Guidelines
for
Feedback Mechanism

Internal Quality Assurance Cell

IQAC

Government Degree College for Women

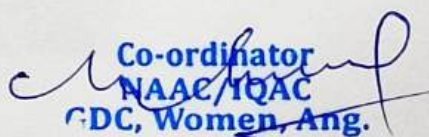**Anantnag-192101**

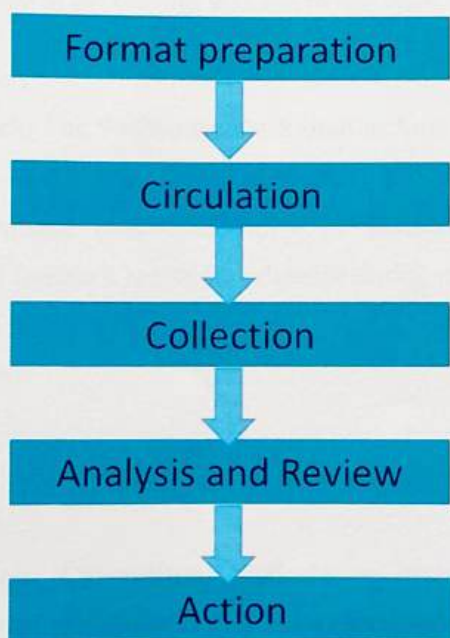# CONTENTS

INTRODUCTION/PREAMBLE

"Feedback in and educational context is information provided to a learner to reduce gap between current performance and a desired goal" (Sadler, 1989). The basic purpose of an organised feedback is to facilitate adapt the mechanisms to produce improved learning outcomes. Feedback is a crucial component of an ideal and effective curriculum delivery in an educational setup. Feedback is regarded as one of the most important means for achieving successful student learning and quality enhancement and assurance (Bransford, Brown and Cocking, 2000). Feedback is the essence of two-way communication between the provider and the receiver. Effective feedback, both positive and negative is important for continuous improvement as it helps in understanding the strengths, weaknesses, opportunities and challenges faced by the organization. It is advantageous to the organization as well as the stakeholders as improvisations made based on the feedback received benefits all the stakeholders. Feedback from students, employees, alumni inculcate a sense of ownership about the organization and make them feel valued and responsible. Regular feedback is important across the entire organization in order to remain aligned to vision and mission of the institute and is part of continuous learning process for regular improvisations to serve better.

Government Degree College for Women Anantnag, in its mission for continuous improvement in all sectors, academic or administrative has entrusted IQAC with the responsibility for arranging feedback responses from all stakeholders of the College on quality related institutional processes.

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Feedback Mechanism:

Government Degree College for Women Anantnag has a diverse academic setup with six programmes containing more than 30 departments. For uniformity and standardization of procedures, these guidelines shall be applicable to all the faculties of GDC, for Women. Apart from this central mechanism, it is desirable that each department collects feedback from students for continuous improvements in their respective faculties. The central feedback mechanism designed by IQAC of GDC for Women will include the following steps:

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Format preparation:

The College IQAC after a thorough discussion has decided that the format for each type of feedback issued to different stakeholders for their responses shall be prepared by IQAC itself. The feedback forms shall be updated timely to include all the aspects of efficient and effective curriculum delivery viz a viz modern challenges in the system.

Stakeholders

The multiple stakeholders in the continuous feedback system of our college for quality improvement and efficient curriculum delivery include:

1. Students
2. Teachers
3. Parents
4. Alumni

The above classification puts forward the dire need for preparation of four types of feedbacks targeted to respective stakeholders. For the purpose of reference, the guidelines for preparation of the feedback forms is stated in the coming sections of this draft.

Types of feedback.

A. **Student feedback:** The Student feedback shall include questionnaire pertaining to Curriculum and its delivery, quality of teaching and abut the College in general. The 'Student feedback" is explained further in "**Section-A, 1 of A, 2 of A and 3 of A** of the types of feedback below for reference during its design.

B. **Teacher feedback**

C. **Parent feedback:**

D. **Alumni feedback**

A) **Students' Feedback:**

1. **Feedback about Curriculum**: Students are central focus of an academic institution and the evaluation of their learning experience in the basic component of any quality assurance system. This is the only means that a provider/college can evaluate how its services are perceived by its most important group of stakeholders. This questionnaire pertaining to curriculum shall encompass feedback on the course content, learning resources, learning environment, quality of delivery and assessment. The feedback shall also include any elaborate comments by the students at the end of questionnaire.

