



ଆଞ୍ଚଳିକ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



1.4.1 Mechanism for Collecting Feedback and Action taken

समन्वयक
Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

प्रिन्सिपल / PRINCIPAL
क्षेत्रीय शिक्षा संस्थान
Regional Institute of Education
भुवनेश्वर / Bhubaneswar-751022

1.4.1 Mechanism for Collecting Feedback and Action taken

A Feedback mechanism is an important aspect for the growth of the institution and effective learning process. The responses received from various stakeholders will enable us to understand the vision and objectives of professional teachers and to assess the curriculum as well as teaching and learning process. The institute has a feedback committee to designs, collects and analyse the feedback received so as to evaluate its quality and performance on curriculum and learning outcomes. This in turn will ascertain the attribute of a particular programme provided in the institute.

The feedback was obtained from the following stakeholders:

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice Teaching schools/TEI

Mechanism of Feedback

Students: For students, the institute usually takes feedback at the end of each semester i.e. 2 time in a year. A google form having questions pertaining to the different aspects of curriculum to be assessed was shared among the students with a request to fill the form. The questionnaire mainly addressed curriculum, innovative teaching practices, mode of assessment, teaching skills and scope for integration of technology and analysis of comparative philosophies etc. Students were asked to give the feedback. Nearly 500 students submitted their feedback (both online and offline mode) and they expressed their responses on a 5-point scale such as Very Good, Good, Average, Poor, and Very Poor. In addition, during the classes the concerned teacher interacts/deliberate with the students and collects their responses verbally as well as in written format for self-evaluation. The institute also analyses the feedback in a group meeting consisting of all the teachers from various departments every Thursday in the form of Academic forum. Usually, the department concern of each programme have a departmental meeting wherein faculty share about feedback of stakeholders especially of the students to meet learning needs.

Teacher: A similar google form, as above, was shared to the teacher/faculty members with a request to fill in. All total 34 teachers participated and expressed their views on curriculum on a 5-point scale such as Very Good, Good, Average, Poor, Very Poor. This in turn help teacher educators to reflect on their practices and evolve wherever needed

Employers: Employers from the different schools and teacher education institution were asked to give their valuable feedback on the performance of graduate students from the

institute. Feedback was collected from the employers online and offline during the campus selection held in the institute every year. Total 24 employers responded and gave their feedback. Their feedback was sought on the following areas; overall satisfaction of student selected, level of knowledge, attitude of the student, teaching skills and communication, creative and innovative aspect, organizational skills and the relevancy of the course as per the need of the school. The coordinators and faculty members of the placement cell discuss with the employers and collect their feedback regarding quality, proficiency, and teaching skills of the previously recruited students and their suggestions are sought in order to improve the communication and professional aspects of the students. This feedback helps in up-dating of professional acumen relevant to contemporary teacher education.

Alumni: A google form was created having questionnaire pertaining to the different aspects to be assessed was shared with the teacher/faculty members with a request to fill. The questions aimed for responses on suitability of courses to employment/higher education, sufficiency of syllabus content in context of current professional standards and research. In total 406 alumni responded and expressed their feedback on a rating scale, Excellent, Very Good, Good, Average, or Poor.

Practicing schools/TEI: The feedback was obtained from practice teaching schools/TEI through online google form which encompassed on the; duration of the internship, lesson plan preparation, classroom transactional and management skills and the overall programme of the internship. In total 16 cooperating schools responded in a 3-point scale as; Agree, Certain and Uncertain. This feedback helps in understanding the competencies needed in the classroom in the practical situations. Based on this skill classes of the pedagogy paper are re-looked and modified to suit the school requirements. The feedback also created an alignment between theory and practice within the programme and provide a holistic nurturance of professional teachers.

The feedback collected was analysed and sent it to the respective authorities for the actions.

The detailed analysis of the feedbacks received from various stakeholders can be obtained by clicking hyperlink given below:

[https://d.docs.live.net/3b4204e914626f73/Desktop/FEEDBACK%20COMPILED%20FINAL%20\(1\).docx](https://d.docs.live.net/3b4204e914626f73/Desktop/FEEDBACK%20COMPILED%20FINAL%20(1).docx)

Action taken:

Feedback was taken from all the stakeholders to get an overall idea on the curriculum and the various courses offered by the institute. Feedbacks were obtained from the students, teachers, employers, alumni, and practice teaching schools during internship and multicultural placement through a google form developed by IQAC. The recorded responses were analysed by the IQAC team and discussed in the meeting before the Principal, Dean, Administrative Officer and HODs. On the basis of the outcomes of the meeting academic and administration planning were implemented. The initiatives taken by the institute under IQAC on the feedback of the stakeholders can be obtained in the hyperlink provided below:

https://d.docs.live.net/3b4204e914626f73/Desktop/1.4.2_1684321569_11702.pdf



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