FEEDBACK MANUAL

SHRI GURU RAM RAI UNIVERSITY

PATEL NAGAR, DEHRADUN-248001

[Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act no. 03 of 2017 & recognized by UGC u/s (2f) of UGC Act 1956]


FEEDBACK PROCESS MANUAL

Students, Faculty, Alumni, Teachers, and Employer

INTRODUCTION:

The feedback collection process aims to continuously improve the academic and administrative facilities of the university. This ensures that the students have an enriching experience.

Internal Quality Assurance cell (IQAC), since 2017 implemented the feedback system in the university, to ensure the quality of the curriculum, course content delivery, outcome-based education, teaching, learning, and evaluation, as well as campus facilities (library, canteen, infrastructure, and IT services, among other things). The feedback gathered from various stakeholders (students, faculty, alumni, employers, and Teachers) in order to continuously improve the courses taught and facilities provided.

Figure 1: Depicts the institute's closed loop feedback system in use.
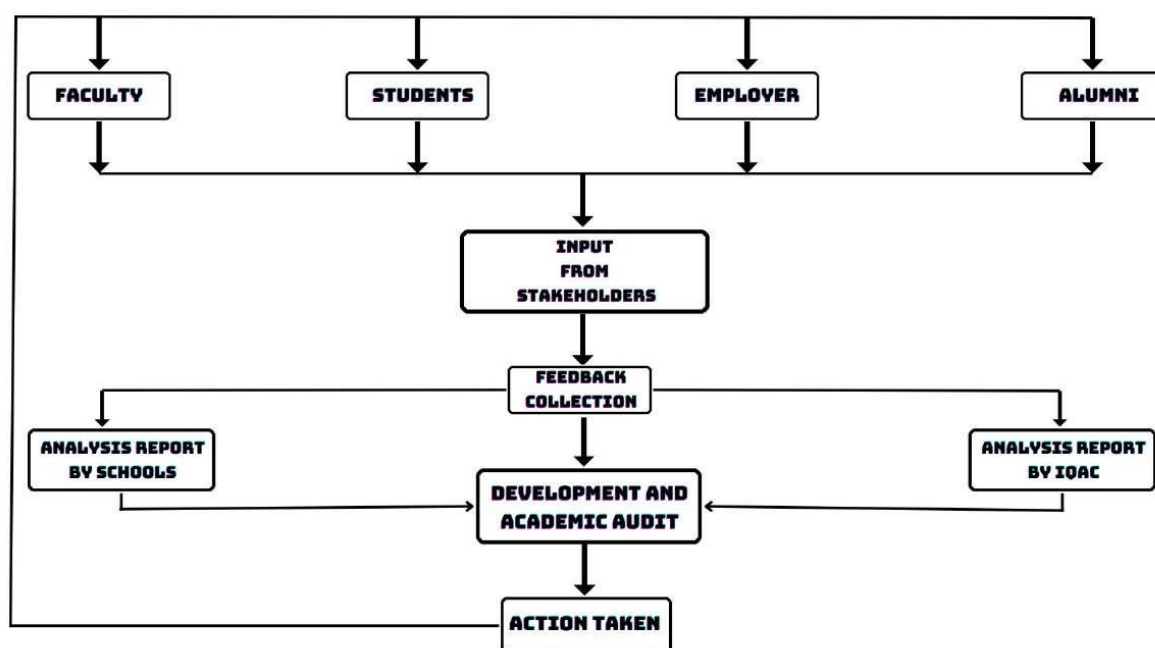
The distribution, collection, analysis, and action taken of completed feedback forms are done through offline/Online mode once in the year.. The feedback template and Action taken Report of remedial actions are posted on the website for stakeholders to comment on.

The institute holds an orientation programme for university students (first-year) students to share the system's working model. Various rules and regulations, code of conduct and other important administrative and academic information.

A structured form are used to collect feedback from all the stakeholders. Feedback from students is also obtained internally by the schools during each semester via interaction with the students by Deans with HOD's/Teachers which also provides anonymity, allowing students to express themselves.