2. **Feedback about Quality of Teaching:** this aspect of student feedback shall incorporate responses about quality of teaching of each faculty member teaching a particular subject. this part shall also focus on teaching methods used and the learning environment during class room teaching.

3. **Feedback about the College in general:** This portion of the student feedback shall deal with the student services, infrastructure and facilities in the College. All areas of the College dealing with students namely classrooms, library, transportation, hostels, students' section, cafeteria, rest rooms, campus life, college website etc shall be covered in this particular section. This feedback shall be collected by students of every semester/year at the end of semester/year as applicable. The standard format shall be circulated from IQAC in a decentralised manner via respective departments to the students. This shall be collected under the supervision of the HODs at the end of each semester. It is pertinent to mention that a special emphasis should be on the graduating students of 6th Semester to understand their overall impression related to the College during their course of study. The sample format is enclosed as **Annexure IA** and **IB**

B) **Teachers' Feedback:** Teachers are the means of direct curriculum delivery to the students and hence form important stakeholders of the quality assurance achieved through feedback system. This makes them an unavoidable part of the feedback process. The purpose of this feedback is to obtain the teachers input on the overall educational environment in the College and the relevance of the academic curriculum and syllabus in their respective courses. This feedback shall entail inputs of teachers on curriculum design & revision, employability, social need, student skill, examination patterns & reforms, teaching methods and overall teaching-learning environment. The feedback from teachers Shall be collected once during an academic year. The sample format is enclosed as **Annexure II**

C) **Parents' Feedback:** The College IQAC with permission from the chair takes initiatives of organizing Parents meet (PTM) regularly to apprise parents and guardians with the academic and professional growth of their wards. Feedback from parents towards institutional delivery of academics including course employability, skill training and teaching, grievance redressal, sports promotion, recreational activities, discipline, practical learning and their overall satisfaction related to the progress of their ward shall be collected manually via a feedback form. The feedback questionnaire is sent to them through their wards by the respective departments. The sample format is enclosed as **Annexure III.**

D) Alumni feedback: The alumni of an institution is an embodiment of an overall progress in attaining the programme outcomes and this makes them other stakeholders for the reflection on quality assurance. The purpose of this feedback is to obtain the inputs from the alumni on the quality of course/program at Government Degree College for Women, Anantnag. This will also help in assessing the extent of attainment of the programme outcomes. This feedback Shall be collected from all participating alumni of the College in Annual Alumni meets. The collected feedback shall be submitted by the assigned members of the College IQAC for analysis and recommendations be given after thorough deliberations.

Circulation of Feedback:

Decentralization is an important means to achieve maximum outcomes in our setup. The College IQAC shall make sure that the feedback forms be circulated through respective departments to the concerned stakeholders (Students and Parents). However, the Alumni and teacher feedback shall be directly distributed by the College IQAC and collected by the same. The mechanism of circulation of feedback to different stakeholders is outlined in Table 1 below.

Table 1: Circulation mechanism of Feedback to different Stakeholders.

S No.	Type of Feedback	Mode of Circulation
1	Student	IQAC through Departments
2	Teacher	IQAC to teachers
3	Parent	IQAC through Departments
4	Alumni	IQAC in Annual Alumni Meets

Collection of Feedback:

The feedbacks shall be collected as outlined in Table 2 below.

Table 2: Feedback Collection Mechanism			
Type of Feedback	Mode of Collection	Collected Body	Time Schedule of Collection
Student	Online/Offline	HODs	End of each semester
Teacher	Online/Offline	IQAC	End of each academic year
Parent	Offline	HODs to IQAC	End of each semester
Alumni	Offline	IQAC	Annually

Feedback Analysis and preparation of reports:

The feedback received shall be analysed offline or online by the respective feedback circulating body mentioned in Table 1 above as per the mode of collection and results will be reviewed as shown in Table 3.

