

# SURENDRANATH LAW COLLEGE



## TEACHERS' FEEDBACK

### TEACHERS' FEEDBACK – ANALYTICAL REPORTS

YEAR	REPORT link
2022- 2023	<a href="#"><u>TEACHERS' FEEDBACK – REPORT - 2022-2023</u></a>
2023-2024	<a href="#"><u>TEACHERS' FEEDBACK – REPORT-2023-2024</u></a>
2024-2025	<a href="#"><u>TEACHERS' FEEDBACK – REPORT-2024-2025</u></a>

### The Purpose of Collecting Teachers' Feedback-

Teachers' feedback, as an important stakeholder in the working of the college, was collected because its importance stems from its capacity for assessing and improving the overall learning environment of the institution.

The IQAC of Surendranath Law College collects Teachers' feedback on the Academic Performance and Ambiance of the Institution and the Curriculum.

Feedback from teachers is taken because their insights, that comes through experience, can help identify areas where the academic ambience and performance of the institution and curriculum needs improvements. Teachers have direct interactions with students and understand their learning needs and challenges. Feedback from teachers can thus ensure that the curriculum is aligned with students' learning needs, to create a more supportive and effective educational environment. Their feedback can highlight areas that can be improved to better facilitate student learning and ensure that the curriculum is relevant and at par with current trends, standards, technologies, and societal changes.

Moreover, involving teachers in the feedback process gives them a sense of involvement in the college and promotes a culture of collaboration with students and the administration. It provides instructors with insight into how their teaching styles resonate with students, allowing them to make adjustments that benefit learning outcomes. Positive feedback can help maintain or improve the college's reputation, while negative feedback can highlight areas in need of improvement. Taking feedback from teachers is a constructive method of showing that the institution values their experiences as important stakeholders and is willing to mould itself in order to best fulfil the academic and aspirational needs of students and teachers by enhancing educational quality, improving the campus environment, and ensuring that all stakeholders receive a positive and enriching college experience.

**Feedback Ratings from students were taken on the following scales-**

- i. **Likert Scale:** Ranging from **Strongly Agree** to **Strongly Disagree**.
- ii. **Semantic Rating Scale:** Ranging between Excellent, **Good - Satisfactory** and **Poor**.
- iii. **Open-ended Feedback:** For qualitative feedback and opinions, asking for suggestions or comments.

The collected feedback reports are submitted to the Internal Quality Assurance Cell (IQAC) and the Academic Sub-committee for review and discussion.

- i. **Deliberation and Analysis:** The IQAC and Academic Sub-committee members deliberate on the feedback, analyse the suggestions and recommendations, and identify areas for improvement.

- ii. **Action Plan Preparation:**

Based on the analysis, an action plan is prepared outlining the steps to address the identified areas and implement the necessary changes.

- iii. **Action Plan Implementation:**

The action plan is then implemented to ensure that the changes are implemented promptly and effectively.

### **FEEDBACK FORM**

#### **I. ACADEMIC PERFORMANCE AND AMBIANCE OF THE INSTITUTION**

- i. The role of the Institution in organising seminars, Conferences and Workshop.
- ii. The role of the institution in engaging students with monitoring, review and continuous quality improvement of the teaching learning process.
- iii. The role of the institution in encouraging the student-centric methods for enhancing learning experiences.
- iv. The role of the institution in encouraging participation in extra-curricular activities
- v. The role of the institution in encouraging students to participate in sports, healthy practices, and skill development practices.
- vi. The role of the institution in inculcating professional skill enhancing, job oriented and social responsibility-based activities.
- vii. The quality of teaching and mentoring process in the institution facilitates cognitive, social and emotional growth.
- viii. The performance of the institution in providing opportunities for learning and holistic growth.
- ix. The mechanism used by the institution to identify strengths and weaknesses of the students and process to help students to overcome weakness.

## CURRICULUM

Curriculum feedback provides insights into how effectively the content is being delivered and whether students are gaining the necessary skills and knowledge. It is a crucial tool for understanding how well the curriculum aligns with students' needs, interests, and future goals. Online Feedback was taken on the following parameters-

- i. Students are informed about program outcome and course outcome.
- ii. The institution arranges Internship, Advocate chamber visit, Student exchange, Court visit, Moot court, Legal Aid Camp and Clinic, visit to law firms, NGOs, Judicial Clerkships and other Opportunities for Students.
  
- iii. The Curriculum is Student-Centric and based on Experiential learning
- iv. Institutional Planning for Curriculum Implementation is intimated to students.
- v. The syllabus is completed within the stipulated time
- vi. Sufficient numbers of prescribed books/ study materials are available in the library
- vii. The curriculum is in tune with the State/National level Competitive Examinations
- viii. The Curriculum Motivates Students to learn more.