Feedback Policy

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INTRODUCTION

The essence of education lies in translating opportunities into experiences of empowerment, in transcending 'what can be' and transforming limitations into limitless learning. The institute aims to empower the students for succeeding in a changing world to become productive engineers and responsible citizens.

The institute through a structured feedback mechanism from various stake holders ensures quality teaching learning process, research opportunities, and outreach services in technical education. The stakeholders play a vital role in the evaluation, development and enhancement of the quality of the learning experience. Feedback from stakeholders allows the institute to evaluate how its service provision is viewed. The stakeholders at Rohini College of Engineering and technology are categorized into internal and external stakeholders. The internal stakeholders are management, faculty and students. The external stakeholders are parents, alumni, employer, industry experts etc.

Internal Stakeholder

- Management   - Coordinate the activities of a programme in order to achieve defined objectives.
- Faculty - Act as channels for mission accomplishment.
- Students – Adapt the vision, mission and PEOs for professional development.

External Stakeholders

- Parents – Ambassadors for providing constructive suggestions for smooth functioning of the institution.
- Alumni - Brand Ambassadors carrying the mission forward.
- Professional Bodies – IETE, ISTE – support for excellence in education through awards and other forms of recognition.
- Employer - Represents the major end users of our graduates and gives inputs to overcome the gap between program and industry.

- Accrediting Authorities - Accepted as agencies for quality assurance process, under which our services and operations are evaluated.

The process of feedback analysis had put an increasing emphasis on the need for involvement of the students in the quality assurance of Rohini College of Engineering and Technology. The stakeholders' involvement calls to act as active receivers of teaching and learning. The distribution, collection, analysis and corrective action of filled feedback form is done for each semester through online / offline mode.

The stakeholders' feedback is involved in the following processes:

- Vision, mission and PEO formulation process
- Approval of COs, POs/PSOs of the programme
- Identification of curriculum gap and the activities that support the POs/PSOs continual improvement.
- Participation in various academic and administrative committees like Governing Council, Academic council, IQAC, Alumni association meetings, DAB.
- Also, stakeholders are involved during admission, student awareness workshops, student induction programs and other intra departmental meetings.

Objective of feedback

The feedback collection process, aims towards continual improvement of academic and administrative facilities available in the campus. It is achieved by the following parameters:

➢ **Feedback in learning process:** To maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

➢ **Feedback in assessment process**: To understand the subject being studied and gives them clear guidance on how to improve their learning. Providing students engage with feedback, it should enhance learning and improve assessment performance.

