

## Feedback mechanisms at IHE

IQAC  
2020-21

At the Institute of Home Economics, a feedback system has been put in place for democratic participation of different stakeholders such as students, faculty, non-teaching staff members, parents, alumni, employers in the institution's academic and administrative processes. The feedback helped build a communication loop with different stakeholders and ensured that their voice is heard and respected.

The IQAC designed forms keeping in mind the necessity of transparency and open communication in college. The forms are available on the college website. The data from the feedback was compiled, analysed and shared with the different faculty and staff members in different departments. It was also shared with the external members of the IQAC and the members of the Governing Body.

### Feedback from the Governing Body:

The Governing Body appreciated the collection of feedback from all stakeholders through a formal process. They shared that the feedback provided a sharp insight into the functioning of different academic and extra-academic mechanisms and processes. At the same time, the feedback helped chart a roadmap for improvement of college's academic and administrative improvement. The college must continue to understand and strengthen its responsibility towards the students, their parents, teaching and non-teaching staff, alumni and the affiliating University. At the same time, being primarily a Home Science college, it must continue to hold itself accountable to the wider society.

The Chairperson shared that since the faculty members feel satisfied and energised with the research culture and opportunities available to them at college, further steps must be taken to further strengthen the research endeavours. Second, the pandemic and online teaching-learning and interactions necessitate extra effort on part of the college to be attentive to difficulties faced by students. Being sensitive to students and supporting them to get on with their studies and life in the midst of the pandemic must be a priority of the college. Third, the college must enhance the inclusive teaching learning environment especially for students from disadvantaged backgrounds and different communities. Fourth, capacity building of non-teaching staff members should be planned and undertaken systematically.



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