Table 3: Mechanism of Analysis and preparation of reports		
S No.	Type of Feedback	Analysis and report by:
1	Student	IQAC and Respective Departments
2	Teacher	IQAC and HODs
3	Parent	IQAC
4	Alumni	IQAC

Action taken:

The actions about the collected feedback after analysis shall be taken as mentioned in the Table 4 below:

Table 4: Mechanism of Action taken after Feedback Analysis	
Type of Feedback	**Action Taken By**
Student	HODs, IQAC, and College Administration
Teacher	HODs
Parent	IQAC
Alumni	IQAC

The action taken report by each concerned Dept/Faculty Dean shall be submitted to IQAC within a month of analysis of feedback. The College IQAC shall review the Actions taken and give its recommendations to the Chair/ College Administration as and when needed.

Review of feedback forms:

With the advances in the learning methodologies and modern challenges to curriculum delivery the College IQAC shall make timely revisions of the questionnaires in feedback forms as and when needed. The revised questionnaires shall be formulated after a thorough discussion on the modern challenges and requirements in an educational setup. The questionnaires shall be approved by the Coordinator and all the members of IQAC followed by a final approval by the Head of the Institution for circulation among the stake holders.

Design and role of feedback Committee:

The IQAC coordinator shall depute two to three members of the College IQAC as the feedback committee. The feedback committee under IQAC shall serve the following functions:

I. Preparation of feedback formats from each stakeholder of the College for either mode of collection.

II. Generation of electronic forms on the portal the institutional website for online feedback collection.

III. Analysis of feedback responses received if pertaining to college IQAC as mentioned in table 4 above

IV. Presentation of recommendations after analysing feedback to IQAC.

V. Revision of the formats as per the need.

Sample Questionnaire for feedback from students

Questionnaire No. 1

Government Degree College for Women, Anantnag

Program: _____ Department: _____

Name of the Student: _____ Class: _____

Semester: _____ Roll No.: _____

Students are required to rate the courses on the following attributes using the 4- point scale shown. The format is for one course. Do the same for the other courses on separate page.

4.00	3.00	2.00	1.50 - 0.0
A	B	C	D
Very Good	Good	Satisfactory	Unsatisfactory

Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any.				
2. Extent of coverage of course.				
3. Applicability/ relevance to real life situations.				
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives).				
5. Clarity and relevance of textual reading material.				
6. Relevance of additional source material (Library).				
7. Overall rating.				

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Questionnaire No. 3

Government Degree College for Women, Anantnag

Students overall evaluation of the program in teaching

(To be filled only after the course results are declared)

Program: _____ Department: _____

Name of the Student: _____ Class: _____

Semester: _____ Roll No.: _____

Your responses will be seen only after your course results have been finalized and recorded.

The information will be used only for the improvement of the course and teaching in future.

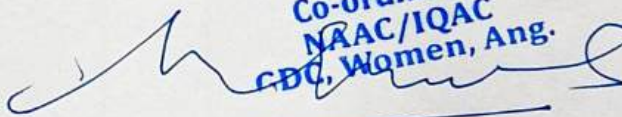You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

