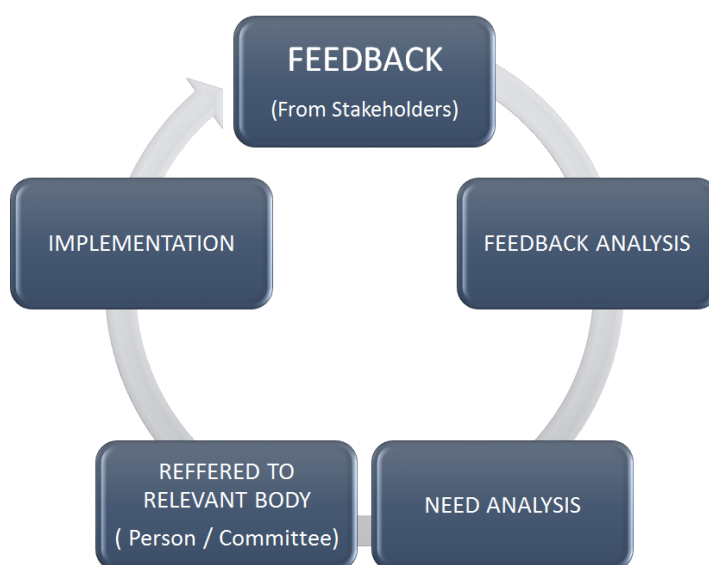**SAMRAT PRITHVIRAJ CHAUHAN, GOVERNMENT COLLEGE AJMER**

FEEDBACK PROCESS:

The institution obtains feedback on the syllabus and its transaction at the institution from Students, Teachers, Employers as well as Alumni.

Being an affiliated college of Maharshi Dayanand Saraswati University, Ajmer, the College implements the course structure and curriculum as outlined by the affiliating University.

Since the institution harbours a constellation of well qualified and experienced faculty in its twenty two departments, the institute has ample representation in the Academic Council and Board of Studies of the affiliating university.

Continuous feedback from the various stakeholders help in enriching and supporting the ever evolving nature of the curriculum for any course work. The college has institutionalised both formal and informal mechanisms of feedback from the various stakeholders. The ultimate aim of getting feedback is to induce desired improvements in all aspects of teaching learning assessment and capacity building.

Teacher and student feedback on syllabus are of utmost importance since they are primarily involved in the teaching learning process. The feedback is formally obtained on a regular basis both online and offline by using prescribed questionnaires as designed by the institute.

The informal platform for obtaining feedback includes the one-to-one interaction of the faculty members with the students, particularly those of the mentors of each class. Teachers also convey their opinion on the syllabus to their colleagues who, being the members of Board of Studies, put forward the recommendations in the university BOS meetings wherein the needful changes are incorporated.

Since a **large** proportion of students emanate from rural background, the feedback from parents is obtained during parent teacher meetings, which due to Covid-19 reasons were conducted on Zoom platform for the session 2020-21.

1 STUDENTS' FEEDBACK

Students' feedback forms a Foundation stone for improvements in the process of Curriculum delivery by the faculty of the institute. The students feedback questionnaire encompasses quantitative and qualitative answers, focused on the quality of the course content, pedagogy, availability of learning material, their opinion about theory and practical courses including excursions and field trips and the basic facilities and services extended to them by the institute.

The feedback regarding course content is analysed and discussed upon particularly by the faculty members who are members of the university BOS. Analysis of other aspects of the questionnaire are also dealt with by relevant faculty/ committees of the institute.

Most of the participants of the survey express satisfaction regarding the program scheme. Students express their satisfaction in context with the pedagogy followed by various faculty members which has evolved over the years with the changing times. The Scholars are well informed of the course structure and prescribed syllabus and have an understanding of its availability at the College and University websites.

Some of the respondents have expressed their ignorance regarding resource availability, in terms of reading materials, equipment, software whereas majority of

them express satisfaction on the role of faculty in making them well informed regarding reference material availability.

Majority of students have an understanding and appreciate the student centric pedagogy followed by the faculty using traditional and multimedia modules

Class mentors are in regular contact with their class personally as well as via WhatsApp and serve as a connecting link that supports the students' learning and development process in the institute both physically as well as psychologically.

2. ALUMNI FEEDBACK

The direct and indirect involvement of the alumni in the institutional activities played a pivotal role in mentoring as well as motivating the Scholars enrolled in the institution.

The alumni in general express contentment regarding the prevailing course structure and its relevance in career making decisions. They fondly remember the teacher-taught relations in the institute and the opportunities provided by the institution for their overall development.

Resources available in the institution including the hostel facilities provided to the students were appreciated by the alumni

 A large chunk of the prevailing faculty is also an alumni of the institute and so is directly involved in the betterment of institutional endeavours in improving its stature in the educational society.

3. EMPLOYERS' FEEDBACK

Based on the feedback received it can be summarised that employers express their satisfaction level for the availability of choices of courses in the various programs. The prescribed syllabus and its relevance for future and for enhancing the skills of their wards is also explicitly expressed. Most of the parents expressed their concern about examination related matters during the zoom meeting since the regular sessions could not be kept at pace with the regular academic session because of the prevailing pandemic conditions.

4. TEACHERS' FEEDBACK

Informal faculty feedback is a regular process even during the departmental meetings which serves as an instrumental platform for analysing and discussing the steps which may be taken regarding the feedback obtained from the students as well as the employers. These meetings are focused on qualitative improvement in various aspects of curricular, co-curricular and extra curricular activities of the institution. The platforms made available in the form of various 'focused' committees, constituted for the smooth functioning of the Institution, are also made use of to enhance the efforts for maintaining and working-up on the facilities and platforms available in the college for imparting education to its beneficiaries and the society at large .

Representation of the institute in the University Board of Studies empowers the institute to evaluate and revise the course content and syllabus based on the feedback obtained from various stakeholders during each session.