



FEEDBACK POLICY

SHIA P. G. COLLEGE

(Khadra, Daliganj)
Sitapur Road, Lucknow-226020
(U.P.) INDIA

www.shiacollege.org | info@shiacollege.org

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Introspection and constructive criticism is the key to refinement of any process. This principle finds more relevance in a learning set up where the success of any pedagogical method is best judged by the learner. Hence, in a student-centric educational system, the feedback from students becomes a critical determinant of the quality of teaching. Keeping this in view the college lays special emphasis on the opinion of students and their parents. The IQAC of the college encourages students to give their honest feedback about various aspects of the college and fill the feedback form after every semester/session. There is a comprehensive mechanism of obtaining the feedback and it involves four phases:

Feedback Proforma

The feedback is collected in a proforma meticulously designed by the IQAC. It comprises of a questionnaire carrying a number of objective questions related to various aspects of the college. Most of the questions require a precise reply about various aspects of the college on a rating scale in order to procure quantitative data which can be processed further. For certain questions, the feedback is entertained in the form of remarks which constitute qualitative data. The feedback is collected from the following sources:

- I. **Students:** This is the most important part of feedback and is what matters the most in framing the policies of the institute. The biggest concern is the opinion of students about the quality of teachers and the effectiveness of classroom activity. The students are also asked to express their views about timely completion of syllabus, ease of accessibility of teachers for problem solving, and evaluation process of their examinations. Students' feedback on library, sports facilities, laboratory equipment and campus architecture immensely helps the college management in evolving the infrastructure and in catering to the needs of students. Besides, the students are encouraged

by the college management to share their problems with higher authorities if they feel that they are not being resolved at the level of their mentors.

Feedback about extra-curricular activities, recreational facilities, grievance redressal and environment-friendly practices in the campus constitute an important input for the management.

II. Teachers: Teachers have traditionally been the pivot of ancient educational systems but in the modern student-centric setting the role of teachers has undergone a paradigm shift. Now they are viewed as facilitators and are required to mould their teaching in accordance with the preferences of students. This makes the feedback from teachers critically important in understanding the quality of teaching in any institution and in devising policies accordingly. Therefore, Shia PG College, Lucknow has made elaborate efforts to obtain comprehensive feedback from teachers on various points such as working environment, learning process, infrastructure, curriculum, institutional strategy, perspective plan, welfare measures and financial support for research-training.

III. Parents: Parents are important stakeholders in the educational system and act as a bridge between students and the institution. Apart from investing money in imparting education to their wards they associate their dreams and aspirations with their career graph. Hence, their opinions and suggestions are indispensable for the decision makers of every educational institution. In Shia PG College, the feedback from parents is obtained on a specific proforma in following two ways:

(a) Through parent-teacher meeting: This is the conventional method in which PTM are held class-wise at regular intervals in the college campus. This method is superior to other methods for it permits greater interaction

between teachers and parents.

(b) Through feedback form: It is not always possible for parents to appear physically in the campus. This is particularly true in case of parents who are constrained by the nature of their job and have to live away from the city. Modern technology makes it possible for such parents to track the progress of their wards online and ensures that parents who live far away from the city or are unable to attend parent teacher meetings may also interact with the teachers through voice mail or video chat.

IV. Alumni: The feedback from the college alumni is also obtained on well-structured proforma through e-mail. Sample of alumni is selected from the database through purposive sampling method.

V. Employer: The feedback of employers where the college alumni got placed, is obtained on well-structured proforma through offline/online mode.

The proforma is provided to students and *“in-class”* feedback from students was collected. The student feedback is

- Anonymous—to encourage honest feedback without fear of reprisal from anyone.
- In Class—To ensure high rate of participation.
- Objective— To permit data summarization and analysis.
- Comprehensive—Feedback is collected from the students on Course & Syllabus, Teaching Learning Evaluation Environment, library and other facilities, administration, teaching methods and skills of teachers.
- Third party analysis- It has been done by the Shia College Data Resource cell (SCDRC).

- Actionable inputs-Based on the collected and analyzed forms, individual feedback is provided to teachers by the respective head of the department. Any points about the infrastructure and aspects beyond the purview of the head of the department are communicated to the principal in various meetings.



Dr. S. S. R. Baqri
Coordinator, IQAC



Dr. Mohd Miyan
Principal