

NEW HORIZON COLLEGE OF ENGINEERING, BANGALORE

Implementation Process of Teaching, Learning and Feedback Questionnaire (TLFQ)

The Teaching, Learning, and Feedback Questionnaire is a tool designed to evaluate and improve educational effectiveness. Its implementation involves a structured process to ensure meaningful data collection, analysis, and action. A well-implemented Teaching, Learning, and Feedback Questionnaire enhances educational effectiveness by promoting reflective teaching and active student participation. By systematically gathering and acting on feedback, institutions can foster a more engaging and outcome-driven learning environment.

Feedback on Teaching-Learning by Students

The process of evaluating teaching effectiveness and learning outcomes is implemented in three key stages:

- Feedback collection
- Feedback analysis
- Reward / corrective measures

Feedback Collection Process

- Feedback mechanism is well organized system in the college for all courses.
- All the students are allowed to give feedback.
- Computerized feedback is collected from students for all the courses.

Feedback collection process

Title	Description
Feedback collection process	Online feedback from all students on respective courses
Process	Online on CONTINEO
Frequency of feedback Collection	Twice in a semester
Metrics used for calculation	5-Excellent 4-Very good 3-Good 2-Satisfactory 1-Below average

Feedback Analysis Process

Summary of the feedback reports pertaining to course, program and teaching- learning is prepared, usually on the scale of 1 to 5. The minimum expected feedback for a faculty member from the students is 3.5 on 5-point scale rating system. The feedback is shared with heads of the respective departments. Informal feedback is also taken directly by the heads from time to time during the ongoing semester. A special emphasis is paid on transparency and impact of the feedback system.

A broad range of parameters that are used for collecting the feedback data is as given below.

- Particular on timely coverage of syllabus
- Ability to integrate content with other courses
- Depth of the course content including project work, if any
- Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)
- Lectures are interesting
- Logical structuring & sequencing of course content into modules
- Promptness & adequacy of feedback provided by teacher on academic performance
- Promptness in Evaluation of Tests, Assignments and Quizzes
- Punctuality (starting time & ending time for lectures, Lab classes and Tutorials Classes)
- Recap of last lecture, assignments, quizzes, projects, discussion, case studies etc.
- Teacher comes well prepared to teach in the class
- Teacher encourages students to ask questions and are satisfied with answers
- Teacher encourages students to think independently
- Teacher gives real life examples/ uses videos
- Teacher is approachable to students for Academic/ personal advice
- Teacher is clear with course concepts
- Teacher is enthusiastic about teaching the course
- Teacher provides course and lecture outline at the semester beginning
- Teacher suggests web-links related to the topics taught
- Teacher takes extra care to ensure learning
- Teacher uploads the teaching material well before the class

- The course materials (e.g. text, case studies, readings etc.) are helpful in learning the course. The evaluation process is well designed during the course
- There is clarity in presentation, considering language, voice and black board writing

A format of student feedback on teaching -learning is given in figure.

FORMAT of Student Feedback on Teaching – Learning	
<u>Questionnaire</u>	
1. Clarity in explaining the subject	
2. Subject explained was easy to understand	
3. Content quality is relevant and useful	
4. Faculty answers to your queries/questions	
5. Coverage of topic/subject is on time	
6. The concepts were explained with examples	
7. Faculty preparation for the class	
8. Faculty guidance for preparation of seminar, conference and exam	
9. Punctuality of the faculty for the class	
10. Communicates distinctly and effectively	
11. Treats students with respect and effectively	
12. Control of the classroom by faculty	
13. Relevance of assignments to the subject	
14. Overall satisfaction	
15. Discussion of any interesting topic beyond the syllabus but relevant to the field.	
16. Usefulness of the question papers of internal tests in your preparation for the examination.	
17. Helpfulness of the online course material.(question bank, etc.) and assignments for you to understand and prepare and for tests and examination.	
18. Accessibility availability after the class hours in the college.	
<u>Rating of Scale</u>	
5- Excellent	2- Fair
4- Very Good	1- Poor
3- Good	

Format of student feedback on Teaching – Learning

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Rating of Scale

- | | |
|--------------|---------|
| 5- Excellent | 2- Fair |
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| 3- Good | |

Format of student feedback on Teaching – Learning

Reward / corrective measures

Methodology being followed for corrective measures taken:

