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FEEDBACK MANUAL

1. **INTRODUCTION:**

   The feedback collection process, aims towards the continual improvement of academic and administrative facilities available in the campus. These ensure that the students have an enriching learning experience. The institute has implemented Quality Assurance Systems and Procedures (QASP). In particular, to ensure the quality of **curriculum, course content delivery, outcome based education, teaching, learning and evaluation, campus facilities** (library, canteen, infrastructure and IT services etc.). The feedback collected from various stakeholders (students, faculty, alumni, employers and parents) for continuous quality improvement in the courses taught and facilities provided. **Figure 1** shows the closed loop feedback system that is in practice at the institute.
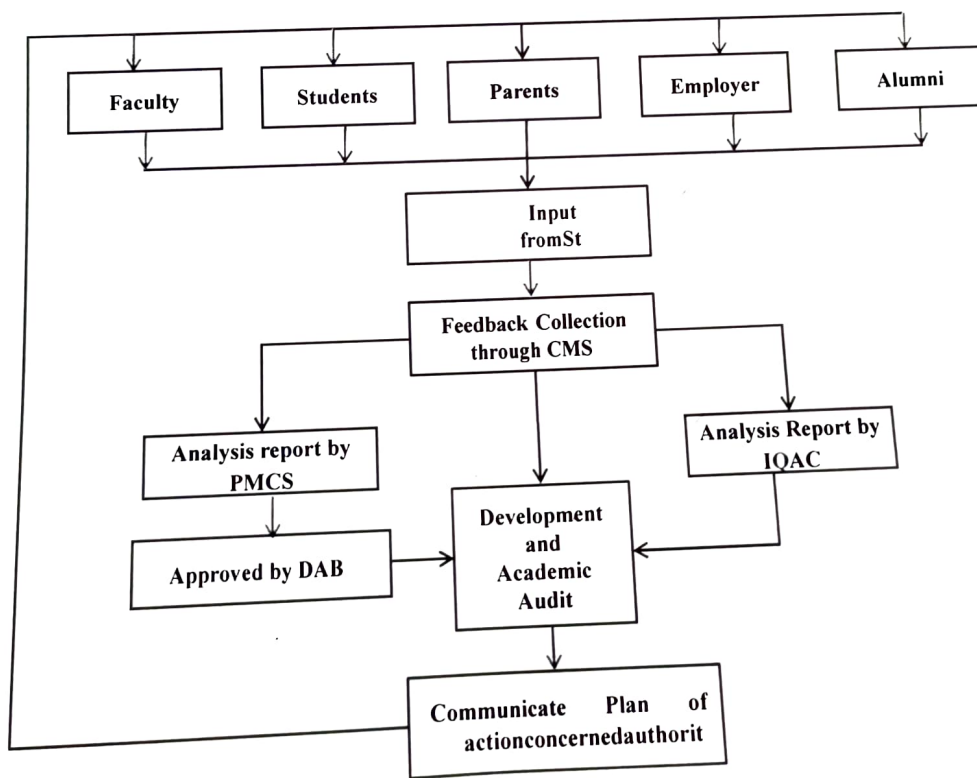

Fig. 1: Institution Closed loop feedback system

The distribution, collection, analysis, and corrective action of the filled feedback forms are collected for each semester through online / offline mode. The feedback template and report of the corrective actions are made available in the website for stakeholders' views.

Institute conducts an Induction program for first-year students of all programme and their parents to share the working model of the system. The parent feedback is collected at the parent-teacher meeting. Feedback is collected from parents through a structured form. Parents are also part of departmental advisory board (DAB). Feedback from students is also, obtained once in a semester through an online feedback system which also provides anonymity, thereby giving students an opportunity to speak their mind.

For interacting with alumni, institute has a registered body of alumni and conduct alumni meet once a year to share their experiences, progress of the alumni and discussing with them about how the alumni can associate with the institute to empower and motivate their juniors. There is also an online alumni portal through which feedback is obtained also obtain alumni feedback during the yearly meet and whenever they visit the campus. Interaction with Industry experts through IIIC, PAT, R&D and industry experts on board / various committees enable to get the industry perspective.