FEEDBACK COMMITTEE

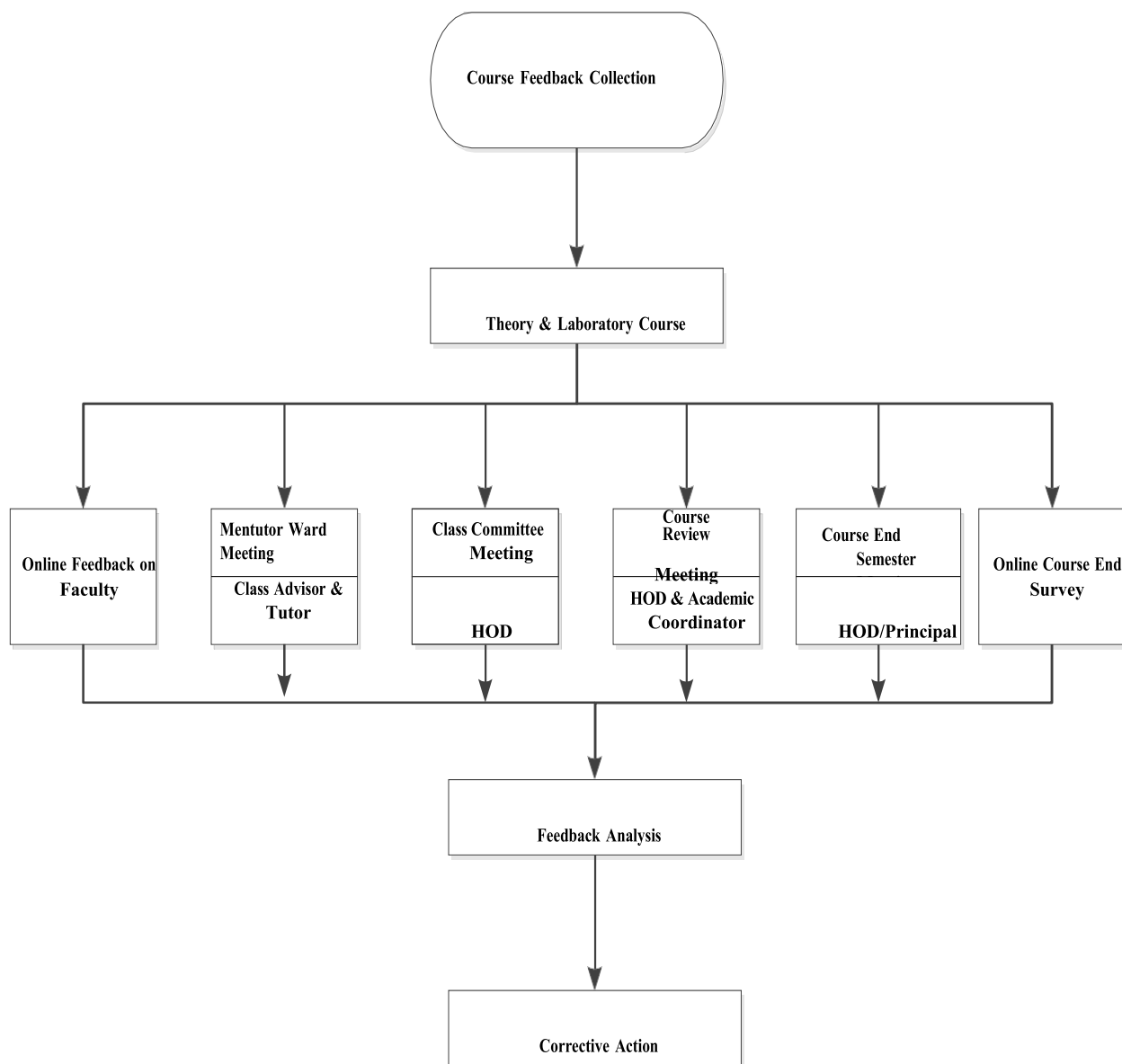| Committee / Activities	Management	Faculty	Student	Parent	Employer / Industrialist	Alumni
Governing Council (GC)Meeting	✓	✓			✓	
Academic Council (AC)Meeting	✓	✓				
IQAC	✓	✓	✓	✓	✓	✓
Department Advisory Board (DAB) Meeting		✓	✓	✓	✓	✓
FDP, workshops, seminars, conferences		✓	✓		✓	
Career day, Industry Connect Programmes, Placement Drives	✓	✓	✓	✓	✓	✓
Class committee meetings		✓	✓			
Alumni meet	✓	✓	✓			✓

FEEDBACK MECHANISM

Feedback obtained periodically from various stakeholders help alleviate the academic concerns and motivate the students and faculty to improve their performance. Feedbacks are taken into consideration and corrective measures / improvements are made by the Head of the departments and Principal. If necessary, these are forwarded

to the management for further action. Feedback from various sources has significantly improved academic activities, effective usage of teaching -learning resources and student's professional career advancements.

Feedback collection and Analysis process

Feedback about the course and its delivery is collected from the students as illustrated in thechart below.

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                    ┌─────────────────────────────┐
                    │  Course Feedback Collection  │
                    └─────────────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────────┐
                    │   Theory & Laboratory Course │
                    └─────────────────────────────┘
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Online Feedback on Faculty	Mentutor Ward Meeting Class Advisor & Tutor	Class Committee Meeting HOD	Course Review Meeting HOD & Academic Coordinator	Course End Semester HOD/Principal	Online Course End Survey

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                    ┌─────────────────────────────┐
                    │      Feedback Analysis       │
                    └─────────────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────────┐
                    │      Corrective Action       │
                    └─────────────────────────────┘
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Feedback on Teaching and Learning Process:

Feedbacks from students are obtained periodically by the Head of department in the course review meetings, Mentor - ward meetings, class committee meetings and end semester meetings, Course curriculum, Graduate Exit Survey, Alumni Survey. Students evaluate the quality of teaching on criteria based feedback which are collected, analyzed and presented to the department Heads. From the assessment of the feedback, suggestions for improvement if any, is carried out. The following feedback is obtained from students.

