

**An Empowered Autonomous Institute Affiliated to Savitribai Phule Pune University,
Approved by AICTE, Accredited by NBA (UG Programs),
Accredited by NAAC With "A" Grade. MHRD-NIRF Rank:151-200**

PROCESS FOR FEEDBACK ON TEACHING LEARNING



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PREFACE:

Teaching–Learning feedback is one of the most effective strategies for improving the quality of education, as it provides immediate insights into student learning progress. It helps faculty understand what students are learning, how they are learning, and what adjustments are needed in teaching practices to maximize learning outcomes. The faculty feedback process, therefore, becomes an integral component of the institute's Continuous Quality Improvement (CQI) mechanism. Feedback is systematically collected from stakeholders such as students, peers, alumni, and employers to ensure transparency and inclusiveness. The compiled reports are analyzed and reviewed by the Head of Department/Director, after which constructive feedback is shared with faculty members in a supportive manner. Based on this, faculty prepare an action plan focusing on pedagogical enhancement, ICT integration, and innovative teaching practices in line with Outcome-Based Education (OBE). Follow-up in subsequent cycles ensures measurable improvement in teaching effectiveness, thereby strengthening stakeholder satisfaction and contributing to overall quality enhancement.

OBJECTIVES:

1. To evaluate and improve teaching methodology effectiveness by considering student feedback as reliable source of information.
2. Assessment to improve overall performance of teaching faculties.

OUTCOMES:

1. Faculty members are encouraged to identify and improve upon areas where performance needs strengthening, while adopting diverse and innovative teaching methodologies to foster student engagement and enhance learning outcomes.
2. Faculty are motivated to integrate ICT tools and digital platforms into their teaching practices to make learning more interactive and student-centered.



1. PROCESS OF STUDENTS FEEDBACK ON TEACHING LEARNING:

The Department monitors and analyses the quality of teaching-learning in the following ways:

- The Department employs a well-organized feedback mechanism to enhance the teaching-learning process. The department has developed a standard feedback questionnaire that takes into account subject knowledge, teaching abilities, timeliness, language command, and other elements.
- Process for Student feedback of teaching learning is depicted in figure 1.1.
- All the students submit the online feedback form to appraise the course coordinator on a scale of 1 (low) to 5 (high) on ERP.
- Students can also leave feedback in the suggestion boxes located in each department.
- The feedback is collected twice a semester from the students for all the Head of department analyze every subject teacher's feedback and suggests corrective measures if feedback is below threshold. In the second feedback course coordinator ensures the improvement.
- The department's feedback coordinator shares individual course feedback with faculty members. If the feedback is poor, then head of the department (HOD) offers corrective measures. If the feedback is good, then in the second feedback, the academic committee guarantees that the same is progressing.
- The Department academic coordinator (DAC) keeps track of the daily teaching and learning process and reports to the academic committee.
- Faculty development programs are conducted by professional experts to enhance the teaching skills of faculty members.