The stakeholders' feedback is involved in the following processes:
a. Vision, mission, and PEO formulation process
b. Approval of COs, POs / PSOs of the program
c. Identification of curriculum gap and the activities that support the Pos / PSO's continual improvement.
d. Participation in various academic and administrative committees like Governing Body, Academic Council, IQAC, IIIC, IPR, Alumni meetings, DAB and PAQC.
e. Stakeholders are involved during admission, induction program, student awareness workshops, student induction programs, and other intra-departmental meetings.

2. **FEEDBACK MECHANISM:**
Feedback obtained periodically from various stakeholders helps alleviate the academic concerns motivates the students and faculty to improve their performance. Feedback is taken into consideration and corrective measures/improvements are made by the head of the departments and Principal. If necessary, these are forwarded to the management for further action. Feedback from various sources has significantly improved academic activities, effective usage of teaching-learning resources, and students' professional career advancements.

Feedback on course content delivery and outcome-based education:
Course feedback is generated from the theory and laboratory courses in every semester and final year students complete the program exit survey. This is gathered from two different approaches that are considered for soliciting the student feedback such as immediate

feedback through the meeting, and surveys and questionnaires for students to fill out the forms digitally.

The following table provides an overview of two different approaches to gathering student feedback:

Feedback Type	Meetings/survey forms
Collective / Immediate meetings	• Mentor-Mentee Meeting • Class In-charge Meeting • Class representative Meeting • Course content coverage Monitoring • Course end semester Meeting
Survey and Questionnaire	• Feedback on Faculty • Feedback on course outcomes • Course end Survey

Based on the feedback collected from the students, the feedback is analyzed and corrective measures are taken by the head of the department / principal.

Various feedback / Survey forms used are:

Form No.	Nature of form
SDF01	Feedback on course outcomes
SDS01	Program exit survey
FDF05	End semester project work outcomes summary by supervisor
SDS02	Student questionnaire – B.Tech project work
FDF03	Course exit survey (End of the semester course evaluation on course outcomes)

Corrective Measures:
➢ Modern pedagogical tools
➢ Flipped classrooms
➢ Experiential learning
➢ Self-learning
➢ Project-based learning
➢ Research-based learning
➢ Effective schedule of instruction
➢ Better usage ICT tools (videos and animations etc.)
➢ Faculty training on instructional design and delivery

Feedback on course curriculum:
The course curriculum is one of the crucial aspects of the teaching-learning process, so it requires regular and continuous assessment. Stakeholder feedback plays a remarkable role in course curriculum design and development by providing useful insights for upgrading various aspects of teaching, learning, assessment, and capacity. Designing and developing a curriculum demands proper need-based inputs in proper consultation with experts.

Institute has made all the required arrangements for getting proper feedback from students, faculty, alumni, parents, and employers on various curriculum-related activities. Curriculum development comprises of following phases:

Phase 1	Stakeholder feedback
Phase 2	Feedback analysis
Phase 4	Benchmark and academic policies
Phase 5	HoD Council
Phase 6	Implementation of curriculum

The process of course curriculum development for various programs starts with the assessment of the existing curriculum taking into consideration the requirements of students, skills demanded industry, and job placements. The curriculum inspection comprises information regarding syllabus planning and holistic experience about the program. This exercise of gathering feedback on the curricula from our stakeholders was recorded once every academic year. In curriculum advancement and audit, the current curriculum undergoes an exhaustive and detailed assessment process, which needs to experience different stages with an active contribution and commitment of students, instructors, alumni, and scholastic specialists of other Institutes.

Online feedback about the course curriculum is taken from the students using prescribed Performa before the end of the semester in every academic year. Feedback thus received is duly considered during the review process of the curriculum. A meeting of the curriculum review committee (CRC) is organized to assess the compiled feedback received from all stakeholders. After rigorous discussion on the valuable inputs given in the feedback, CRC performs various modifications in the curriculum, still keeping it consistent with the existing scheme. These changes are proposed in the Board of Studies meeting after a thorough analysis of feedback. Suggested modifications are incorporated in the curriculum on the recommendations of the BOS members.