Feedback Mechanism for Teaching-Learning Process

S. No.	Feedback Mechanism	Frequency of feedback collected	Composition
1	Mentor meeting	Thrice in a semester	15 to 20 students / Mentor
2	Class committee meeting	Thrice in a semester	Student representative from: • Day Scholar • Hostler • Slow Learner • Fast Learner Subject Handling Faculty Academic Coordinator Head of the Department
3	Course review meeting	Thrice in a semester (Before each Internal Assessment)	Head of the Department
4	End semester review meeting	Once in a semester (One week before the end of the Semester)	Principal & Head of the Department
5	Course end survey	Once in a semester	All students

STUDENT MENTORING SYSTEM

Mentoring and Counseling are planned for the following aspects:

➢ Improve Academic Performance.

➢ Develop a Research Orientation

➢ Guidance for Professional Career, Higher Studies & Skill Development

➢ Resolve Personal Issues: Behavioral; Psychological

➢ Encourage Spirit of Innovation by motivating and training students to participate in Contests, Conferences, Projects and Internships

➢ Motivate to pursue Extra-curricular and Social activities

➢ Encourage students to participate in Cultural activities, Arts and Sports.

➢ Develop Personality and Character

➢ Foster Good Values, Healthy living and Discipline

Faculty Mentors:

• A group of 15-20 student is allotted with a faculty as a mentor who take care of the student as faculty advisors and monitor the students in both academic and personal.

• The role of Faculty advisors relies in giving supports to students in academic, professional and personal issues and challenges.

• Based on student's interest and understanding family commitments, they are directed for either placements, higher studies and entrepreneurship.

• Faculty mentors maintains a book which contains the following details of the wards

  1. Personal Information

  2. Educational Details

  3. Counselling Schedules

  4. Meeting with Parents

5. CGPA and GPA details.

6. Suggested plans to improve the academic performance

7. Suggested and completed Skill Development and Value Added Courses

8. Placement Training Details

9. Attendance Details

10. Paper Presentation and Projects Details

Student Mentoring System is illustrated in the chart below.
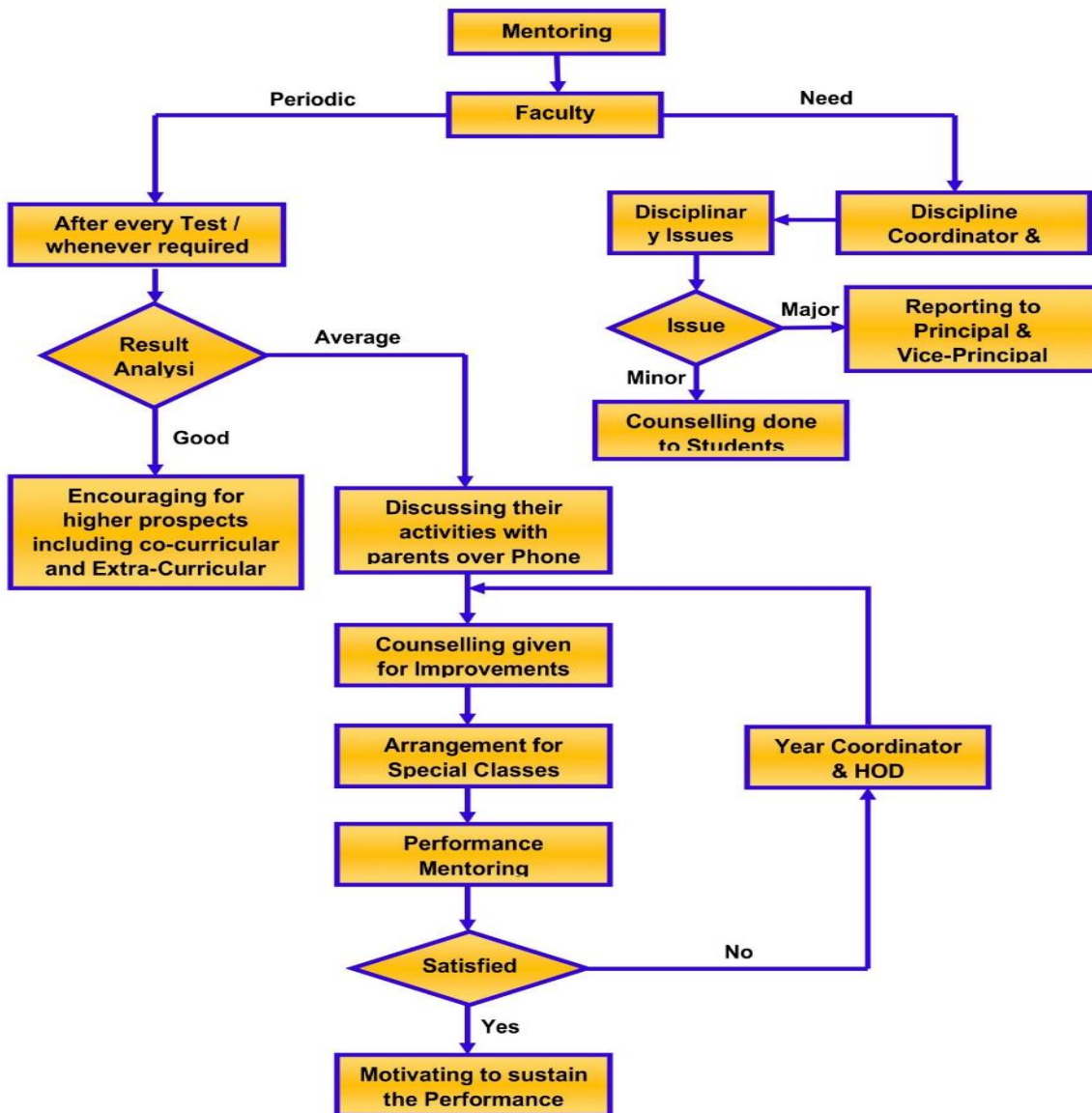
STUDENTS' FEEDBACK ON FACULTY