Based on the consolidated feedback and faculty self-appraisal reports, the faculty members are appraised about their performance. Some of the faculty members are appreciated and awarded monetarily, in recognition of their exemplary efforts of

- Resourcefulness
- Innovations in bringing about the change
- Dependability in their work
- Expertise used and developed in academics, research and patenting

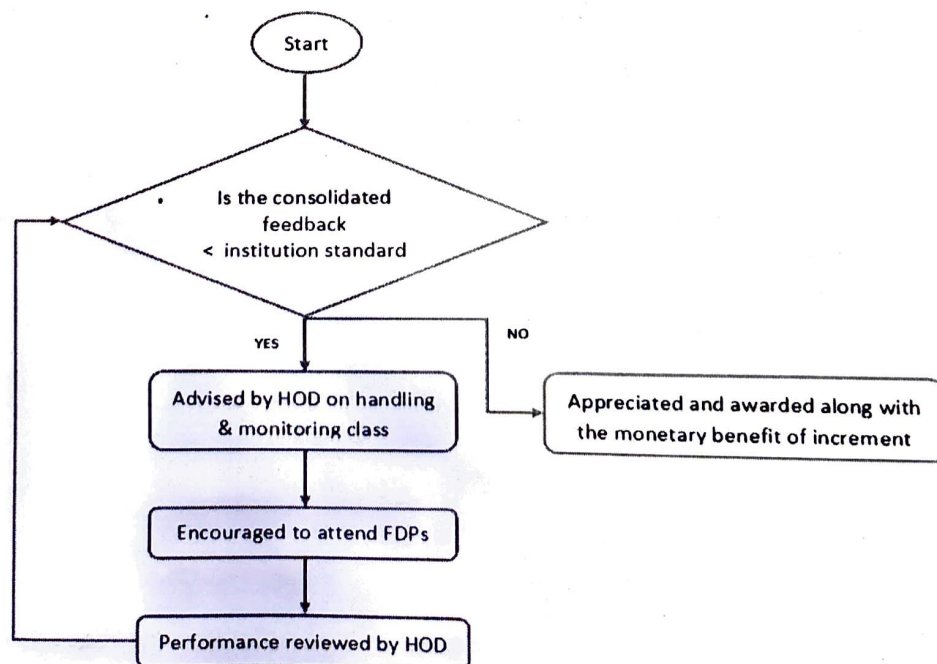
Necessary corrective actions taken for the faculty members whose feedback score is less than the institution standard, are as given below.

Head of the Department chairing the senior faculty members advise the faculty member suitably with regard to

- Clarity in explanation, effective communication, syllabus coverage
- Participating in Faculty Development Programs (FDPs).
- Enhancing their academic skill set with the peer support within a stipulated time period.
- The performance is reviewed regularly.

Rewards/Corrective Measures

Based on the consolidated feedback reports and faculty self-appraisal reports, the faculty members are appraised about their performance.



Sample Corrective Measure on teaching-learning

STUDENT FEEDBACK - EVEN TERM 2020

This form is given to you to analyze the effectiveness of the course offered at NHCE. Please answer the questions below to the best of your ability to reflect your individual feeling about the course so far, and not those of your collective group. This would help us in accurately measuring how the course is perceived by each one of you individually, and the level of interaction between you, faculty and the institution. Please be honest and candid in your feedback. Your opinion is treated completely confidential.

Your academic and functional skills (STRES)

DATE: / /

FEEDBACK ON FACULTY

Sl. No.	Statement	INTERNAL
1	Faculty is explaining the subject	Select
2	Subject explained was easy to understand.	Select
3	Content quality is relevant and useful.	Select
4	Faculty answers to your queries/questions.	Select
5	Coverage of topic/subject is on time	Select
6	The concepts were explained with examples	Select
7	Faculty preparation for the class.	Select
8	Faculty guidance for preparation of seminar, conference and exam.	Select
9	Punctuality of the faculty for the class.	Select
10	Communicates distinctly and effectively.	Select
11	Treats students with respect and courtesy.	Select
12	Control of the classroom by faculty.	Select
13	Relevance of assignments to the subject.	Select
14	Overall satisfaction.	Select
15	Discussion of any interesting topic beyond the syllabus but relevant to the field.	Select
16	Usefulness of the question papers of internal tests in your preparation for the examination.	Select
17	Helpfulness of the online course material (question bank, etc.) and assignments for you to understand and prepare and for tests and examination.	Select
18	Accessibility availability after the class hours in the college.	Select