Various feedback / Survey forms used are:

Form No.	Nature of form
FCS01	Student feedback on curriculum
FCF01	Faculty feedback on curriculum
FCA01	Alumni feedback on curriculum
FCE01	Employer feedback on curriculum

Corrective Measures:
- Add Skill and job-oriented courses in curriculum
- Add value added courses, professional elective groups
- Training programs for students to face interviews.
- Well-equipped laboratories with modern tools /software/instruments.
- Improvement of competencies, in order to attain cutting edge technologies.
- To ensure flexibility of curriculum in response to match active and slow learners.
- Rationalizing efficiency in curriculum implementation.

Feedback on Teaching, Learning and Evaluation:

Teaching learning is highly encouraged through ICT enabled infrastructure. Common feedback form is designed at the institutional level for all the programs by considering all the dimensions of the teaching-learning process such as quality of teaching, course material, question banks, e-learning content videos, student interactions, clearance of doubts, communication, evaluation, subject knowledge, punctuality, etc. Feedback is taken through an online questionnaire format twice in even / odd semester. First feedback evaluation is made in the third week of the semester and the second feedback evaluation is made before the commencement of continuous internal assessment test-2. More than 90% of the students are expected to take part in the feedback.

The feedback form has all dimensions of the teaching-learning process such as lesson plan, student interactions, clearance of doubts, communication, pace of coverage, subject knowledge, punctuality etc. Students have to fill the feedback form online. The analysis of the feedback is done and the remarks are conveyed to the faculty for the improvement by the heads of department. This feedback helps the institute to take corrective measures whenever required. It also helps the faculty in improving their teaching methodology. A schedule is prepared for feedback to be given by all classes.

Evaluation of teaching can have many purposes, including collecting feedback for teaching improvement, rewarding or promotion and extension of tenure beyond 65 years.

In general, efforts to collect information for improvement can be informal and focus on specific areas an individual faculty wishes to develop. As there are many dimensions to pedagogical work, it is best to use multiple measures involving multiple sources of data to evaluate the range of instructional activities, which can include the following:

➢ Instructional Delivery (including quality, amount, and level of classroom teaching)
➢ Course Planning (including the development of course materials, curriculum improvement, development of new courses)
➢ Grading and Assessing Student Learning (including appropriate level of assignments, exams, grading standards
➢ Oversight of minor, honours, and project work
➢ Support for Student Internships, Experiential Learning, Self-Learning
➢ Mentoring
➢ Professional Development and Innovation around Teaching

The students of each class go to the laboratories assigned for them, use their CMS log-in ID and password and give confidential feedback for each faculty handling class for them based on a standard questionnaire. The collected feedback is analyzed and a report is generated for each faculty for every course and will be shared with the concerned faculty members.

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Students evaluate the quality of teaching on criteria-based feedback which is collected, analyzed, and presented to the head of the departments. From the assessment of the feedback, suggestions for improvement if any are carried out. A report on chief examiners feedback on Semester end examination (SEE) question paper is collected on quality, cognitive level and coverage of course outcomes.

Various feedback / Survey forms used are:

Form No.	Nature of form
FTS01	Student satisfaction survey
FTS02	Early semester feedback by students on teacher
FTS03	End semester feedback by students on teacher
FTF04	Instructor feedback on SEE question paper

Corrective Measures:

- Faculty members with students feedback above 80%, will be rewarded by issuing certificate of appreciation of each course
- If the students feedback falls below 70%, the faculty will be counselled individually by the HOD/Principal and the faculty will be advised and suggestion will be given to further improvement of performance
- In case if the feedback falls below 60%, the faculty are encouraged and financed to attend the STTP, FDP, seminar, workshop etc. to upgrade their knowledge and skills
- Continuing education programs are conducted for the faculty
- E-content development
- Advanced learner programs
- Remedial class for slow learners