The institute has a registered body of alumni and holds alumni meetings once a year to share their experiences, the progress of the alumni, and to discuss how the alumni can associate with the institute to empower and motivate their juniors. There is also an online alumni network. alumni feedback during is taken on the yearly meeting and whenever they visit the campus. Alumni are regularly invited in the university to deliver lectures /to shar their life experiences.

Time to time Interaction with industry experts via placement, their involvement the various committees allows for an understanding of the industry perspective and their continuous feedback .

Feedback from stakeholders is incorporated in the following processes:

a. The process of developing a vision, mission, and Educational

b. Course Outcomes, Programme Outcomes , Programme specific Outcomes.

c. Identification of curriculum gaps and activities that support the outcomes continuous improvement.

d. Membership in various academic and administrative committees such as the Governing Body, Academic Council, IQAC, Alumni etc

e. Stakeholders are invited to participate in admissions, induction programmes, student awareness workshops, student induction programmes, and other intra-departmental meetings.

Feedback Mechanism

Feedback from various stakeholders is obtained on a regular basis, which helps alleviate academic concerns and motivates students and faculty to improve their performance. The department heads and the principal consider feedback and implement corrective measures/improvements. These are forwarded to management for further action if necessary. Feedback from various sources has significantly improved academic activities, effective use of teaching-learning resources, and professional career advancements for teachers & students.

Feedback on course content delivery and outcome-based education:

Every semester, course feedback is generated from theory and laboratory courses by the schools, Teachers feedback is collected through peer review process too .

Feedback is gathered in two ways: immediate feedback through meetings, reviews, and surveys, which occur as frequently as twice a semester, and annual feedback through questionnaires and forms. Aside from that, we have regular academic and administrative audits, which give us the opportunity to improve in areas where we fall short.

The diagram below provides an overview of two approaches to gathering student feedback.

Immediate Feedback

Questionnaire Feedback

HOD's Meetings

Mentor-mantee

Teacher-interactions

Peer-Review

Class coordinator meetings

Student Feedback

Student exit survey

Faculty feedback

Alumni Feedback

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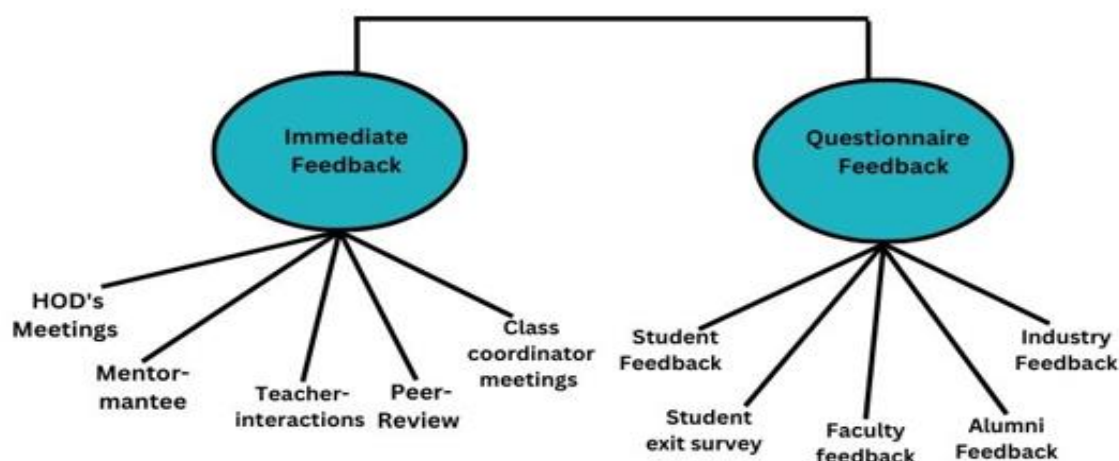
Based on the feedback collected from the students, the feedback is analysed and corrective measures are taken by the head of the department / principal/Deans.

