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Best Practice in Student feedback and participation
Title: 360° evaluation of the institution

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The Context:

Prakash College of Education is a teacher training institution. The vision of the institution is to prepare committed, competitive and creative teachers to provide educational leadership and meet upcoming global changes in teaching-learning. To provide qualitative teacher training it is very important to evaluate the each and every aspect of the institution. Self- evaluation, monitoring, and feedback from the stack holders are necessary for quality assurance. The Internal Quality Assurance Cell (IQAC) evaluates the institution from every aspect every year and took necessary steps to maintain and improve the quality of the teaching-learning process.

Feedbacks are the key tool for evaluation. Definition of the feedback as per the Ramaprasad (1983) cited in Wikipedia, "...information about the gap between the actual level and the reference level of a system parameter" that is used to "alter the gap in some way." Here, as the key tool of evaluation different feedback forms are used to collect the responses of the stakeholders on different aspects of the institution.

Objectives of the Practice

Main Objectives of 360° evaluation plan are as mentioned below

- To evaluate the faculty performance with the help of students feedback on four-point scale

- To obtain feedback from students about the curriculum

- To get feedback from students about infrastructural facilities provided by the institution

- To get feedback from school teachers and principals regarding practice teaching and school activities

- To get feedback from the parents about the overall factors affecting teaching-learning process

- To get self -evaluation report by faculty members about their professional growth and performance in the classroom

- To get feedback from students by management in an informal way

- To get feedback from faculties by management in an informal way

- To obtain feedback from the Alumni

- To provide suggestion box

The Practice

Students are the important stakeholders in any teacher training institution. Their roles in decision making and planning of institutional activities are very important. Therefore, the Internal Quality Assurance Cell has developed the feedback forms to obtain feedback from student teachers regarding faculty performance, institutional facilities, curriculum and other activities. Feedback forms to obtain feedback from school teachers and principals, Alumni and parents are also developed. These all the feedback forms are prepared in the Gujarati language so that students and other stakeholders can understand it easily.

Students' feedback on faculty performance form has total 25 items including classroom interaction skills, depth of the subject, nature of the teacher, use of ICT, punctuality etc. Feedback form for curriculum has ten items. Feedback form for the institutional facilities has total 20 items including furniture, ICT facilities, Library facilities, academic and personal guidance provided by faculty members, classroom interaction quality etc. Feedback form for school teachers and a principal is made up of 15 items regarding teaching effectiveness. Feedbacks from the alumni are collected about the activities of the alumni association. Parents feedback form includes eleven items regarding teaching-learning process, library facilities, infrastructural facilities, punctuality, curricular and co-curricular activities and website.

Every year at the end of the second term and after the completion of the internal examination the institutional IQAC collects feedback from students, school teachers and principal, Parents and Alumni. After gathering the data the IQAC analyze the data and prepares the report. Reports are first discussed with the management and afterward it is shared with the faculty member.

Further in informal way management frequently meets the student teachers, non-teaching staff, and faculty members and get feedback about all the aspects of the institution.

All the faculty members have to prepare the self-evaluation report (SAR) and submit it to the IQAC at the end of the academic year. This SAR is prepared based on the format suggested by NAAC and UGC. Evaluation of the faculty by the principal is done in the last section of the SAR.

Further, a suggestion box is kept outside the library so that any student can drop his or her suggestions regarding any aspect in the box.

The mechanism of obtaining feedback is very transparent and bias-free. Students' identities are kept confidential. They are not forced to write their name or roll number on the feedback form.

Based on these all observations all the faculty members and principal discuss the feedback and plan out the actions to be taken to

maintain and improve the quality of the institution. Follow up work is done. These all the aspects of the evaluation of the institution are the key to maintain and improve the quality of the teaching-learning process. As all the stakeholders are involved in evaluation process it becomes 360° evaluation of the institution.

Obstacles faced if any and strategies adopted to overcome them:

To obtain feedback from all the stakeholders without any bias is a very difficult job. The result of the students' feedback on faculty performance may spoil the healthy atmosphere of the institution. As our institution is a grant in aid institution sometimes some physical facilities demanded by students may not be fulfilled. IQAC and the management representative always motivate faculty members to maintain the healthy atmosphere on the campus. Achievements of the faculty members are shared with everyone and areas for improvement are discussed in person.

Impact of the Practice

Feedbacks are like a mirror. One can't improve or maintain the quality without the feedback. Students' feedbacks on faculty performance help in different ways. First, it helps to evaluate the performance of a teacher for promotion and assignment of work. Second, it provides feedback to teachers for improvement in the teaching strategies. Third, it helps teachers to identify their strength and weakness. Faculty members can improve their

teaching strategies and relations with students based on feedback. It helps teachers to improve their nature and behaviour towards the students.

Cohen and Herr (1980) note three potential advantages of using within-class improvement strategies. First, students may get increasingly better instruction as the semester progresses. At the very least, efforts to improve the course will be perceived positively by students; for example, they will feel that they have some stake in the rating process. Second, the instructor becomes actively involved in a faculty development process: not only does teaching improve but also the resistance to instructional evaluation dissipates since these strategies are seen as facilitative of improvement rather than as judgmental. Third, the intellectual and interpersonal satisfactions derived from teaching-related experiences are likely to become more salient when the instructor can overcome the frustrations associated with successfully executing the tasks of teaching. Implementation of within-class improvement strategies should increase the instructor's sense of competence.

With the help of the feedback about curriculum, the faculty members provide suggestions to the board of Studies to improve the curriculum. Students' feedbacks for infrastructural facilities are very useful. Based on these feedbacks the institution has changed the benches of the assembly hall. Renovation of washrooms is done. Book bank facility is started as per students' suggestions. Canteen facility is started as per students' suggestions.

Feedback from school teachers and principals are very helpful to improvestudent teachers' teaching skill and planning and execution of the activities related to school. Alumni and parents feedback also provides direction towards improvement.

When we collect the feedback from different stakeholders, they feel like the part of the institution and understand their role and responsibility towards the institution. This mechanism creates a bond between the stakeholders and institution.

This 360° evaluation process contributes to maintain and improve the quality of the institution.

Resources required

It is necessary to update and modify Feedback forms as per the requirement. A team is required to collect feedback and do the analysis of the feedback.

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