



MAHATMA GANDHI UNIVERSITY



Mahatma Gandhi University
Priyadarsini Hills P. O.
Kottayam, Kerala - 686560

(Re-accredited by NAAC with A Grade)

Feedback Policy

Feedback Policy of Mahatma Gandhi University

Draft Prepared by: Dr J G Ray, Professor, School of Biosciences

Scope:

This policy applies to the collection and evaluation of the diverse kinds of feedback and opinions about the individual programmes, departments/schools/centres of Mahatma Gandhi University Campus where they are admitted, the courses in which they are enrolled, quality of teaching, resources, facilities and support available at their respective centres of learning.

Definitions:

Feedback is a process in which the effect or impact of an action or interaction is communicated back (feedback) to modify or improve the following activity or interaction.

Evaluation is a rigorous analysis of completed or ongoing activities that determine or support teaching, learning and management accountability, effectiveness, and efficiency through systematic feedback study.

A programme is a certain number of courses that a student has to undergo in a particular subject area to fulfil the award of a degree.

A course is a significant unit of the subject study with definite credits. Many courses taken together in a specific area of study for a substantial period represent the programme.

Module: It is a unit (also called the subject) in a branch of knowledge studied or taught in a school, college or university that forms a part of a course for a degree program.

Programme/Course/Module Evaluation is collecting students' opinions on a paper or electronic questionnaire that requires a written or selected response answer to a series of questions to evaluate the relevance, contents, assessment, and instruction of a given programme/course/module.

Teaching Evaluation Teaching evaluation refers to the formal vetting process of teachers that Mahatma Gandhi University uses to review and rate teachers' performance and effectiveness in the classroom to maintain its teaching standards.

Stakeholders: the beneficiaries of all kinds of the Mahatma Gandhi University; Feedback from stakeholders allows the university to evaluate how its service provision is viewed. The stakeholders at Mahatma Gandhi University are categorised into internal and external stakeholders.

The internal stakeholders are Syndicate, administrative and other staff, faculty and students.

The external stakeholders are parents, alumni, employers, industry experts and accreditation authorities like NAAC, NBA, UGC, AICTE, etc.

Parents – Ambassadors for providing constructive suggestions for the smooth functioning of the institution.

Alumni - Brand Ambassadors carrying the mission forward

Professional Bodies – UGC, AICTE, DST, DBT, and the like - support excellence in education through directive policies, funding, awards, and other forms of recognition.

Industry Representatives: industries of diverse kinds who use our facilities or students for internships and industrial projects/employment.

Faculty from Renowned Institutions – IIT, IISc, IIST, IISER and other Universities

Foreign Universities: to handhold and suggest ways to deliver quality education through collaborations and partnerships.

Employer: Represents the significant end-users of our graduates and gives inputs to overcome the gap between program and industry.

Accrediting Authorities - Accepted as agencies for the quality assurance process, under which our services and operations are evaluated.

The Core Feedback Policy

The feedback policy of Mahatma Gandhi University insists on surveys among its different stakeholders to collect feedback on:

- Programme/Courses/ Modules
- Quality of teaching
- Students' experience with University
- Facilities at Departments/Schools/Centres

Policy Principles:

1. Mahatma Gandhi University regards to feedback from all its stakeholders as a significant input source to ensure the maintenance of compelling, high-quality curriculum design, learning and teaching.
2. The University will provide a range of opportunities for all stakeholders to provide feedback and evaluate feedback from them, especially from students at different stages of students learning journey, in line with the Quality Management Framework
3. Mahatma Gandhi University aims to empower the students to succeed in a changing world to become productive Scholars and responsible citizens.
4. Feedback processes will be anonymous, systematic, rigorous and respectful of the rights of all the stakeholders, including its staff and incorporate strategies to maximise all their participation

5. Full privacy and confidentiality will be ensured at all stages of the process
6. For every module in a course, a Unit and Teaching Survey will be administered each time a unit is delivered as per the provisions under the 'Procedures' section of this policy
7. A set of core questions will form the basis of the survey deployed to systematically evaluate teaching and learning in the University Departments/Schools/Centres
8. A Student Experience Questionnaire will be administered annually for every course. A set of questions constructed from the Quality Indicators for Learning and Teaching (QILT) survey will form the basis of the study deployed to evaluate student experience at the Institute systematically
9. A Degree Outcome Survey will be administered annually. A set of questions constructed from the Quality Indicators for Learning and Teaching (QILT) survey will form the basis of the study deployed to evaluate graduate satisfaction levels and employment outcomes systematically

Policy on the Feedback Mechanism of the University:

The Process: The university has a very effective mechanism to seek feedback from stakeholders like students, parents, teachers, recruiters, alumni and the like. The feedback received is analysed, and action is taken to improve the stakeholders' curriculum, teaching and learning process, and experience.

Structured Feedback: The University, through a structured feedback mechanism from its various stakeholders, ensures a quality teaching-learning process, research opportunities, and outreach services in basic and applied arts and science

The stakeholders play a vital role in the evaluation, development and enhancement of the quality of the learning experience.

The feedback analysis process emphasised the need for involvement of the students in the quality assurance of Mahatma Gandhi University.

The stakeholders' involvement calls to act as active receivers of teaching and learning.

The distribution, collection, analysis and corrective action of the filled feedback form are done for each semester through online/offline mode.

The feedback template and corrective action report are available on the website for stakeholders' views.

