

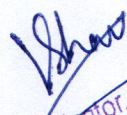



**DR. SUDHIR CHANDRA SUR DEGREE
ENGINEERING COLLEGE**



**Feedback System Policy
(W.E.F 04/07/2018)**

Revised and Approved by BOG
Dated on 03/07/2018
Under Agenda No. 18

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Issue No- 2

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Policy on Feedback System

INTRODUCTION

At Dr. Sudhir Chandra Sur Degree Engineering College, the primary goal is to empower students by providing knowledge and experiences that help them overcome limitations and reach the target with full potential in the rapidly changing world. To achieve this, DSDEC is committed to quality teaching, learning, research, and outreach services in technical education.

Feedback mechanism is essential to know whether the college is delivering good performance and imparting quality education.

SurTech has a well-defined structured feedback mechanism that involves internal and external stakeholders, including management, faculty, students, parents, alumni, employers, and industry experts. Their feedback is very important in evaluating, developing, and enhancing the quality of the learning experience we offer. We value their input and continuously improve our services to meet the changing needs of industry and society.

Dr. Sudhir Chandra Sur Degree Engineering College has implemented a well-designed feedback mechanism whereby we collect feedback from students, parents, faculties, industries, and alumni. This helps our college to improve its performance and strengthen the quality of education. The college provides the necessary arrangements for feedback responses from all the stakeholders.

FEEDBACK COMMITTEE STRUCTURE

i. Internal stakeholders:

Internal stakeholders are individuals or groups within an organization who have an interest and involvement in its operations, success, and outcomes. In the context, an educational institution like Dr. Sudhir Chandra Sur Degree Engineering College, internal stakeholders' institutional staff of the management, faculty, and students.

Management is responsible for coordinating the activities of the institute to achieve the defined objectives. They play the most important role in developing and implementing policies, providing resources, and ensuring effective management of the institute.

Feedback is collected from the faculties of our institution once every semester. Faculty Feedback is aimed to measure the level of faculty satisfaction with working conditions, professional development, training, and type of responsibility undertaken by them. The summary of the feedback from the faculty is received through an online web-based survey. The data collected is thoroughly analyzed and the necessary steps are taken.

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Students are perhaps the most valuable internal stakeholders as they are the beneficiaries of the institute's educational services. They adapt to the Vision, Mission, Program Educational Objectives (PEOs) to their professional development needs. By engaging in the learning process, students help to shape the institute's teaching and learning environment and contribute to its ongoing success.

ii. **External stakeholders:**

External stakeholders are individuals or groups outside of an organization who have indirect interest in its operations, success, and outcomes. In the context of an educational institution like Dr. Sudhir Chandra Sur Degree Engineering College, external stakeholders include parents, alumni, professional bodies, and employers.

Parents of students enrolled in the institute are external stakeholders who can provide constructive suggestions for the smooth functioning of the institution. They can provide valuable feedback and help improve the quality of services offered by the institute.

Alumni are another important external stakeholder group who can act as brand ambassador to carry the mission of the institute forward. They can provide valuable feedback, resources of information for the current students, and support the institute's outreach and recruitment efforts.

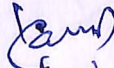
Professional bodies like IETE and ISTE are external stakeholders who can support institutional academics through awards and other forms of recognition. These bodies can provide valuable feedback on the quality of the institute's programs and help ensure the content of the syllabus and teaching quality are aligned with industry standards.

Employers are also external stakeholders who represent the major end-users of the institute graduates. They can provide valuable input on the skills and knowledge required as per the industry and help bridge the gap between the program offered by the institute which will be needed by the industry.

OBJECTIVE OF FEEDBACK

It is aimed to provide the faculty members with valuable input from the students on all teaching constructs that are highly related to student learning and satisfaction level in the teaching learning as well as in evaluation process. The feedback from all the stakeholders gives ample information on effective utilization of existing facilities, resources and upgradation of infrastructure if any needed. The mechanism enables the college administration to streamline processes and to initiate timely corrective actions if required.

Feedback in Teaching-Learning Process: Feedback can help students gain confidence, self-awareness, and enthusiasm for what they are learning. Giving students relevant feedback can help them improve their academic or fieldwork


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performance. This type of feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

Feedback in the Assessment process: Another parameter is feedback in the assessment process. This type of feedback helps students understand the subject being studied and provides them with clear guidance on how to improve their learning. If students engage with feedback, it should enhance their learning and improve their assessment performance. In other words, feedback in the assessment process can be an important tool for improving student outcomes.

MECHANISM OF FEEDBACK

Each stake holder has a separate feedback mechanism. Each group can log in the link and submit their feedback.

Assessing Teaching and Learning Through Feedback

Feedback collection: The institute has a well-defined process for feedback collection with respect to all the courses. Faculty feedback for a respective course is given by the students after completion of the course. Students having attendance greater than sixty percent are allowed to give feedback. Feedback links are shared with the students through mail. Students give feedback, through these links, after successful registration. The automated feedback system analyzes the collected feedback and comes up with an average value of all weighted questions in a percentage scale of 0 to 100. The data collected through the above process is stored in an automated feedback server. Individual faculty feedback reports are generated and shared with the faculty members.

