

Feedback from Stakeholders Policy

MSRUAS/REG/FBK POL/2014-15



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This Policy entitled "Feedback from Stakeholders"
is applicable to QAC and all Academic Departments of MSRUEAS
from the Academic Year 2014-15
(As per the SRA of the respective Faculty)



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A. Feedback from Stakeholders

A.1 Preamble

Educational institutions need to ensure that their Programmes and Curricula remain relevant, responsive to the changing needs and are aligned with the evolving demands of the academic, professional and societal needs. Therefore, feedback, from stakeholders would be an indispensable tool in the pursuit of inclusivity, innovation in curriculum and creating high-quality learning experiences to students. Feedback by stakeholders for revision and development of academic curriculum is vital and serves as a guide for the academic institution towards continuous improvement and excellence in education. The insights gathered from diverse stakeholders - students, faculty, staff, and external partners - provide valuable inputs for arriving at decisions about development of new programmes, curriculum, pedagogy, and assessment strategies.

Feedback is said to be the essence of a two-way communication between the service providers (educational institutions) and the other stakeholders who receive the service directly or indirectly. Feedback helps in understanding the strengths and weaknesses, opportunities and challenges faced by the institution in the Teaching-Learning process and in the curriculum development. Feedback instills a sense of belonging and ownership in the stakeholders about the institution and they feel responsible in being a part of the organization in its progress.

MSRUAS, in line with its Mission and Objectives to transform learners into creative and innovative citizens through its curricular and support activities, intends to address real-time challenges and provide technical and scientific solutions to them. MSRUAS strives to be relevant and progressive in serving the society through its various Programmes, Courses and other co and extra-curricular activities. Regular feedback from stakeholders, namely, Students, Faculty members, Employers, and Alumni are taken, analysed and discussed at various forums to ensure that timely and relevant actions are taken on the feedback given by the stakeholders.

A.2 Scope

Learning is a perennial process and is an experience by itself. The exchange of feedback is essential for revision, which in turn lead to growth and learning. Learner feedback is very important in the development as well as in the enhancement of academic curriculum. It is considered as a powerful tool playing a vital role in sensing the learners experience and their desire for the quest of academic growth. Effective feedback is critical since it offers well directed and specific information for the envisaged improvements.

It benefits both the students and the teachers alike. This document presents a detailed description of the pre and post processes involved in the life cycle of feedback analysis covering all the Programmes offered by the various Faculties at MSRUAS.

A.3 Feedback Process Flow at MSRUAS:

MSRUAS has adopted an academic curriculum based on outcome based education (OBE) is also interchangeably used as a student centric curriculum as shown in Figure 1. The importance of feedback is more vital in student centric curricula, since, the assessment of attainment and corrective measures to improve the academic delivery meeting the requirements and aspirations of all stakeholders should be steady, structured and sound.

The process for collection, analysis, formulation of action to be taken and its implementation is depicted in Figure -2. A detailed inspection of the above referred process flow clearly substantiates the concept of decentralization pertaining to both the academic governance and the administrative governance envisaged in the vision and mission of MSRUAS. The process for feedback is so structured that it involves a wider, proactive, and cohesive participation of various layers of Academic Leadership as well as Statutory bodies of MSRUAS encompassing The Deans, The Head of the Departments, Teachers of the departments concerned, Board of Studies, Academic Council, The Board of Management and finally the Board of Governors.

Feedback collection process aligns itself to the academic calendar of the programmes that would be announced in accordance with the norms and stipulations of the University. The detailed depiction of the involvement of various functionaries of the University is clear in the rather exhaustive flow process shown in Figure 2. To keep this policy document concise and to avoid the redundant explanations, whatsoever, no further detailed explanation of the individual blocks is coconsciously avoided.