Sample Students feedback on Teaching -Learning


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NEW HORIZON COLLEGE OF ENGINEERING

Workshop on Faculty Excellence - Phase I & Phase 2

RESOURCE PERSON



Dr L Ravi Kumar

Ms Manjula V

Dr. Sowmya Narayanan

Dr Sanjeev Sharma

Dr Revathy V

Dr Aravinda K

Dr M Jayanthi

Mr Pratik Kumar Kundu

Dr Sujitha S

Prof Smitha

Dr H S GuruPrasad

Dr Manjunatha

Dr R J Anandhi

Dr Anitha Rai

Dr. Vijilius Helena Raj

Dr. Anusuya Devi V S

Prof Asha Borah

Prof Sunitha

Dr Gurulakshmi AB

Prof Rakesh Chandrashekar

Venue: Falconry Seminar Hall

Date: 03.06.2024 to 15.06.2024

26.06.2024 to 10.07.2024

Time: 10.00 AM to 4.00PM

Note: E-Certificate will be provided to all participants

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Principal
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Phase 1: Foundations of Effective Teaching

Week 1: Enhancing Teaching Clarity & Engagement

- Understanding Learner Needs
- Active Learning Strategies
- Visual & Verbal Communication
- Using Technology for Engagement
- Encouraging Critical Thinking

Week 2: Improving Content Delivery & Classroom Interaction

- Structuring Lectures Effectively
- Storytelling & Analogies in Teaching
- Handling Doubts & Questions
- Engaging Different Learning Styles
- Gamification & Case Studies

Phase 2: Advanced Teaching & Assessment Strategies

Week 3: Classroom Management, Faculty Professionalism & Guidance

- Managing Student Behaviour
- Establishing a positive learning environment.
- Ethics & Professionalism in Teaching
- Guiding Students Beyond Academics
- Collaborative Learning & Teamwork

Week 4: Assessments, Lesson Planning & Effective Communication

- Effective Lesson Planning
- Formative & Summative Assessments
- Alternative Assessment Techniques
- Providing Constructive Feedback
- Enhancing Communication Skills

Sanjeev

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Maya

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WORKSHOP REPORT

Title	Workshop on Faculty Excellence - Phase 1 & Phase 2	
Department	Electronics and Communication Engineering	
Date	Phase 1: From: 03.06.2024	To: 15.06.2024
	Phase 2: From 26.06.2024	To: 10.07.2024
Time	From: 10:00 AM	To: 04:00 PM
Brief Description (4-5 Lines Max)	<p>Department of Electronics and Communication Engineering organized Workshop on Faculty Excellence held in 2 different phases on 3rd June 2024 – 15th June 2024 and 26th June 2024 to 10th July 2024 between 10:00 AM to 04:00 PM at Falconry Seminar Hall of New Horizon College of Engineering, Bengaluru. The workshop aimed to enhance teaching effectiveness and student engagement. It covers clarity in subject delivery, interactive content delivery, and classroom management strategies. Faculty will learn to maintain professionalism, mentor students, and create an inclusive learning environment. The Workshop also focuses on designing effective assessments, lesson planning, and aligning teaching with outcome-based education. Additionally, it strengthens faculty communication skills for better student interaction. Through this structured approach, faculty members will improve their teaching methodologies and academic support.</p>	