Feedback on course curriculum:

Since the course curriculum is one of the most important aspects of the teaching-learning process, it is assessed on a regular and continuous basis. Stakeholder feedback is extremely valuable in course curriculum design and development because it provides valuable insights for improving various aspects of teaching, learning, assessment, and capacity. Designing and developing a curriculum necessitates proper need-based inputs as well as expert consultation. The Institute has made all necessary arrangements to obtain appropriate feedback on various curriculum-related activities from students, faculty, alumni, and employers. The phases of curriculum development are as follows:

1. Stakeholder feedback

2. Feedback analysis

3 Requirement analysis

4. Board of studies

5. Implementation of curriculum

The process of developing course curriculum for various programmes begins with an assessment of the existing curriculum, considering student needs, industry skills, and job placements. The curriculum inspection includes information about syllabus planning as well as overall programme experience. This process of collecting curriculum feedback from our stakeholders is documented once per academic year. Curriculum advancement and audit involve an exhaustive and detailed assessment of the current curriculum, which passes through several stages with the active participation and commitment of students, instructors, alumni, employers and specialists from other Institutes.

Every academic year, students provide feedback on the course curriculum using the prescribed Performa before the end of the semester. The feedback received is duly considered during the

curriculum review process. A school-wise meeting is scheduled to evaluate the compiled feedback from all stakeholders. Following a thorough discussion of the valuable inputs provided in the feedback, changes to the curriculum are made while remaining consistent with the existing scheme. Following a thorough analysis of feedback, these changes are proposed at the Board of Studies meeting. On the recommendation of the BOS members, suggested changes are incorporated into the curriculum.

Feedback on Teaching and learning :

The feedback form includes all aspects of the teaching-learning process, including lesson plans, student interactions, clarification of doubts, communication, pace of coverage, subject knowledge, punctuality, and so on. Students must complete an online feedback form. The heads of departments analyse the feedback and communicate the findings to the faculty for improvement. This feedback enables the institute to take counteractive action as needed. It also aids faculty in improving their teaching methods.

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Act. No. 03 of 2017 & Recognized by UGC u/s 2(f) of UGC Act 1956)
Campus: Patel Nagar & Pathri Bagh, Dehradun-248001, Uttarakhand
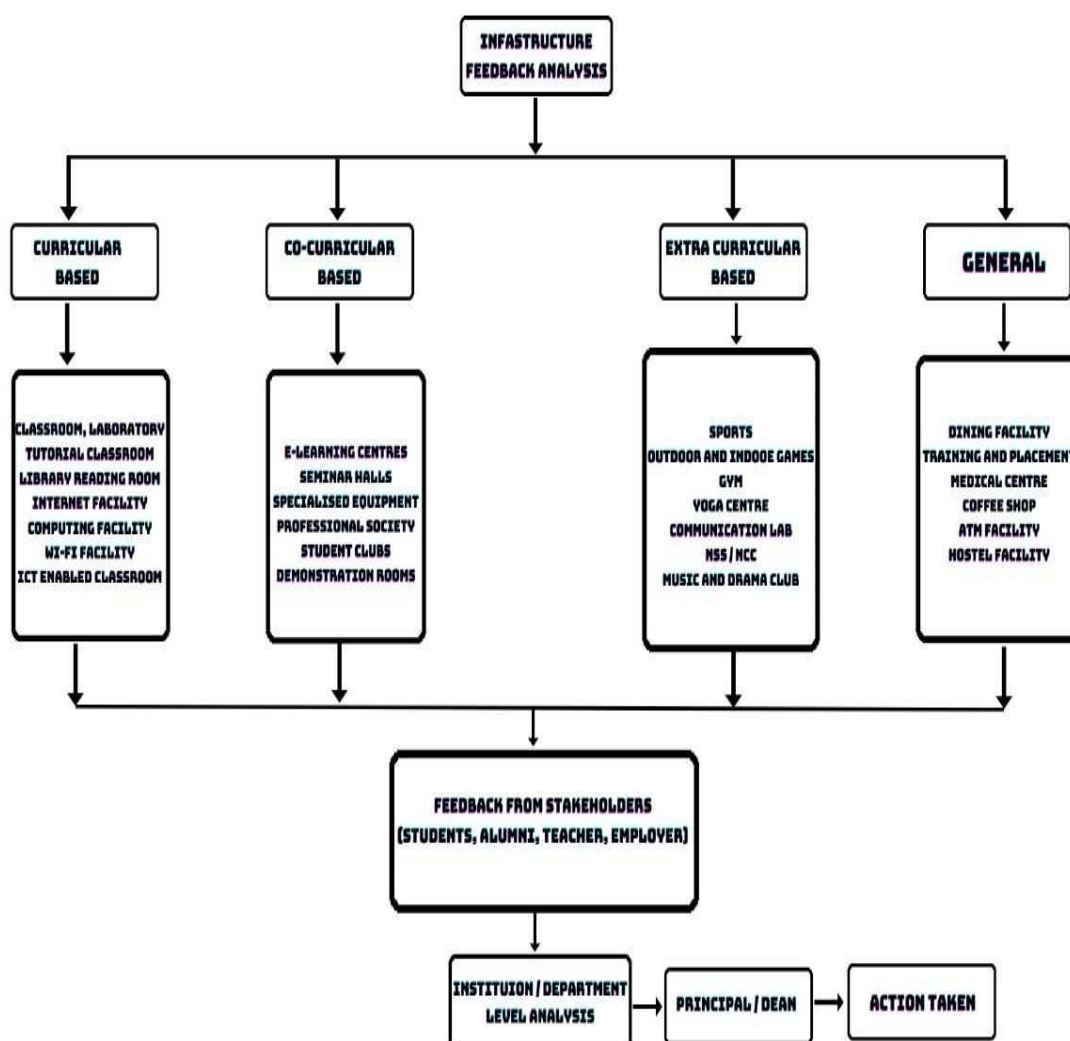
LOG FORM OF MENTOR-MENTEE