Feedback on Campus Facilities

The institution provides sustainable and state of art infrastructural facilities. Assessment of facilities is done based on the feedback from students, faculty, and department advisory board, alumni, parents, employer, and industry experts. A suggestion box is available in the CMS portal to receive suggestions from the students. A grievance redressal committee also collects information and forwards it to the higher authorities. The alumni network of the institution is very strong and they take part in surveys during the alumni event conducted every year. Feedback is collected during the exit survey and parent-teacher meetings about the facilities of the institution to guarantee a highly effective learning environment. The process followed in collecting feedback on infrastructure facilities is represented in figure 2.
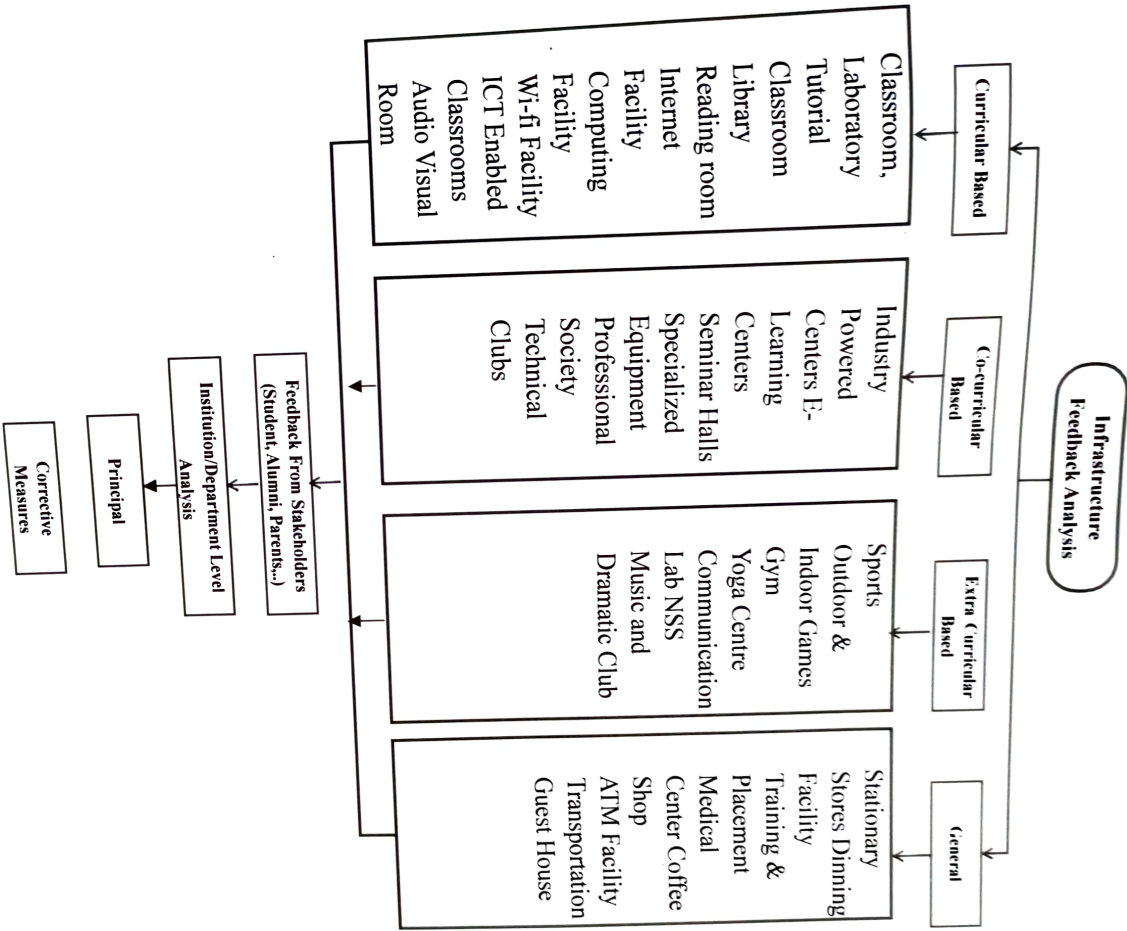
Fig. 2: Feedback Process on-campus facilities

Infrastructure Feedback Analysis

Curricular Based
Classroom, Laboratory Tutorial Classroom Library Reading room Internet Facility Computing Facility Wi-fi Facility ICT Enabled Classrooms Audio Visual Room

Co-curricular Based
Industry Powered Centers E-Learning Centers Seminar Halls Specialized Equipment Professional Society Technical Clubs

Extra Curricular Based
Sports Outdoor & Indoor Games Gym Yoga Centre Communication Lab NSS Music and Dramatic Club

General
Stationary Stores Dinning Facility Training & Placement Medical Center Coffee Shop ATM Facility Transportation Guest House

Feedback From Stakeholders (Student, Alumni, Parents...)

Institution/Department Level Analysis

Principal

Corrective Measures