A range of other feedback mechanisms will be employed when appropriate, including student representatives on the Learning and Teaching Quality Committee and Academic Board, focus group meetings and informal student comments.

Student feedback: All students will be provided with the opportunity to provide input in complete confidence of anonymity. After carefully reviewing and analysing it, it is used as a

base to improve the existing system. The questionnaire attributes quantitative and qualitative answers, focused on the quality of the course content pedagogy, learning material, views about theory/practical courses, and services extended to them by the university.

The survey is opened to the students twice a year at the end of each term to express their feedback/suggestions on the scheme, teaching-learning and co-curricular activities; later on, the feedback is analysed and shared with the concerned department and teachers. The appropriate recommendations are put forward to the academic council for implementation. Based on the input, valuable changes are recommended by the BOS to revise/shift the course content after obtaining formal approval from the university's academic council.

Student Feedback on Curriculum: Informal Feedback on Teaching and Learning Process: Feedback from students is obtained periodically by the Head of the department during the course review meetings, tutor ward meetings, class committee meetings and end semester meetings, Course curriculum, Graduate Exit Survey,

Student Formal feedback: Students evaluate the quality of teaching on criteria-based feedback, which is collected, analysed and presented to the Department Heads. From the feedback assessment, suggestions for improvement are carried out by considering all the dimensions of the teaching-learning process, such as quality of teaching, student interactions, clearance of doubts, communication, evaluation, subject knowledge, punctuality, etc.

Feedback on facilities: The institution provides sustainable and state of the art infrastructural facilities. Assessment of facilities is done based on the feedback from students, faculty, department advisory board, alumni, parents, employers and industry experts. A suggestion box is available in the institution to receive suggestions from the students.

A grievance redressal committee also collects information and forwards it to the higher authorities. The institution's alumni network is robust, and they take part in surveys during the alumni event conducted every year.

Feedback is collected during the exit survey and parent-teacher meetings about the institution's facilities to guarantee a highly effective learning environment.

Policy on the use of student feedback:

- to improve the quality of courses and units through the development of annual improvement plans
- to support the scholarship of teaching
- to inform the professional development needs of academic staff
- to enhance course and unit design
- to improve the provision of learning resources, facilities, equipment and services through the development of annual improvement plans

- to compare and benchmark the Institute's performance against the sector or other providers

Alumni feedback: Request the alumni to check whether the curriculum enabled them to develop the required skills in multidisciplinary fields. The pedagogy practised was for a better understanding of the subject.

Employers feedback: to check their satisfaction level for the availability of choices of courses in the curriculum and the method of teaching, which is reflected in the understanding of the students. Does the curriculum reduce the gap between academia and industry. The trained persons' interpersonal and communication skills, coding skills, soft skills, grooming and group discussion skill, and overall development.

Parent's feedback: quality of teaching, students' discipline, lab facilities, IT services, sports, cultural and co-curricular activities, examination system, cross-cutting issues, start-ups and the like

Faculty feedback: Faculty convene course coordination meetings twice a semester, focusing on qualitative improvement in content, pedagogy, learning material, student performance, research and extension activities for theory/practical courses and other aspects related to curriculum. Faculty members express their feedback/suggestions on the teaching-learning process, research and extension activities and the same would be debated and discussed. Similarly, feedback is received from the faculty members on the programme scheme, theory courses, and practical courses. Appropriate suggestions are put forward to the academic council for implementation. Based on the feedback, a course teacher is empowered to revise the contents of the course after obtaining formal approval.

The Policy Directives

1. The use of student feedback should first aim to empower the individual to improve their teaching. Only after that should feedback be used for any other purpose, and then, with great circumspection
2. The reliability of student feedback results could be affected by various factors (response rate, the time of obtaining the feedback). These and other factors that could influence the results should be considered when interpreting the results
3. Faculties are encouraged to, in turn, provide feedback to students about the use and impact of student feedback to promote learning and teaching
4. Student feedback is the primary information about students' experiences of learning and teaching, but the data should be used in combination with other sources of feedback such as classroom assessment techniques, feedback from colleagues, self-evaluation and literature
5. To activate electronic student feedback for a module, teachers first have to complete an e-registration form which will provide the student feedback office with the information

necessary for the electronic student feedback questionnaire for students enrolled on the specific module

6. Schedule the survey well in advance to allow sufficient time for students to respond. Response rates of surveys that once classes have ended are considerably lower than those taken before the end of the module
7. Ideally, students should have the opportunity to raise their needs and concerns before classes end. It is essential to discuss such issues with them and demonstrate that teachers value their feedback and respond to it.
8. Programme feedback questionnaire: student feedback on learning and teaching programmes is obtained annually at the end of the final academic year. Last year students are supposed to complete the process
9. Faculty feedback form: To provide a more comprehensive representation of the teaching and learning context, teachers also give feedback on their planning and experiences of teaching, particularly for the teacher feedback form.
10. The student feedback office is aware of the confidentiality of the reports and will not share information with unauthorised persons. Only IQAC members at the Centre of teaching and learning have access to the data, and authorised persons have access to information.
11. Structured feedback forms for curriculum from different stakeholders such as Parent feedback forms on curriculum, Alumni feedback forms on curriculum, Teacher feedback forms on curriculum and Student feedback forms on curriculum are collected online/offline, and the summary of feedback is prepared to assess the quality and viability of the curriculum