

## POLICY ON STAKEHOLDERS' FEEDBACK

### 1. Introduction

The pulsating events of the world have clearly and unambiguously written a vital lesson for all. The dismal trend of the present world cries for a change. And a vehicle for this desperate change is *education*.

The lessons of the past have not prepared us for the challenges that we face today. That is why we need education that is transformative. Education should transform young people who can transform society and build a better future.

Education systems needs to be reoriented so that learners might be equipped with knowledge, values and abilities to act for the betterment of all people.

Education involves teaching and learning geared to motivate and empower happy and healthy learners to take informed decisions and actions at the individual, community and global levels.

Learners need to learn collaboration, empathy, complex problem-solving, connection to other human beings and nature. Students should feel valued, acknowledged and included in the learning community as full and active members.

Teachers can transform their teaching, for example, by ensuring that curriculum, pedagogy, learning materials and learning environments are meaningful in the natural, political, economic and cultural contexts.

For education to be of high quality it must be transformative.

The Institution aims to help learners gain knowledge, values, abilities, attitude and various other traits so as to help themselves in transformation.

### 2. Feedback Mechanism

A feedback mechanism draws responses from various stakeholders. The Institution with this structured feedback mechanism ensures quality teaching-learning process. An outcome of the action taken from feedback is the establishment of "*Sree Narayana Gurukulam Centre for Advanced Studies and Training*", SNGCAST, under the same Trust that leads the Institution.



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Impartation of skills, employment-readiness, research, consultancy and Industry-Institute-Interaction are envisioned in the formation of SNGCAST.

The stakeholders play a significant role in the evaluation, development and enhancement of the quality of the learning experience. Feedback from stakeholders permits the Institution to evaluate its educational service.

Stakeholders of *Sree Narayana Gurukulam College of Engineering* can be viewed as two groups: internal and external stakeholders.

Management or Trust Officers, Faculty and Students are internal stakeholders.

Parents, alumni, employers, industry experts, University are external stakeholders.

### 3. Role of Stakeholders

#### *Internal Stakeholders:*

Management: Coordination of activities of a program to achieve defined objectives.

Faculty: Action implementers to accomplish mission.

Students: Evidence of vision, mission, POs, PSOs, PEOs realized.

#### *External Stakeholders:*

Parents: Channels of constructive suggestions for smooth functioning of the Institution.

Alumni: Ambassadors of the fruits of the endeavors of the Institution.

Professional Bodies: IEEE, Tinker Hub, G Tech mulearn and others offer support for excellence in education by bridging curricular gaps, awards and other forms of recognition.

Employers: Chief end-users of SNGCE graduates and providers of inputs to bridge the gap between curriculum and Industry.

Accrediting Agencies: Evaluators of quality assurance in our services and activities.

The process of feedback assessment has placed a growing emphasis on the need for student involvement in the quality assurance of this Institution. Stakeholders' insistence on students is to take responsibility for their learning, to demonstrate concrete evidence of being active



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recipients of the teaching process. Every semester, feedback is collected, analyzed, evaluated and corrective action is brought forth.

Stakeholders' feedback is in the following areas:

Process of formulation of vision, mission (of Institution and Academic Programs) and PEOs of programs.

Study of COs, POs and PSOs of programs.

Assessment of curricular gaps, bridging of curricular gaps with remedial action to complete attainment of POs, PSOs, and maintaining continuous improvement process.

Participation in various academic and administrative committees like Governing Council, Academic Council, IQAC, Alumni Association meetings, Program Advisory Committees.

Stakeholders are also involved in admission process, student induction program, and other on-campus events.

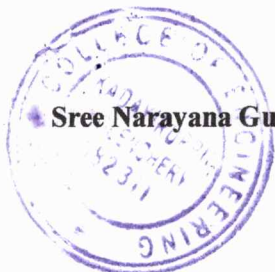
#### 4. Objective of Feedback

The feedback aims at continuous improvement of academic and administrative activities. It is achieved by the following:


*Feedback in learning process:* To maximize student-potential at different stages of learning', raise awareness of student-strength and areas for improvement; to plan action to improve student-performance.

*Feedback in assessment process:* To help students attain course outcomes, to offer them guidance on improving learning. Sharing feedback with students should motivate them to improve performance. The goal is to make them realize that they need to take responsibility for their learning, and be self-directed.