    a) Adequate

    b) b) Inadequate

    c) Challenging

    d) Dull

2. Background for benefiting from the course was

    a) More than adequate

    b) Adequate

    c) Inadequate

    d) Can't say

3. Was the course easy or difficult to understand?

    a) Easy

    b) Manageable

    c) Difficult

    d) Can't say

4. How much of the syllabus was covered in the class?

    a) 85 to 100%

    b) 70 to 85%

    c) 55 to 70%

    d) Less than 55%

5. What is your opinion about the library material and facilities for the course?

   a) More than adequate

   b) Adequate

   c) Inadequate

   d) Very poor

6. To what extent were you able to get material for the prescribed reading?

   a) Easily

   b) With some difficulty

   c) Not available at all

   d) With great difficulty

7. How well did teacher prepare for the classes?

   a) Thoroughly

   b) Satisfactory

   c) Poorly

   d) Indifferently

8. How well was teacher able to communicate?

   a) Always effective

   b) Sometimes effective

   c) Just satisfactorily

   d) Generally ineffective

9. How far the teacher encourages student participation in class?

   a) Mostly yes

   b) Sometimes

   c) Not at all

   d) Always

10. If yes, which of the following methods were used?

   a) Encouraged to raise questions

   b) Gets involved in discussion in class

   c) Encourage discussion outside class

   d) Did not encourage

11. How helpful was the teacher in advising?

   a) Very helpful

b) Sometimes helpful

c) Always indifferent

d) Did not advice

12. The teacher's approach can best be described as?

a) Always courteous

b) Sometimes rude

c) Always indifferent

d) Cannot say

13. Internal assessment was?

a) Always fair

b) Sometimes unfair

c) Usually unfair

d) Sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

a) Helps to improve

b) Discouraging

c) No special effect

d) Sometimes effective

15. How often did the teacher provide feedback on your performance?

a) Regularly in time

b) With helpful comment

c) Often late

d) Without any comments

16. Was your assignment discussed with you?

a) Yes fully

b) With helpful comment

c) Not discussed at all

d) Sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

a) Yes

b) No

If yes, was it helpful?

a) Yes

b) No

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on the separate sheet.

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Students feedback on teachers

Questionnaire No. 2

Government Degree College for Women, Anantnag

Program: _____ Department: _____

Name of the Student: _____ Class: _____

Semester: _____ Roll No.: _____

Please rate the teacher on the following attributes using 4-point scale shown.

4.00	3.00	2.00	1.50 - 0.0
A	B	C	D
Very Good	Good	Satisfactory	Unsatisfactory

Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you).				
2. Communication skills (in terms of articulation and comprehensibility).				
3. Sincerity/ commitment of the teacher.				
4. Interest generated by the teacher.				
5. Ability to integrate course material with environment/ other issues, to provide a broader perspective.				
6. Ability to integrate content with other courses.				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class).				
8. Ability to design quizzes/tests/assignment/examinations and projects to evaluate students understanding of the course.				
9. Provision of sufficient time for feedback.				
10. Overall rating.				

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Faculty feedback for review of syllabus and curriculum

Name of the respondent/faculty:

Contact No.

Email Id:

Please score the following on the scale by checking (√) the appropriate response.

Scale:

1= Strongly Disagree

2= Disagree
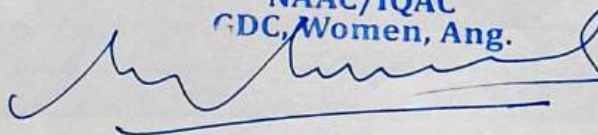
3= Neither Agree nor Disagree

4= Agree

5= Strongly Agree

Code	Particulars	1	2	3	4	5
FS1	The current content of the syllabus is fulfilling the academic need to bridge the gap between current global scenario and the academics and also enhances knowledge in functional areas.					
FS2	Current syllabus adequately covers topics on local and global issues and emerging trends in national curriculum					
FS3	The specified time in hours in the syllabus is sufficient to cover the syllabus as per each course by teachers					
FS4	Sufficient reference material and book are available in the topics mentioned in the syllabus.					
FS5	The evaluation method is sufficient for providing proper assessment					
FS6	The current syllabus meets the expectations in terms of learning values, skills, knowledge , attitude, analytical abilities, relevance and practical orientation to real life situations					
FS7	The syllabus is covering inculcation of the aspects of Life Skills , Transferable skills, Cross-cutting issues, Gender equality, Environment and Sustainability, Human values, Professional Ethics etc.					
FS8	The current syllabus tries to build the opportunities in terms of employability such as Jobs and service amongst the students					

Any other Suggestions:

_____

_____

Signature of the faculty_____

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INTRODUCTION

The institute aims to offer the best possible environment and learning experience to encourage students to perform to their full potential for academic achievement. Students, teachers and parents play an important role in the evaluation, development and enhancement of the quality of this learning experience. Feedback from students and parents helps the college to evaluate how its service policies and make changes as per stakeholders requirements. The Feedback Process has put an emphasis on the need for involvement of students in the quality assurance of higher education. Student involvement requires that students should act as a collaborators in, rather than merely passive receivers of teaching and learning process. For this purpose, the institution takes feedback from students, teachers, parents, through a feedback questionnaire.

PROCESS

The students who are regular in the college are selected to provide the feedback. They are supplied with a pre-printed MCQ style questionnaire and a pre-printed blank option sheet to record their choices. A short counseling session of 5 minutes is conducted on how to feel up the option sheet and the meaning of various parameters is explained to participant students. It concludes with that the students have understood and satisfied with the questions appearing in the feedback form and understands learning values in terms of knowledge, concepts, skills, analytical abilities, etc. qualities of the teacher.