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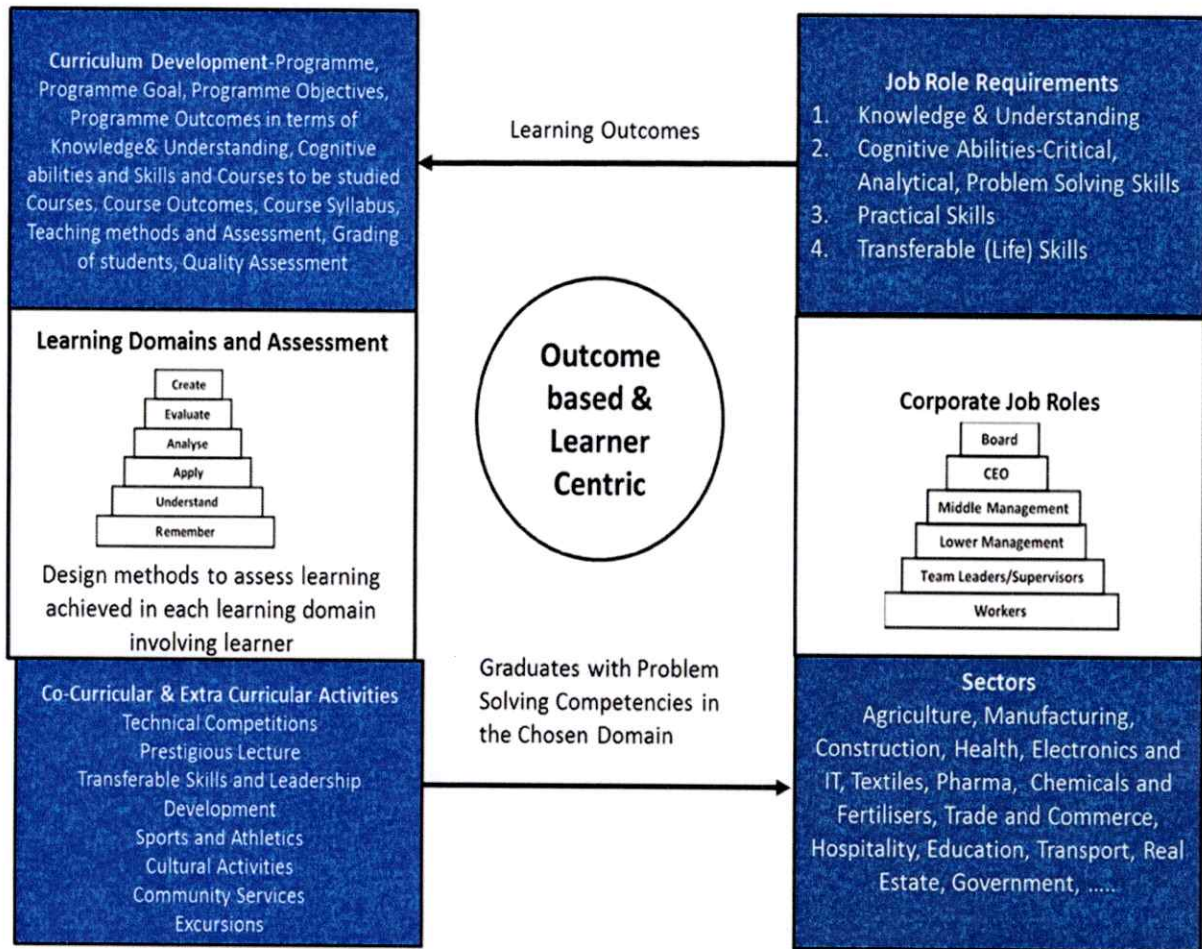


Figure 1: Learning Outcomes

As seen from Figure -2 below, the Quality Assurance Cell (QAC), is the prime mover and custodian of the process including the retention of the feedback documents.

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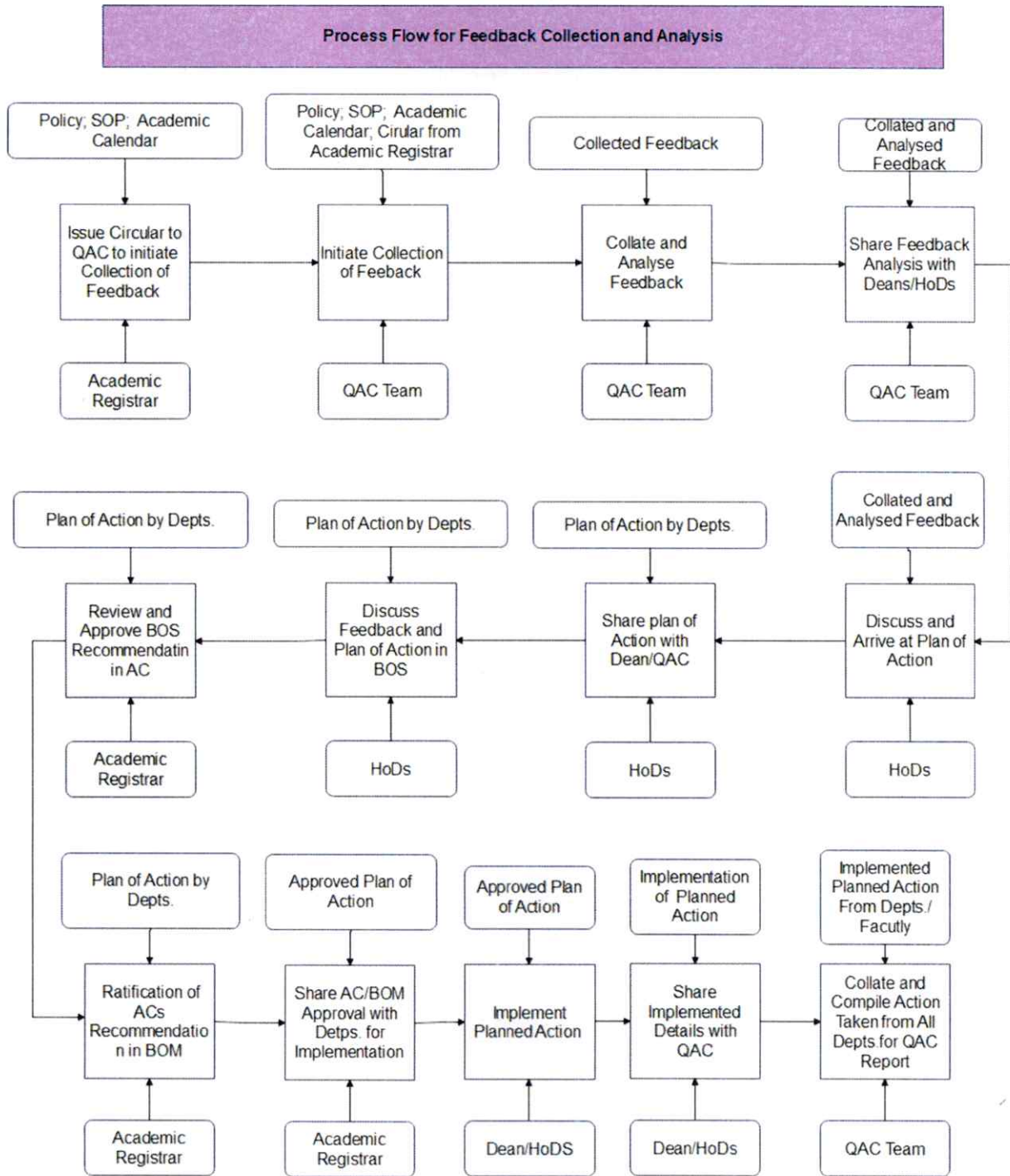