*Feedback in maintaining academic quality by accreditation standards:* IQAC conducts internal academic audit of programs. The feedback provides each Program/Department with feedback for improvement of its quality. University external audit follows internal audit with identical effect on improvement.



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## 5. Feedback Committee

Committees with their composition are given below:

Committee/ Activities	Management	Faculty	Students	Parents	Employer /Industry	Alumni
Governing Council Meeting	√	√			√	
Academic Council		√				
IQAC	√	√	√	√	√	√
Program Advisory Committee		√	√	√	√	√
FDP, workshops, Seminars, conferences		√	√		√	
Career day, Industry Connect Programs, Placement Drive	√	√	√	√	√	√
Class Committee Meetings		√	√			
Alumni	√	√	√			√

## 6. Feedback Mechanism

Periodic feedback obtained from stakeholders help alleviate academic concerns and motivate students and faculty to improve their performance. Feedback enable the making of corrective action plan for improvement. Action plan is made by faculty members, Heads of Departments and Principal; and IQAC in some cases. The action plan sometimes is forwarded to the Management. Feedback from different sources has significantly improved academic activities, effective usage of teaching-learning resources and students' professional career advancement.

## 7. Feedback Collection and Analysis Process

Feedback on the course delivery, collected by students, is illustrated in the chart below:



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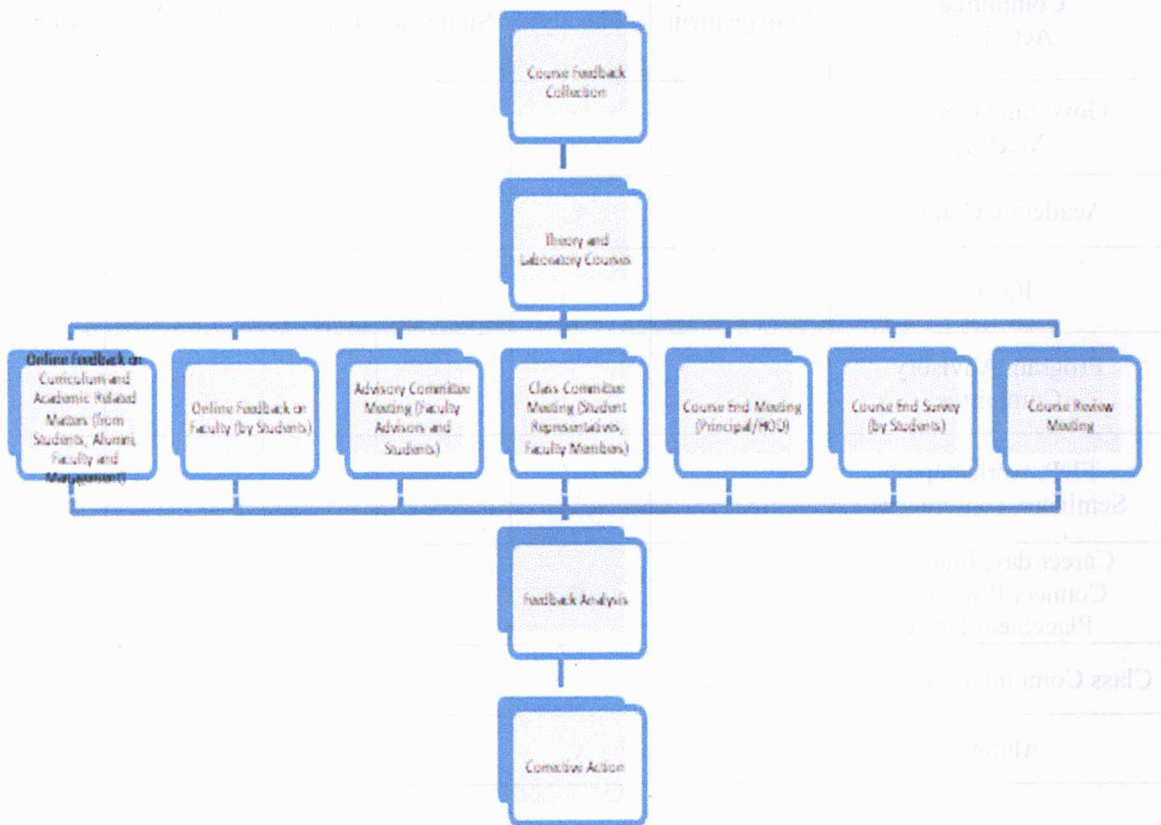
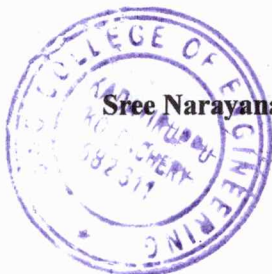