All the stakeholders' feedback data was collected and analyzed.

RESULTS OF THE FEEDBACKS

The average performance was found ranging from Good to Excellent in terms of score. But in few parameters like depth of course content, coverage of course, it was found as "average" as students demand for project work and practical lab facility in the Department. Scope for improvement was noticed in few parameters as the score can be improved for excellent grade by starting Environmental Science as core subject with practical lab.

The feedback analysis indicates that students are 100% satisfied with the knowledge base of the teacher. The average performance was ranging from god to excellent in terms of communication skills, commitment, interest generated by the teacher. The teachers were able to integrate course material and content with environment and other courses.

Overall the syllabus of each course was adequate and the students were benefitting from the course which was manageable. The syllabus was covered to the maximum extent. The teachers were able to communicate effectively and with full preparation. Library materials and facilities are adequate and easily accessible to students. Internal assessment was fair which helps to improve the course grade. Moreover, the teacher provides feedback regularly on student's performance. Further students were provided course contributory lecture at the beginning and the assignments was also discussed with the students.

From the above table most of the parents agreed that the extra –curricular activities sports promotion, recreation, library, teaching was well designed and proper focus is given on the discipline and the extension activities. However, canteen facilities and grievances redressals have scope of improve improvement. The overall feedback from the parents shows that parents were well satisfied with the facilities and efforts taken by the institute.

Table. 1. Feedback from Students in the year 2021

S.No.	Parameters	Very good	Good	Satisfactory	Unsatisfactory	Tot.%age
1	Depth of course content including project work	46.7	40.0	13.3	0.0	100.0
2	Extent of coverage of course	26.7	46.7	26.7	0.0	100.0
3	Applicability/ relevance to real life situations	40.0	40.0	20.0	0.0	100.0
4	Learning values	33.3	46.7	20.0	0.0	100.0
5	Clarity and relevance of textual	53.3	40.0	6.7	0.0	100.0
6	Relevance of additional source material (library)	26.7	53.3	20.0	0.0	100.0
7	Overall rating	33.3	60.0	6.7	0.0	100.0
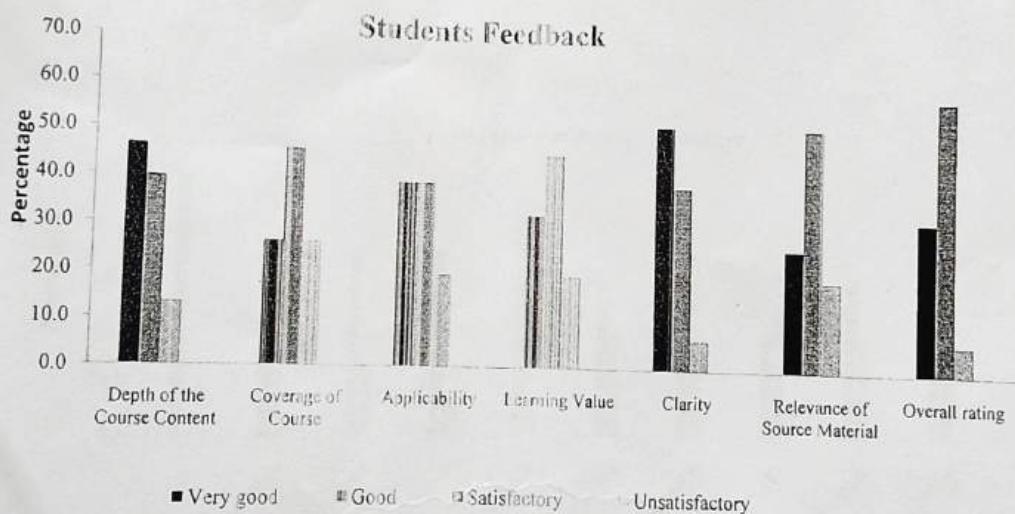
Figure 1. Feedback from Students in the year 2021