Students' feedback about the faculty and content delivery is assessed by using the feedback format shown below.
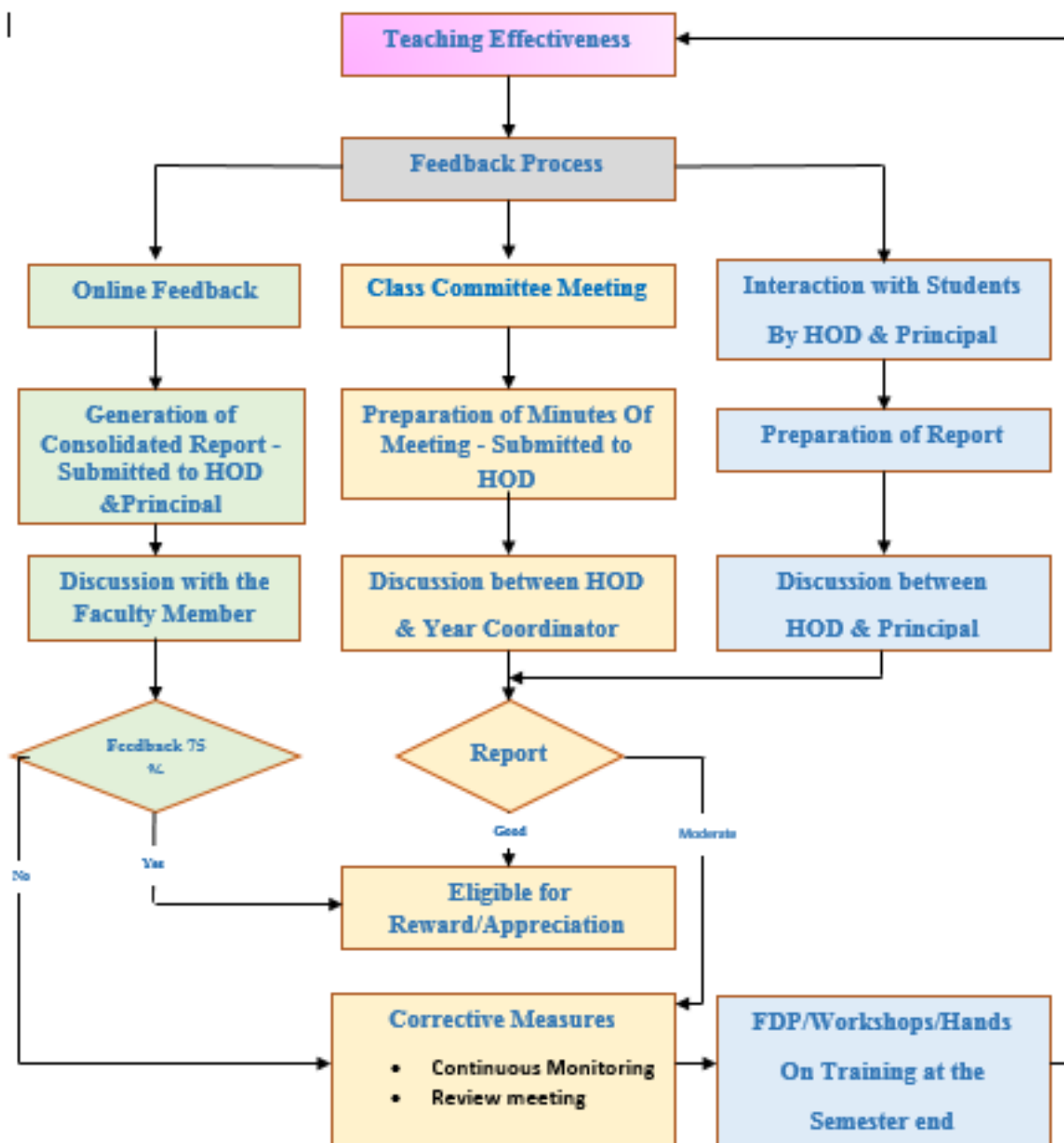
The data will be analyzed in the scale of 1 to 5 and Net Performance Weighted Index is calculated for each and every dimension of the course including laboratories.