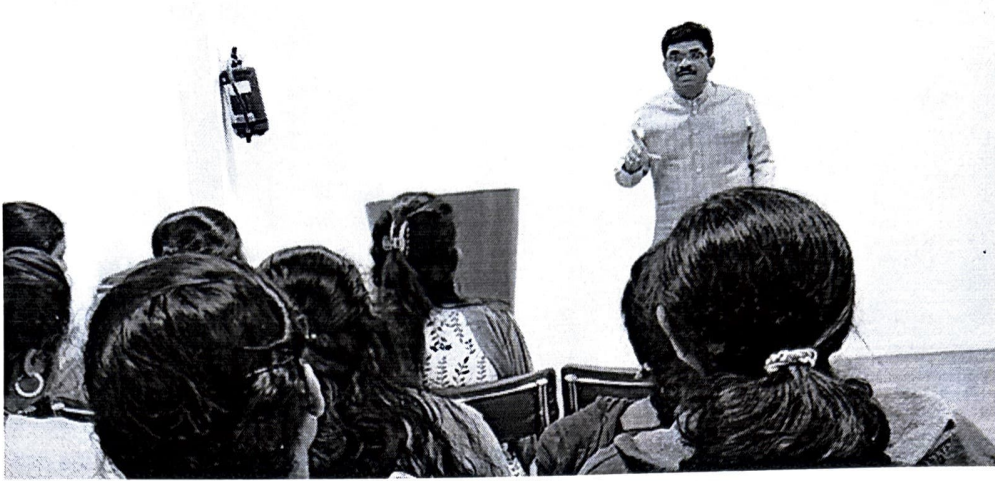
Sanjay

Maya

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Photos:

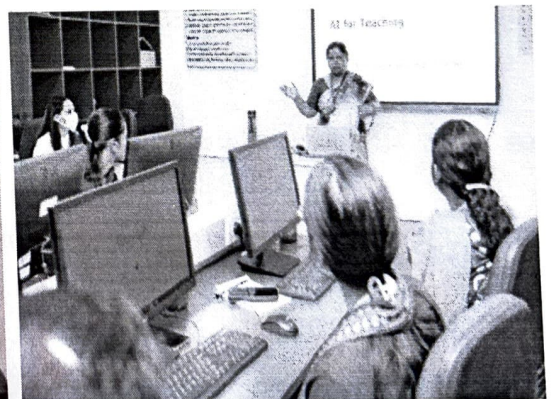
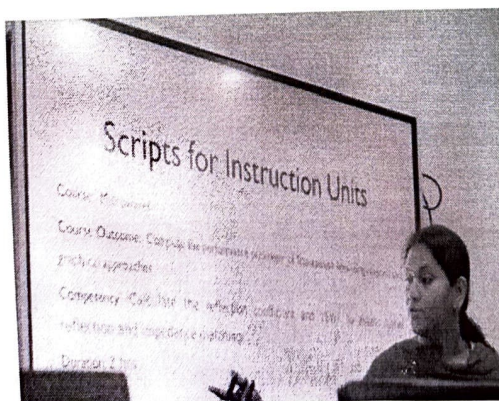


Sanjiv

May

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Professor and Dean - QAIE
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Maya

Week 1: Enhancing Teaching Clarity & Engagement

Session 1: Understanding Learner Needs

Description: Every student has a unique learning style, background, and pace of understanding.

Recognizing these variations helps educators tailor their teaching methods to improve student engagement and comprehension.

Objective: Identify diverse student learning styles and challenges.

Outcome: Faculty will adapt teaching methods to improve student engagement.

Session 2 : Active Learning Strategies

Description: Traditional lecture-based teaching may not always be effective. Active learning methods such as group discussions, case studies, and problem-solving exercises enhance student involvement and retention.

Objective: Implement interactive teaching techniques to boost participation.

Outcome: Faculty will apply discussions, problem-solving, and group activities to make sessions more engaging.

Session 3: Visual & Verbal Communication

Description: Clear communication is key to effective teaching. Proper use of tone, pace, body language, and visual tools ensures that concepts are conveyed in a way that students can easily grasp.

Objective: Enhance clarity through effective speech and visual tools.

Outcome: Faculty will use body language, tone, and visual aids for better comprehension.

Session 4: Using Technology for Engagement

Description: Technology plays a vital role in modern education. Using tools like simulations, animations, and digital platforms can create an interactive and immersive learning experience.

Objective: Integrate digital tools to create an interactive learning experience.

Outcome: Faculty will use simulations, animations, and online platforms to enhance teaching effectiveness.

Session 5: Encouraging Critical Thinking

Description: Encouraging students to analyze, evaluate, and think beyond the textbook fosters creativity and independent learning. Using open-ended questions and real-world problem-solving can develop these skills.

Objective: Develop questioning techniques to promote analytical skills.

Outcome: Faculty will design thought-provoking discussions and problem-solving exercises to enhance critical thinking.