Figure 1 describes the feedback collection process.

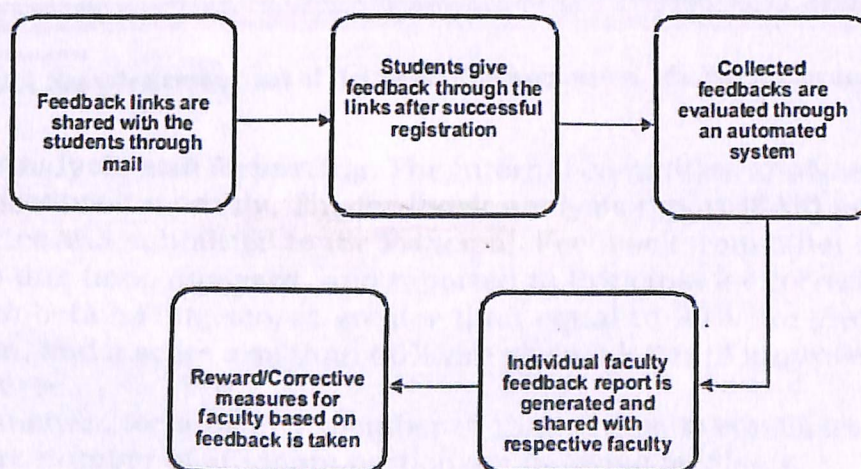


Fig 1: Feedback collection process



Indices used for measuring quality of teaching & learning:

Figure 2 describes the sample feedback form showing the measuring parameters of teaching and learning.

Student Feedback

Click Here To Submit

Time Left: 32:47

Subject Details

| Subject | Short Name | Click Here |
|----------|------------|--------------------|
| PT 202-2 | AD | Click Here - SEC-1 |
| CS301 | ES | Click Here - SEC-1 |
| CS303 | ES | Click Here - SEC-1 |
| AC303 | SD | Click Here - SEC-1 |
| AC301 | W | Click Here - SEC-1 |
| CS302 | AC | Click Here - SEC-1 |
| CS304 | AC | Click Here - SEC-1 |
| CS 303 | PD | Click Here - SEC-1 |
| CS302 | PD | Click Here - SEC-1 |
| CS301 | SD | Click Here - SEC-1 |
| CS307 | SD | Click Here - SEC-1 |
| CS204 | SD | Click Here - SEC-1 |
| CS304 | SD | Click Here - SEC-1 |
| CS304 | SD | Click Here - SEC-1 |
| CS 303 | SD | Click Here - SEC-1 |

Current Selection

Photo of the faculty member

Programming using Java

Rating

0-3: Below average
4-6: Average
7-8: Good
9-10: Excellent

1: COURSE COVERAGE
Completion of course as per syllabus

2: PRESENTATION SKILL
Teaching method (body language) etc.

3: REGULARITY & PUNCTUALITY
Attending the class on time

4: INTERACTIVE TEACHING METHODOLOGY
Participatory environment

5: CREATIVE/INNOVATIVE LEARNING
New method of learning

6: STUDENT SATISFACTION
Classroom teaching

7: APPROACHABILITY
Approachability of the faculty

8: QUERY HANDLING
Arrangement of subject for knowledge by the students

9: ASSESSMENT
Evaluation

10: BEYOND CURRICULUM
Subject knowledge beyond syllabus


Save Subject Data

Version 2.14

Fig 2:A Sample Screen Shot of the measuring parameters of a Particular course

Feedback Analysis and Reporting: The Internal committee analyses the results of student feedback monthly. The feedback analysis report (FAR) is prepared by the committee and submitted to the Principal. Feedback from other stakeholders collected in due time, analyzed, and reported to Principal for corrective actions. Faculty members having scored greater than equal to 90% are given a letter of appreciation, and a score less than 60% are given a letter of improvement for the relevant course.

Feedback analysis for a faculty member of that course is considered only when 60% or more number of students participate in giving feedback.


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Action Taken: The Principal and HODs decide the plan of action to improve the gaps. The action ranges from counseling and mentoring of students by teaching staff to corrective actions and improvements if any needed. The points in FAR related to improvement are discussed in respective forums. For example, academic related issues are discussed and resolved in Academic Review Meeting, Placement related issues are discussed and resolved in Placement Meeting, Policy related issues are discussed and resolved in General Body Meeting.

Action Taken (Reward):

Faculty members having feedback score greater than equal to 90% are rewarded by the letter of appreciation. They are requested to organize seminars and mentoring sessions to share their teaching expertise and the teaching methodologies with the other faculty members. The best faculty are awarded with the JIS SANMAN in different categories.

Action Taken (corrective Measure):

A departmental expert committee chaired by the HOD must be formed for the counselling of the faculty members who scored low (below 60%) in the feedback. This motivates them to improve their skills and abilities.

The HOI addressed them with a letter to motivate them for their up gradation.

If required, training, FDPs and orientation programme are conducted by professional experts to master the skills of the faculty members in the nuances of teaching.

MOOCS courses from NPTEL, COURSEERA etc are suggested to them.

The IQAC will consolidate the whole feedback result and a review is conducted for the faculty members with lower performance.

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