School Name _____ Session _____

Department_____ Student Name _____ Enrollment No. _____

Course : _____ Semester : _____ Section: _____

Blood Group_____ Date of Birth / Age_____ Category_ SC /ST/OBC _____

Fathers Name _____

Mobile_____

Mothers Name_____

Mobile _____

Student
Mobile_____

Email
id_____

Parent email _____

Parents Occupation :

Mother

Father

Parmenent adress

Current Adress

Affix Passport size photograph

Course code	Course Name	Attendance % up to 1st & 2nd Sessional			Signature of student with date	
		1st	2nd	Total	1st	2nd

Note : Minimum attendance required to appear in the sessional examination is 75 %

Student Signature

Sessional Record :

Course code	Course Name	Marks in sessions 1st & 2nd Sessional			Signature of student with date	
		1st	2nd	Total	ist	2nd

Sr. No.	Mobile number	Number used in calling	Date and timing of calling	Status	Signature of Student with date

Remarks of the mentor

_____

_____

Mentor Name : _____

Designation : _____

Mobile No : _____ **Signature of Mentor** _____

_____

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Counselling session report

Date of Session _____   Time of Session _____

Course Name _____   Semester _____

Objectives

1. To fill the Mentee database Forms.

2. To motivate the students to be regular in the clases and maintain 75% attendance in each subject.

3. To inform the students to check their attendance regularly on web portal/mobile app.

4. To aware the mentees about Standard Operating Procedure (SOP) for examination schemes, tutorial classes and assignments.

5. Counselling & Guidance to students regarding their career related queries & their personal

Names of students present

Names of students Absent

Major issue /Problem raised

_____
_____
_____
_____

Mentor's Name _____   Mentor's Signature

_____

STUDENTS FEEDBACK FORM FOR THE ACADEMIC SESSION 2018-2019 ON CURRICULUM

Name :	Program ....
School/ Department:	Section ....
Semester/year:	

(Rating: 5-Excellent, 4-Very Good, 3- Good, 2- satisfactory 1- Poor)

1. The CBCS/ECS/other pattern of curriculum and course content was:
   Excellent ☐   very good ☐ Good ☐ satisfactory ☐ Poor ☐

2. Methods of delivery of curriculum
   Excellent ☐   very good ☐ Good ☐ satisfactory ☐ Poor ☐

3. What is your rating in Credit allocation to the coverage of course curriculum
   Excellent ☐   very good ☐ Good ☐ satisfactory ☐ Poor ☐