Week 2: Improving Content Delivery & Classroom Interaction

Session 6 : Structuring Lectures Effectively

Description: Well-structured lectures improve understanding and retention. Organizing content logically with clear objectives, transitions, and summaries helps students follow along.

Objective: Design lectures with a clear beginning, middle, and end.

Outcome: Faculty will structure their lectures to enhance clarity and student engagement.

Session 7 : Storytelling & Analogies in Teaching

Description: Stories and analogies make abstract concepts relatable and memorable. Using real-life examples helps students connect with the material.

Objective: Utilize storytelling techniques to simplify complex topics.

Outcome: Faculty will use relevant examples and analogies to enhance student understanding.

Session 8: **Handling Doubts & Questions**

Description: Encouraging students to ask questions fosters curiosity and deeper learning. Effective doubt-handling builds confidence and a positive classroom environment.

Objective: Develop strategies to address student doubts effectively.

Outcome: Faculty will create an open learning environment by addressing questions constructively.

Session 9: **Engaging Different Learning Styles**

Description: Students learn in different ways—visual, auditory, kinesthetic, and reading/writing. Using diverse teaching methods ensures inclusivity.

Objective: Adapt teaching strategies to cater to multiple learning styles.

Outcome: Faculty will employ varied instructional techniques to engage all learners.

Session 10: **Gamification & Case Studies**

Description: Integrating games and case studies makes learning interactive and practical. Gamification enhances motivation, while case studies encourage real-world problem-solving.

Objective: Implement game-based learning and case studies for better engagement.

Outcome: Faculty will use gamified learning and case-based discussions to improve student participation.

Week 3: Classroom Management, Faculty Professionalism & Guidance

Session 11 : **Managing Student Behaviour**

Description: Effective classroom management ensures discipline, minimizes disruptions, and fosters a positive learning environment. Techniques such as clear rules, consistent expectations, and proactive interventions help maintain order.

Objective: Develop strategies to manage student behavior effectively.

Outcome: Faculty will create a structured and engaging learning space.

Session 12 : **Establishing a Positive Learning Environment**

Description: A welcoming and inclusive classroom boosts student participation and motivation. Encouraging respect, inclusivity, and constructive feedback enhances learning experiences.

Objective: Implement methods to create a supportive classroom culture.

Outcome: Faculty will establish an encouraging and inclusive learning atmosphere.

Session 13: **Ethics & Professionalism in Teaching**

Description: Upholding ethical teaching practices, fairness in grading, and professional behavior builds trust and credibility among students.

Objective: Foster integrity, fairness, and professionalism in teaching.

Outcome: Faculty will demonstrate ethical teaching and professional conduct.

Session 14: **Guiding Students Beyond Academics**

Description: Faculty play a crucial role in mentoring students beyond textbooks—career guidance, life skills, and emotional support help in holistic development.

Objective: Support students in academic and personal growth.

Outcome: Faculty will guide students in making informed career and life decisions.

Session 15 **Collaborative Learning & Teamwork**

Description: Encouraging teamwork, peer learning, and group discussions fosters problem-solving skills and cooperation among students.

Objective: Implement strategies to enhance collaboration in learning.

Outcome: Faculty will facilitate cooperative learning techniques for better student engagement.

Week 4: Assessments, Lesson Planning & Effective Communication

Session 16 Effective Lesson Planning

Description: A well-structured lesson plan enhances teaching efficiency and ensures learning objectives are met. It includes defining objectives, selecting teaching methods, and planning student engagement activities.

Objective: Design structured lesson plans for improved classroom delivery.

Outcome: Faculty will create and implement well-organized lesson plans.

Session 17 Formative & Summative Assessments

Description: Assessments help measure student learning and progress. Formative assessments (quizzes, discussions) provide ongoing feedback, while summative assessments (exams, projects) evaluate overall understanding.

Objective: Differentiate and apply formative and summative assessments effectively.

Outcome: Faculty will integrate various assessments to track student progress.

Session 18 Alternative Assessment Techniques

Description: Beyond traditional tests, assessments like peer reviews, case studies, and project-based evaluations help gauge deeper learning.

Objective: Explore innovative assessment methods beyond exams.

Outcome: Faculty will implement diverse assessment strategies to enhance student learning.

