
2	Interaction with the students in the Lab.
3	Help extended for solving problems in the Lab.
4	Weekly evaluation of the lab records / Lab. Performance

# STUDENT FEEDBACK POLICY ON FACILITY

## Introduction

An effective learning environment in an engineering college extends beyond classrooms and laboratories to include all physical and digital facilities that support academic, research, and co-curricular activities. The Student Feedback Policy on Facilities is designed to systematically capture students' perspectives on the adequacy, accessibility, maintenance, and overall quality of institutional infrastructure and support services.

This policy aims to create a structured and transparent mechanism through which students can provide feedback on facilities such as classrooms, library, computing, technical and soft skill training, campus interview, food, hostel, sports, and overall infrastructure. By actively involving students in the evaluation process, the Institution ensures that their needs and expectations are recognized and addressed in a timely and effective manner.

The feedback collected serves as a vital input for continuous quality improvement. It enables the Institution to identify gaps, prioritize resource allocation, and implement necessary enhancements. Furthermore, the policy promotes accountability, transparency, and participatory governance, fostering a student-centric ecosystem. By institutionalizing regular feedback collection, analysis, and action, the engineering college demonstrates its commitment to maintaining high standards of infrastructure and ensuring a conducive environment for holistic student development.

## Feedback Policy

- The students submit online feedback on facility and overall ambience of the Institute. They may also submit their complaint, grievance or suggestion in the Suggestion Box.
- The feedback is analyzed.
- If the feedback index is greater than or equal to 3, the facilities are continuously monitored for further improvement.
- Facilities with feedback index less than 3 together with the complaint, grievance or suggestion on the facility are taken into consideration for identification of issues.

- After issues are identified, those are forwarded to the higher authority for approval followed by corrective actions.

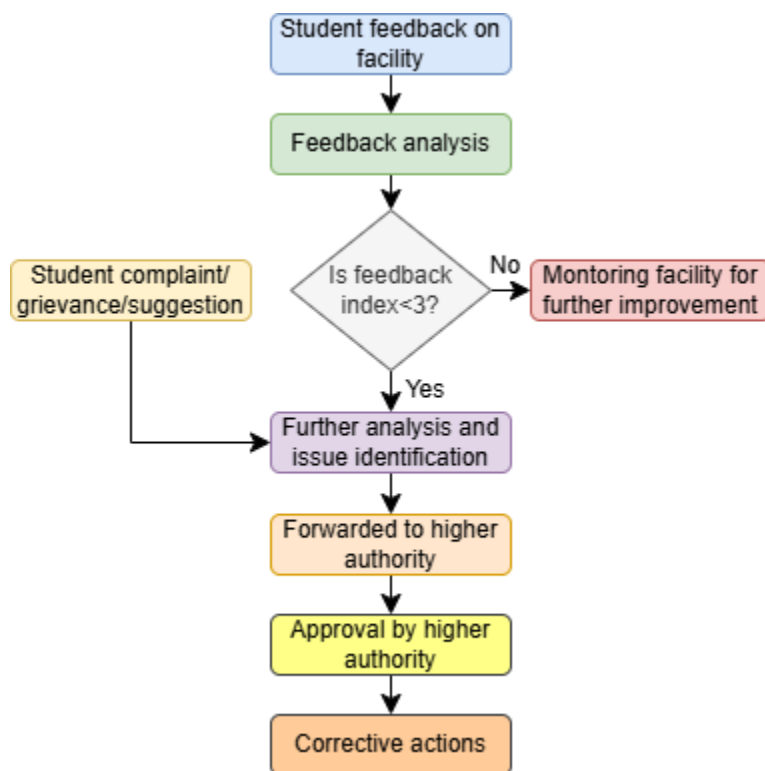


Fig. 2: Flowchart of Student Feedback Process for Facility

## Questionnaire

S. No.	Description
1	Quality of Facilities: Classrooms and Laboratories
2	Quality of Facilities: Library
3	Quality of Facilities: Computing
4	Quality of Career Guidance Facilities: Technical Training
5	Quality of Career Guidance Facilities: Soft Skill Training
6	Quality of Career Guidance Facilities: Campus Interviews
7	Quality of other Service: Food Facility
8	Quality of other Service: Hostel
9	Quality of other Service: Sports
10	Quality of other Service: Overall Infrastructures