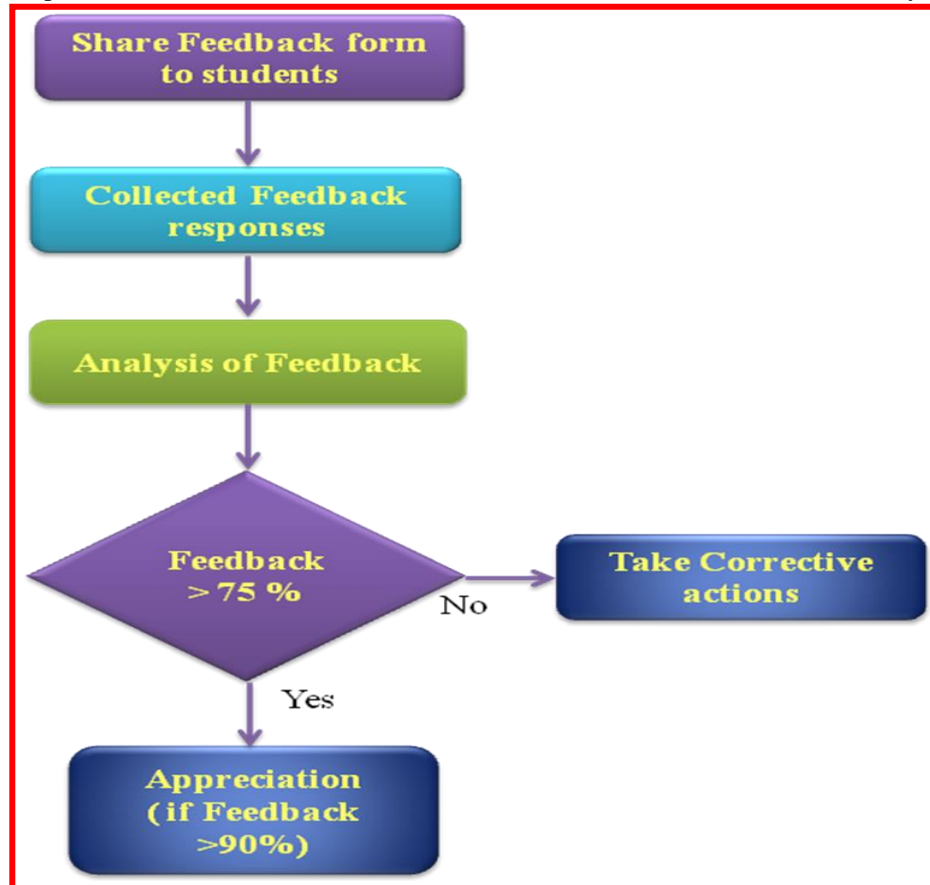


Figure 1.1: Student Feedback Process

2. FEEDBACK ANALYSIS PROCESS:

- According to the department rubrics, the feedback is quantified in percentages.
- All student's feedback forms are submitted to the appropriate faculty members, along with their feedback levels, so that they can learn about their strengths and weaknesses and improve their teaching skills.
- A peer-to-peer feedback method is in place, in which the HOD and senior faculty members monitor the class for 10-15 minutes and express the positive and negative aspects to the faculty member.
- The feedback analysis in terms of strong and weak points is communicated to concerned faculty member by HOD.
- HOD observes the second feedback analysis to check the improvement of concern points.
- Faculty members having excellent feedback (> 90%) are appreciated.
- Sample Feedback Form analysis is shown in Table 1.1



JSPM's
Rajarshi Shahu College of Engineering, Tathawade Pune-33
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JSPM's Rajarshi Shahu College of Engineering, Tathawade, Pune -33 INFORMATION TECHNOLOGY Department Academic year- 2024-25 Sem-II Feedback -1			
Faculty Name: Prof ABC			
Sr. No.	Question	Subject->	XYZ
1	Subject organized in logical sequence		
2	Objectives clearly stated		
3	Syllabus coverage		
4	Subject is thoroughly prepared		
5	Use of simple language		
6	Interest generated		
7	Solves conceptual problems to illustrates theory		
8	Questions to class to test knowledge		
9	Questions to promote interaction		
10	Encouragement to ask questions		
11	Discuss practical applications		
12	Asks thought provoking questions		
13	Uses variety of teaching techniques		
14	Gives names of reference books		
15	Clarity of writing on Black board		
16	Draws neat diagram		
17	Regularity in conduct of lectures		
18	Punctuality		
19	Class Control		
20	Provides useful assignments		
21	Timely return of assignments		
22	Discusses question paper in class		
23	Provides constructive feedback		
24	Availability to solve problems outside class room		
	Total %		

Table: 1.1 Sample Feedback Questionnaires

3. FREQUENCY OF FEEDBACK:

Type of feedback	Frequency
1. Feedback on faculty performance in the classroom teaching	Twice in a semester
2. Peer to Peer feedback	Twice in a semester

4. FEEDBACK ANALYSIS:

The department feedback coordinator analyses each faculty member's feedback and prepares a report with comments on the positives, negatives, aspects of teaching, and suggestions and remarks supplied by the HOD.

❖ Strong points:

Class Average feedback (Threshold) is calculated, and this value is compared against the points in the feedback questionnaire. If the feedback value of course coordinator is greater than this threshold, then those points are regarded as a strong teaching component. For each Course coordinator the strong points of their feedback are informed through feedback analysis report.

❖ Weak point:

Through a feedback analysis report, the appropriate faculty members are advised of the issues for which the feedback is weak and falls below 75%. The HOD and senior faculty members make sure that the faculty makes an attempt to strengthen the poor areas of their teaching and learning.

❖ Appreciation:

The Course coordinator with the highest overall feedback score for each class's feedback receives a letter of appreciation.



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