Fig. 1: Feedback System

### 7.a. Feedback on Teaching-Learning Process

Feedback from students are obtained periodically by the Head of Departments at course review meetings, Class Advisory meetings, Class Committee meetings and end semester meetings. Additionally online surveys, Graduate surveys and alumni surveys are also obtained. Students also provide pointers on criteria-based feedback which are collected, analyzed and presented to HoDs.

The feedback is studied and suggestions for improvement are issued forthwith.



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*A few modes of feedback*

SN	Feedback mode	Frequency of feedback Collected / Focus of meeting	Composition
1	Advisory Committee Meetings (Faculty advisors act as mentors)	Three times in a semester (beginning, middle and end). Focus: To uncover students' problems, to help and motivate them to progress in their studies. (Minutes of meetings cover feedback)	Students of a class, faculty advisors
2	Class/Course Committee Meetings	Three times in a semester (beginning, middle and end) Focus: Course Delivery, assessment mode, syllabus coverage, pace of delivery, problems faced in course delivery and solutions to problems thereof (Minutes of meetings include add feedback)	Few chosen student representatives, course teachers.
3	Course review meeting	Three times in a semester: Focus: Reminder of course delivery, and introduction of new student-centric and other methods, and evaluation at the end. (Minutes of meetings include feedback)	Program Head (Dept Head) and course teachers.
4	Top-level terminal meeting	Once in a semester (one week before the end of a semester) Focus: Review of course delivery (Minutes of meetings embody feedback)	Principal and Program Heads (Dept Heads)
5	Course end survey	Once in a semester, (Few days before the close of semester) Focus: Attainment of course outcomes of a course. (survey forms are used)	Each class

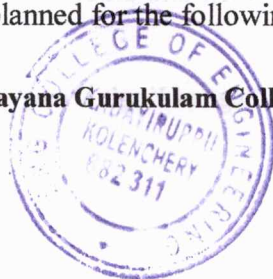
**9. Additional Feedback**

Course outcome attainment ascertained at the end of each semester and Program outcomes obtained every year along with Graduate Survey are also valuable feedback. They raise questions as to why attainment level is low, in case, and what can be done to move on to higher levels of attainment. Action plan to improve student performance and attainment of outcomes will be worked out.

**10. Student Mentoring System**

Mentoring and Counselling are planned for the following aspects:

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- Improvement of academic performance
- Develop a research orientation
- Guidance for a professional career, higher studies, and skill development
- Resolve personal issues: Behavioural, psychological
- Encourage spirit of innovation by motivating and training students to participate in contests, conferences, projects and internship.
- Motivation to pursue extra-curricular and social activities
- Develop personality and character
- Foster good values, healthy living and discipline

### 11. Academic Monitoring and Student Support

One senior faculty advisor (SFA) and a faculty advisor (FA) are assigned to a group of twenty-five to thirty students in a class. The SFA and FA offer guidance and help to solve student issues on academic and non-academic matters including personal issues. The SFA also arranges separate or combined meetings with advisors, course faculty, parents and students as and when required and discuss academic progress of students under their advisory group.

Advisors keep records of their counselling sessions with students. Other pertinent data are also maintained. The goal of academic monitoring and student support is to help student make unhindered progress in their studies.

After each test, the performance of students is assessed. Good performance is encouraged. Average or poor performance is discussed with parents either in person or through other means. Counselling remedial classes and performance mentoring are carried out till a satisfactory level is reached and motivation lessons will continue to sustain performance.

### 12. Students' Feedback on Faculty

Experience has shown that student feedback on faculty is more often than not misplaced and does not reflect fair judgment. It is often an *emotional* expression. Therefore to ensure objective verity of student feedback it should be correlated with evidence of students' learning in response to teachers' efforts. Student-attendance, regular class notes kept by students, timely submission of student work and student performance can be considered as



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evidence of student learning. Teachers will also maintain a course diary of their efforts at teaching.