4. Rate your Course Curriculum in skill development

   Excellent☐   very good ☐ Good ☐ satisfactory ☐ Poor ☐

5. Rate fairness in the assessment process

   Excellent ☐   Very good ☐ Good ☐ satisfactory ☐ Poor ☐

6. Rateacademic ambience of the university for effective learning

   Excellent☐   very good☐   Good ☐   satisfactory☐ Poor ☐

7. Rate course content coverage by teachers

   Excellent ☐   very good ☐ Good ☐   satisfactory ☐ Poor ☐

8. Rate availability of study materials and books in library

   Excellent ☐ very good ☐   Good ☐ satisfactory ☐ Poor☐

9. Rate applicability of curriculum to real life situations

   Excellent ☐ very good ☐   Good☐ satisfactory ☐ Poor ☐

10 Please give your suggestion for improvement in curriculum

SIGNATURE OF STUDENT   **SIGNATURE OF DEAN**

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TEACHERS FEEDBACK FORM FOR THE ACADEMIC SESSION 2021-2022 ON CURRICULUM

Name OF SCHOOL:	
Name OF FACULTY:	
DESIGNATION:	

Note- Your valuable opinion and suggestions are solicited for further improvement of University. Against each statement five point scale is given. Your response is kept confidential and used only for stated purpose
(Rating: 5- Strongly Agree, 4- Agree, 3- Neutral, 2- Disagree, 1- Strongly Disagree)

1. How do you rate CBCS/ECS pattern in context of students.
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

2. Credit allocation is rational to the coverage of course curriculum
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

3. Aims and objectives of curriculum are well defined Excellent
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

4. Sufficient reference material related to curriculum is available in the library.
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

5. I am given enough freedom to contribute my ideas on curriculum design and development
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

6. Curriculum is focused on skill development and entrepreneurship
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

7. Continuous evaluation system in the context of subject knowledge acquired by the students
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

8. The course content has increased students knowledge and interest in subject area
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

9. The syllabus is modified from time to time.
   Strongly agree ☐   Agree ☐   Neutral ☐   Disagree ☐   Strongly Disagree ☐

10. Your Suggestions if any for the improvement in curriculum design and development

FACULTY SIGNATURE   **DEAN SIGNATURE**

Gender Audit

General Information:

Name of the Respondent (optional)	
Mother's name	
Father's name	
Sex of the Respondent (Tick one)	Male ☐ Female ☐ Other ☐
Educational stream	
Name of the College	
Email	Mobile No.
Aadhar number	
Name of the Surveyor	
Signature:	Date of Interview / / 20___

TICK ANY ONE THE OPTIONS GIVEN BELOW

S.No	Control objective	Strongly Agree	Agree	Can't say	Unaware	Disagree
1.	The college conducts gender sensitization program as a part of its curriculum.					
2.	The college conducts gender awareness programs, such as awareness of sexual harassment, as a part of its curriculum.					
3.	Adequate numbers of wash rooms are available in the campus for girls.					
4.	Wash rooms (Ladies) / Common room has Vending Machine / Burner.					
5.	Adequate facilities are available inside the toilet keeping in mind the need of the girl students.					
6.	Adequate disposal bins are available in the toilet					
7.	Adequate lighting is available inside the campus during night, including but not limited to, adequate light in corridor, class rooms,common areas, toilets etc.					
8.	Adequate security arrangements have been made in the campus and common areas during day and night.					
9.	Female staff available for maintenance of ladies' toilets.					
10.	A Women Development Cell (WDC)is set up in the college and students are aware about the same.					
11.	The WDC and ICC conducts gender sensitization events.					
12.	Are you aware about ICC that deals with sexual Harassment issues in your college?					
13.	Can you reach out to the ICC for sexual harassment related grievances.					
14.	Are you aware of College Grievance and Redressal Cell in your College?					
15.	The classroom offers equal opportunities to all genders.					
16.	The college offers equal opportunities to all genders on sports.					
17.	The college has cultural committees					
18.	There is equal opportunity to all genders to work with various clubs & forums					
19.	There is equal opportunity to all genders for free and fair expression of ideas					
20.	Representation of Women in Academic / Administrative and policy making bodies.					
21.	Ramps etc. available for differently abled students or person					
22.	Separate toilets for differently abled students or person					
23.	Is ICC in place and functional					
24.	Scholarship for financially weak students					
25.	Admission quota for financially weak female students					
26	Any other suggestions					

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