Session 19 Providing Constructive Feedback

Description: Meaningful feedback guides students toward improvement. Constructive feedback is specific, actionable, and encourages learning.

Objective: Develop techniques for delivering effective feedback.

Outcome: Faculty will provide feedback that enhances student performance and motivation.

Session 20 Enhancing Communication Skills

Description: Clear, engaging, and empathetic communication fosters better student-teacher relationships and improves learning outcomes.

Objective: Strengthen verbal and non-verbal communication techniques.

Outcome: Faculty will enhance communication to create an interactive classroom environment.

Saijov May

Principal

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Participant and Feedback details for Workshop on Faculty Excellence - Phase 1 & Phase 2

Date of the workshop : 03.06.2024 to 15.06.2024 , 26.06.2024 to 10.07.2024

Sl.No	Name of the Participant	Department Name	Topic Coverage in all sessions	Effectiveness in Delivering the Session	Clarity & Organization of Content	Preparedness of Experts	Effectiveness in Addressing Participant Queries	Adequacy of Time for Activities & Discussions	Overall Workshop Arrangements
1	Dr.Revathi R P	AS ME	4	4	4	5	4	4	4
2	Dr. Priyabrata Adhikary		5	5	5	5	5	5	5
3	Roja R	CSE	4	4	4	5	4	4	4
4	Mehda B	CE	4	4	4	4	5	4	4
5	Prof. Rajesh A	ME	5	5	5	5	5	5	5
6	Neera Chaudhary	CE	5	5	4	5	5	4	4
7	Dr.V.Agalya	EEE	4	4	4	5	4	4	4
8	Mr. Hanamant Yaragudri	ME	4	4	4	5	4	4	4
9	HAMSALEKHA R	ECE	4	4	5	5	4	5	5
10	Pratik Chatterjee	ECE	5	5	5	5	5	5	5
11	Dr Sivarankrishnan S	ISE	4	4	4	5	4	4	4

Sivarankrishnan S

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12	Dr Rajlakshmi Ghatkamble	ISE	4	4	4	4	5	4	4	4	4
13	Ms.Pramila Rani	CSE	5	5	5	5	5	5	5	5	5
14	Dr. SONALI MAHURE	CSE	4	4	4	4	5	4	4	4	4
15	Mr.Chandan Raj B R	CE	4	4	4	4	5	4	4	4	4
16	Shikha Rai A	ECE	4	4	4	4	5	4	4	4	4
17	Sudhakiran Ponnuru	ECE	5	5	5	5	5	5	5	5	5
18	Kalaivani D	ISE	5	5	5	5	5	5	5	5	5
19	Krishnaveni A	ISE	5	5	5	5	5	5	5	5	5
20	FLORANCE G	CSE	4	4	4	4	5	4	4	4	4
21	Ishani Mishra	ECE	4	4	4	4	5	4	4	4	4
22	VINAY R	ECE	5	5	5	5	5	5	5	5	5
23	Kiran Kumar B	ISE	5	5	5	5	5	5	5	5	5
24	Srinath M. K	ME	5	5	5	5	5	5	5	5	5
25	Arvind Kapse	ISE	5	5	5	5	5	5	5	5	5
26	Bibiana Jeniffer	ISE	5	5	5	5	5	5	5	5	5
27	R.Baby Chithra	ECE	5	5	5	5	5	5	5	5	5
28	NIRMALA M	CSE	5	5	5	5	5	5	5	5	5
29	Subhashree Rath	CSE	5	5	5	5	5	5	5	5	5
30	Dr M Dhanalakshmi M	CSE	5	5	5	5	5	5	5	5	5
31	Ms. Yogitha	CSE	5	5	5	5	5	5	5	5	5




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This is to certify that
Dr. Revathi R P
has participated in the Workshop on
"Faculty Excellence - Phase 1 & Phase 2"
organised by the Department of Electronics and Communication
Engineering


DR. SANJEEV SHARMA
Dean-QA/IE


DR. MANJUNATHA
Principal



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New Horizon College of Engineering

OFFICE OF DEAN ACADEMICS

Meeting-Discussion based on feedback from students

Staff Name:

Staff ID:

Department:

AY 2023-2024

Explanation from faculty:

Discussion / Recommendation:

Sign of Faculty with date

Dean - QASDC

Dean-Academics