Proper evaluation of a faculty member has to be based on evidence of teachers' efforts, student-evidence of learning and student feedback. Evaluation based solely on student feedback is looking at only one side of the matter given the emotional response of students. Hence, student evaluation of faculty should be judged in the light of student-evidence of sincere efforts at learning and the efforts of faculty at teaching.

### 13. Mode of Student Evaluation of Faculty

College ERP software, *ETlab*, has the feature of faculty evaluation. The Institution makes use of this tool for faculty evaluation. The feature of evaluation has all the aspects of teaching-learning process. The survey is subjected to an analysis and the result goes to HoDs. If necessary, corrective action is planned in consultation with the Principal.

### 14. Outcomes of Corrective Measures

Type	Feedback			Corrective measures	Beneficiaries	Outcome
	Collected by	Given by	Mode			
Direct Indirect Interactive	Faculty Advisor HoD Principal	Student Program Advisory Board Industry Placement Trainers Parents Alumni	Faculty advisor- student meeting. Class/course committee meeting. Course end survey. Student faculty evaluation. Alumni Meeting. Placement Training. Job Interviews.	Advanced learner programs  Remedial class for slow learners  Training programs  Counseling  Scholarship	Students	Uni exam results  Learning Enrichment facilities  Higher education opportunities  Employability skill acquisition  Entrepreneurship development  Psycho-social development  Socio-economic development

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				Faculty Development Program	Faculty	Faculty empowerment
				Academic Audit	Programs/ Dept	Program development
				Management review	Institution	Vision attainment Infrastructure Ranking Quality Improvement
				Extension activities	Society	Social responsibility Community Development

## 15. Academic Audit

The University-mandated internal and external academic audits are seen as effective feedback.

The process of academic audit aids the Institution, faculty and students for success in engineering education. For the proper functioning of the educational system in the Institution and to quantify the efforts made by the faculty and students proper assessment systems are in place. These include the assessment of course delivery vis-à-vis the curriculum and syllabi of the University, the co-curricular and extra-curricular activities of students, overall discipline, and the academic functioning of the Institution, efficient discharge of the duties and responsibilities of faculty members, monitoring of the progress of courses, internal assessments, student welfare redressal of grievances etc. The process of academic auditing intends to monitor and enhance quality of technical education through proper guidance for both teaching faculty and students so as to ensure that qualified engineers and researchers are groomed by the Institution.

*The objectives of academic audit are:*

- To ensure academic accountability
- To present properly groomed technical graduates
- To safeguard functionalities of technical education



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- To define effectiveness of teaching-learning process and to devise methodologies for ensuring maximum output from faculty and students.
- To ensure that 'Outcome Based Education' is followed.

### 16. Feedback on Facilities

The Institution has provided good facilities. Assessment of facilities is done based on the feedback from students, faculty, Program Advisory Board, alumni, parents, employer and industry experts. Suggestion-Box and Grievance Redressal Committee collect information and forward to higher authorities. Alumni also offer suggestions on facilities. Feedback is also collected during the exit survey and parent-teacher meetings about the facilities of the Institution to guarantee a highly effective learning environment.

As regards outcomes and corrective action, selective strengthening of the infrastructure for various facilities are taken from time to time based on the feedback and survey reports to improve the facilities of the Institution.

### 17. Administrative Audit

Academic functioning rests on administrative service. Therefore, the quality of administrative service should also be enhanced, and hence administrative audit is in order. Such an audit will show up areas which need betterment in service. Some of the administrative areas are finance, library, computer centre, recruitment, store, purchase, establishment, examination, security, house-keeping, health centre, transport, admission, engineering, sports alumni interface, archive, (records of past students), academic units like Industry-Institute-Interaction cell, research and consultancy cell, placement cell etc.

The purpose of Administrative audit is to yield relevant feedback for improvement.

### 18. Value of Feedback

Feedback in both academic and administrative areas is expected to provide information that are essential for growth in quality of service which is a continuous process. With time there is bound to be dip in standards for most institutions. This is where feedback comes in handy, as it can be a stimulus for raising quality standards. Therefore feedback is imperative.