Table 2. Students Feedback on Teachers in the year 2021

| S.No.	Parameters	Very good	Good	Satisfactory	Unsatisfactory	Tot.%age
1	Knowledge base on the teacher (as perceived by you).	100.0	0.0	0.0	0.0	100.0
2	Communication Skills (in terms of articulation and comprehensibility).	66.7	26.7	6.7	0.0	100.0
3	Sincerity/commitment of the teacher.	73.3	26.7	0.0	0.0	100.0
4	Interest generated by the teacher.	73.3	13.3	13.3	0.0	100.0
5	Ability to integrate course material with Environment/other issues, to provide a broader perspective.	86.7	13.3	0.0	0.0	100.0
6	Ability to integrate content with other courses.	60.0	40.0	0.0	0.0	100.0
7	Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class).	66.7	33.3	0.0	0.0	100.0
8	Ability to design quizzes/tests/assignment/examinations and projects to evaluate students understanding of the course.	40.0	53.3	6.7	0.0	100.0
9	Provision of sufficient time for feedback.	60.0	40.0	0.0	0.0	100.0
10	Overall rating	66.7	33.3	0.0	0.0	100.0
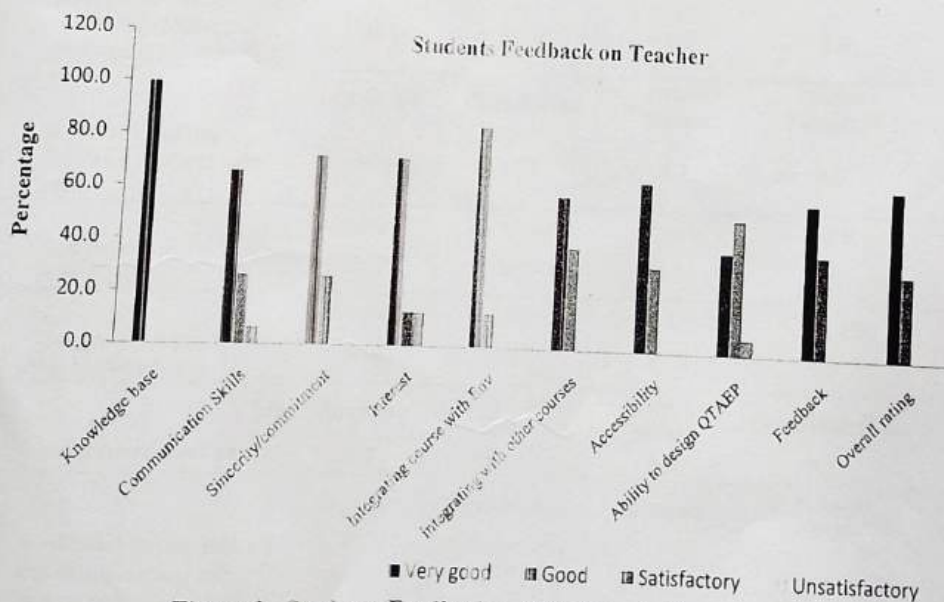
Figure 2. Students Feedback on Teachers in the year 2021

Table 3. Students overall Evaluation of the Programme in Teaching in the year 2021

S.No.	Parameters	Adequate	Inadequate	Challenging	Dull	Tot.%age
1	The Syllabus of each course was	80.0	20.0	0.0	0.0	100
		> Adequate	Adequate	Inadequate	Can't Say	
2	Background for benefitting from the course was	33.3	46.7	0.0	20.0	100
		Easy	Manageable	Difficult	Can't Say	
3	Was the course easy or difficult to understanding	60.0	40.0	0.0	0.0	100
		85-100	70-85	55-70	< 55	
4	How much of the syllabus was coverage in the class	33.3	46.7	20.0	0.0	100
		> Adequate	Adequate	Inadequate	Very poor	
5	What is your opinion about the library material & facilities for the course	33.3	46.7	20.0	0.0	100
		Easily	Some difficulty	Not Available	Great difficult	
6	To what extent were you able to get material for the prescribe reading	53.3	46.7	0.0	0.0	100
		Thoroughly	Satisfactory	Poor	Indifferent	
7	How well did teacher prepare for the classes	60.0	33.3	6.7	0.0	100
		Always Eff.	Sometimes	Just Satify	Ineffective	
8	How well was teacher able to communicate	66.7	26.7	6.7	0.0	100
		mostly Yes	Sometimes	Not at all	Always	
9	How far the teacher encourages Student participation in class	80.0	20.0	0.0	0.0	100
		Questions	Class discuss	outside Discuss	Did'nt Encourage	
10	If yes which of the following methods were used	80.0	13.3	6.7	0.0	100
		Very	Sometimes	Always	Did'nt	
11	How helpful was the teacher in advising	66.7	26.7	6.7	0.0	100
		Courteous	Rude	Indifferent	Can't Say	
12	The teachers approach can best be described as	60.0	26.7	13.3	0.0	100
		Always fair	Sometimes unfair	Usually unfair	Sometimes fair	
13	Internal Assessment was	66.7	26.7	0.0	6.7	100
		Improve	Discouraging	No effect	Sometimes effect	
14	What effect do you think the internal assessment will have on your course grade	60.0	26.7	6.7	6.7	100
		Regular	Helpful	Late	No Comment	
15	Hoe often did the teacher provide feedback on your performance	60.0	26.7	13.3	0.0	100

