

AL-AMEEN COLLEGE, EDATHALA
INTERNAL QUALITY ASSURANCE CELL (IQAC)



Feedback Policy Document

“Excellence is a continuous process and not an accident”

-Dr.A.P.J Abdul Kalam

Preamble

Quality Assurance cannot be achieved within a system without self-assessment. Proper feedback from stake holders plays a major role in the SWOC analysis of any organization with no exception to higher education institutions. Quality policies, which are the back bone of any higher education institution can be well framed from the analysis report of the feedback from stake holders. Hence, IQAC of Al-Ameen College has taken the lead role in documenting the feedback manual of our college. The ultimate goal is to get an insight for the overall improvement in Teaching-learning, Curriculum implementation, Infrastructure and in all other relevant Quality related parameters.

Types of Feedback and stake holders

There are basically three types of feedback now collected by the college IQAC through the feedback coordinators deputed for the same.

They include:

- Exit feedback
- Feedback on teachers
- Feedback on curriculum

EXIT FEEDBACK:

This is the feedback collected from outgoing students. This feedback is a vital tool for setting different parameters for quality enhancement. This feedback is collected based on four aspects:

- ✓ Curriculum
- ✓ Teaching-Learning
- ✓ Infrastructure
- ✓ General Aspects

The students are given the feedback form at the time of issuing the Transfer and Conduct Certificate. Feedback forms so collected are analyzed and the important points or the experience of the students about the institution are very well considered for updating the next level quality policy settings.

FEEDBACK ON TEACHER:

In a higher education institution, the significant measure of quality is the quality of the teaching-learning process of the institution. It is the duty of any higher education institution to ensure the quality in teaching. The teacher feedback is collected from all students in all semesters. This feedback is collected online by the feedback coordinator in each semester. A confidential report of the feedback is generated online in a five point scale. This report is accessible to the Principal of the institution. Principal would evaluate the report and take the necessary measures individually and confidentially. This report is a very good tool for ensuring overall quality. Much improvement can be ensured in quality of teaching if there is proper evaluation and analysis. In this feedback, students are given provision to judge teachers on a 5-point scale based on the following aspects:

- Punctuality of teachers
- Ability of teachers
 - to capture student attention to the topic and to generate enthusiasm to learning
 - to give sufficient explanation and ensure timely completion of syllabus in each semester
 - to use ICT enabled teaching methods
- Special attention to advance learners
- Special attention to slow learners
- Performance of the teacher/ Teachers' role as a guide and mentor

FEEDBACK ON CURRICULUM:

Even though the curriculum of an aided college is designed by the University, evaluating feedback on curriculum will pave a way for further recommendations and will open platform for discussions. Even though the college has no right to alter the curriculum, the syllabus of many of the certificate courses can be designed based on the recommendations from the feedback. This feedback is collected by College IQAC through online and offline modes depending on situations. This feedback is mainly collected from:

- ✓ Teachers
- ✓ Students
- ✓ Parents
- ✓ Alumni
- ✓ Employers

Feedback based on curriculum, collected from teachers cover the following major aspects:

- Adequacy of depth of syllabus
- Appropriateness regarding distribution of credits to various courses
- Proper sequencing of modules
- Adequacy of number of teaching hours allotted to each course
- Sufficient availability of study materials/resources for topics in the syllabus
- Inclusion of updated topics in the syllabus
- Adequate creation of awareness about environmental/social issues among students via curriculum
- Freedom to adopt activity oriented teaching-learning techniques
- Capability of curriculum in ensuring student placement and progression
- Any other aspects of due relevance

Feedback based on curriculum, collected from students include the following points:

- Depth of syllabus in connected with anticipated course outcome
- Existence of a requirement based syllabus
- Accessibility of content/ reference books
- Advantages received by studying the particular course
- Adequacy of electives offered as part of specialization area
- Adequacy of assessment criteria applied for internal evaluation
- Job orientation of syllabus
- Adequacy of distribution of credits to the course in connection with different dimensions of the syllabus
- Sequencing of modules in the syllabus
- Adequacy of syllabus in furnishing specialized aptitudes to face the industry/ academia
- Ability of the syllabus in enhancing capacity of the students to plan, investigate and tackle issues
- Need for a pre-requisite training to meet knowledge gaps
- Availability of practical sessions that enhance experiential learning of the course
- Adequacy of syllabus content in developing a multi-disciplinary approach
- Undertaking of any certificate course
- Adequacy of the certificate courses in enriching the skills

Feedback based on curriculum, collected from parents is done in regional language so that all parents can easily fill it themselves and it includes the following points:

- Tolerance level of educational stress given to their wards
- Availability of learning resources/ contents/ text books

- General evaluation of outcome of courses that the ward is undergoing
- Assessment of changes in the ward after completion of any particular course
- Adequacy of the course in developing entrepreneurial traits in the ward

Feedback based on curriculum, collected from Alumni includes the following points:

- Sufficiency of learning outcome derived from a particular course and its relevance in helping the alumni in his/ her present occupation
- Adequacy of syllabus in furnishing specialized aptitudes to face the industry/ academia
- Adequacy of the existing educational program in developing alumni's competence level and building up of solid morals in his/ her profession/ job
- Ability of the curriculum in enhancement of alumni's communication skills, teamwork skills, multidisciplinary approach etc.
- Adequacy of the syllabus and curriculum in developing alumni's research passion/ aptitude

Feedback based on curriculum, collected from Employers cover the following major aspects:

- Sufficiency of curriculum in enriching the students (who are presently working with the employer), with innovative thinking and in developing highly skill oriented professionals
- Whether the curriculum is need-based or not and if not, the requirement not currently addressed by the curriculum which seeks a revision
- Appropriateness of curriculum in developing employability of students of the institution who are the future work force
- Whether the curriculum is in tune with technology currently applied in the employers' firm
- Whether the curriculum has developed the communication skills and team

spirit among the students (who are presently working with the employer) and if not what steps are to be taken.

Feedback Mechanism

Al-Ameen College, Edathala follows a five-phased feedback mechanism every year. The feedbacks in prescribed formats are collected by the College Council through IQAC who in turn does it with the assistance of duly designated faculty coordinators. Selected Feedback coordinators from among the teaching faculty does all the arrangements for timely collection of feedback and its analysis. The analysis report is submitted to the concerned authorities through IQAC along with the list of actions recommended in relevant cases. College Council ensures execution of possible actions suggested by IQAC with a timely effort.