Common feedback form is designed at the institutional level for all the programs by considering all the dimensions of the teaching-learning process such as quality of teaching, student interactions, clearance of doubts, communication, evaluation, subject knowledge, punctuality, etc. The students are asked to take up a complete anonymous online survey to increase their ability to be honest in their responses. The result of the survey goes to the HoDs after a complete analysis and corrective actions are taken based on the consultation with the Principal and Management.

Outcomes of Corrective Measures

Feed back				Corrective Measures	Beneficiaries	outcome
Type	Collected by	Given by	Mode			
Direct & Indirect Interactive	Mentor Class Advisor HoD Principal Management	Student Course Mentor Subject Experts Department Advisory Board Academic Development Cell Industry Members Placement Trainers Parents Alumni	Mentor - student meet (1:1) Mentor ward meeting (1:20) Class committee meeting End semester Meeting Course end meeting Alumni Meeting Value added programs Placement Training MoU	Advanced learner programs Remedial class for slow learners Training Programs Counseling Scholarship	Student	• University Examination Ranks • Learning Enrichment facilities • Higher Education opportunities • Employability skill acquisition • Entrepreneurship Development • Psycho-social development • Socio-Economic development
				Faculty Development Programs	Faculty	• Faculty Empowerment
				Academic audit	Department	• Program Development
				Management Review	Institution	• Vision-Mission attainment • Infrastructure • Ranking • Quality Improvement
				Extension Activities	Society	• Social Responsibility • Community development

FEEDBACK ON FACILITIES

The institution provides sustainable and state of art infrastructural facilities. Assessment of facilities is done based on the feedback from students, faculty, department advisory board, alumni, parents, employer and industry experts. Suggestion box is available in the institution to receive suggestions from the students. A grievance redressal committee also collects information and forwards to the higher authorities. The alumni network of the institution is very strong and they take part in survey during the alumni event conducted every year. Feedbacks are collected during the exit survey and parent teacher meetings about the facilities of the institution to guarantee a highly effective learning environment.

Outcomes and corrective action: Selective strengthening of the infrastructure for various facilities has been made with the constructive feedbacks from the stake holders. Suitable corrective and remedial measures are taken periodically based on these feedback and survey reports to improve the facilities of the institution.

CONSOLIDATION & CORRECTIVE ACTION TAKEN

Action Taken and Impact Analysis on teaching learning process: Based on student / faculty feedback

- in Mentor ward meeting, Placement orientation & Career Day program has been organized for all the students to get the awareness regarding the companies
- in the class committee meeting, additional classes were provided for an analytical paper to produce better results
- in course review, special classes in theory and lab sessions were arranged for the completion of the syllabus portion before the internal assessment
- in end semester review, orientations regarding the university examination preparation and additional revision classes for the challenging students were organized. Based on which, students are able to solve the complex problems with more confidence
- in course end survey, usage of modern pedagogical tools like NPTEL, Virtual industry tour, industry guest lectures, etc. has been increased.

Basis of reward / corrective measures for feedback on faculty by students:

Faculty members with Feedback above 75% will be eligible for reward by issuing Certificate of Appreciation for each course. If the Feedback falls below 75%, the faculty will be counseled individually by the HoD/Principal and will be advised to incorporate methods to improve in the areas of lacking.