S.No.		Yes fully	Helpful Comments	No discuss	Sometime discuss	
16	Was your assignment discussed with you	60.0	20.0	13.3	6.7	100
		Yes	No	Very helpful	Not Helpful	
17	Were you provided with a course contributory lecture too at the beginning	26.7	53.3	13.3	6.7	100

Table 4. Parent Feedback in the year 2021

S.No.	Parameters	Excellent	V. Good	Good	Satisfactory	Not-Satisfctory	Tot.%age
1	Teaching	40.0	53.3	6.7	0.0	0.0	100.0
2	Discipline	46.7	40.0	0.0	13.3	0.0	100.0
3	Extra-curricular activities	66.7	13.3	20.0	0.0	0.0	100.0
4	Club and extension activities	33.3	20.0	33.3	13.3	0.0	100.0
5	General library	40.0	53.3	6.7	0.0	0.0	100.0
6	Discipline enforcement	33.3	46.7	20.0	0.0	0.0	100.0
7	Recreational activities	46.7	26.7	20.0	6.7	0.0	100.0
8	Canteen-food and other facilities	33.3	13.3	20.0	0.0	33.3	100.0
9	Toilet facilities	26.7	46.7	6.7	20.0	0.0	100.0
10	Help in career guidance	6.7	46.7	20.0	0.0	26.7	100.0
11	Office Assistance	60.0	20.0	6.7	13.3	0.0	100.0
12	Grievances, redressal mechanism	26.7	26.7	6.7	0.0	40.0	100.0
13	Sports promotion	46.7	20.0	33.3	0.0	0.0	100.0
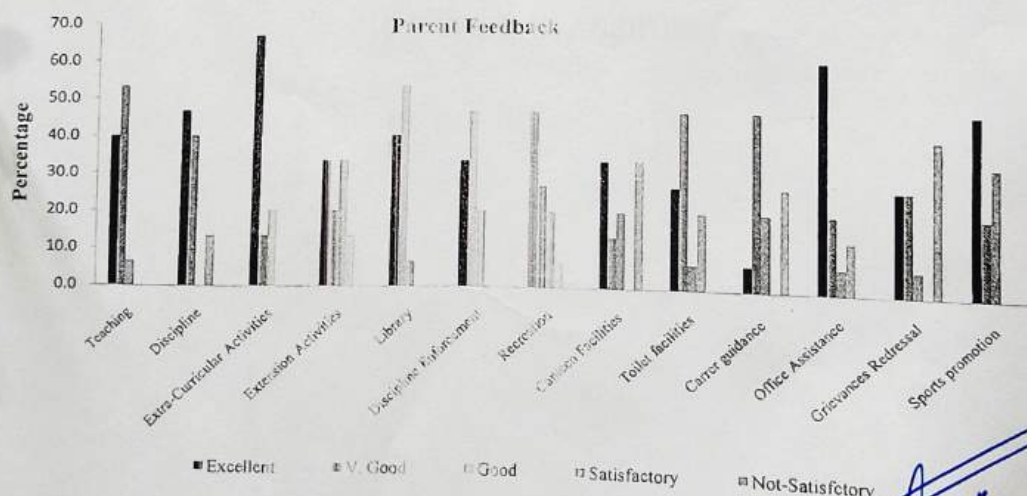
Figure 3. Parent Feedback in the year 2021