Figure 2: Feedback Collection and Analysis

Some of the significant steps and responsibility for the feedback process can be explained as follows:

A.4 Student Feedback:

A.4.1 Semester Scheme:

Student feedback on academic delivery and curriculum is collected two times in a semester; One midsemester and the other endsemester.

Academic Registrar (Faculty) and the Manager-Programme Operations are responsible for the collection of feedback and the submission of the same to Head, QAC (Academics).

A.4.2 Modular Scheme:

Student feedback on academic delivery and curriculum is collected at the end of the module. Academic Registrar (Faculty) and the Manager-Programme Operations are responsible for the collection of module end feedback and the submission of the same to Head, QAC (Academics).

A.4.3 Analysis of Feedback and Preparation of Reports

- a. The feedback analysis report is prepared by Head Quality Control (Academics)
- b. The midterm/modules student feedback analysis is made available to the Dean of the faculty to initiate corrective action
- c. The complete semester/modules feedback report is made available during SAB and PAB to initiate corrective action, if any
- d. The student feedback analysis report is sent to Chief – Quality Control (Academics) to present the same to the leadership of the University

A.5 Faculty Feedback

- a. The Academic Registrar (Faculty) and Manager –Programme Operations are responsible for collection of feedback from faculty members and submission of the same to Head- Quality Control (Academics).
- b. Faculty members who deliver a particular course/module are required to fill a faculty feedback

form to ascertain the difficulties faced during the delivery of the course/module and to seek advice on the avenues required for the improved delivery in the subsequent opportunities.

A.5.1 Faculty Feedback Analysis Reports

- a. The Head- Quality Control (Academics) analyses the feedback from the faculty and prepares an analysis report for submission to the Dean of the Faculty and also for a discussion in the SAB/PAB meeting to be followed
- b. The faculty feedback analysis report is also sent to the Chief- Quality Control (Academics) to present the same to the senior leadership of the University

A.6 Student Exit Feedback

- a. Student exit feedback is also collected at the end of the Programme to understand the strengths, weakness and opportunities prevalent in the existing curriculum of the Programme

A.7 Action on Student Feedback

- a. Faculty members who have scored below the average in the students' feedback are advised and counseled by the respective Deans and Hods and offer a constructive feedback to improve the rating in subsequent offerings
- b. Faculty members also will have an opportunity to go through the students' feedback form and thus facilitating them to analyse and formulate a plan of action to improve their rating in the subsequent delivery
- c. Faculty members are permitted to reflect their feedback on the students to arrive at a reasonable mechanism for the improved performance of the faculty in the subsequent offering
- d. The scores of the student feedback is also one of the criteria for the annual appraisal of the faculty members

A.8 Staff Student Consultative Committees (SSCM)

MSRUAS plays a great emphasis on continual upgradation of its Teaching and Learning resources, infrastructure, quality of curriculum delivery and the overall experience and perception of the student about the University. Towards this direction, SSCM consisting of both the Faculty level leadership, the

HoDs, and the Class Representatives, who will meet during the middle of the semester to review and debate. The issues discussed in the SSCM are given below

A.8.1 Student academic issues

I. Curriculum

- a. Course Delivery
- b. Test and Assignments and their Assessment

II. Student Teaching and Learning Support

- c. Programme Operations
- d. Test and Assignments and their Assessment
- e. Library
- f. ICT
- g. Laboratories and Workshops

III. Student Amenities

- a. Hostel and Cafeteria
- b. Sports and Recreation

The minutes of the SSCM is shared with all the members including the class representatives. In the subsequent SSCM, the first agenda is the review of action required arising out of the discussion in the previous meeting and the associated action taken details. This will ensure that the University heeds to the feedback, feelings and aspirations of the students in a continued manner.