

INSTITUTIONAL BEST PRACTICES

1. TITLE OF THE PRACTICE

FEEDBACK ON FEEDBACKS

2. OBJECTIVES OF THE PRACTICE

Absence of information regarding actions taken by the service provider on the feedback on quality of services is a normal drawback of most of our feedback systems. Its indirect adverse effect falls on trustworthiness of the feedback system. While actions on individual or collective grievances are communicated directly, actions taken on all feedbacks on courses/programmes cannot be always communicated directly to the learners especially where implementation of the actions takes long time. In order to improve trustworthiness of the feedback system, a practice is followed to keep the learners informed about the actions taken with likely results and the expected time line.

3. THE CONTEXT

In academic institutions all activities relate to academic practices and their improvements irrespective of their categorization-academic, administrative, or career development. Our institute has the mechanism to collect feedbacks from its stake holders i.e. students, alumni, industry, guardians, faculty, peer group and management. Different committees exist to collect the feedbacks from them and take appropriate actions.

Two most important stakeholders- students and guardians are dynamic in nature with respect to the institute or programme. Immediate steps are taken on those which are dependent on provision of physical resources or controllable pedagogic methods. Others like syllabus modifications or attainment of certain programme outcomes may require time. Hence actions on a substantial part of their ongoing feedbacks may not be implemented immediately or even communicated to students/guardians during their stay in the campus. The challenge lies in finding means to establish faith and trust of all stakeholders on our academic and feedback systems.

4. THE PRACTICE

The practice laid down by IQAC (Internal Quality Assurance Cell) aims at building confidence amongst the stakeholders in the quality of our academic system and the sincerity of the institute in rendering best services. Collection of feedbacks from different stakeholders, their analysis and recommendations of actions on them, is an established practice. The present practice is a further extension of feedback systems. Its main objective is to establish credibility of the feedback system, an important part of the academic practice.

The stakeholders of an academic programme in the institute can be classified in terms of duration and nature of involvement to the programme(s) as shown in the table.

Sl No	Stakeholder	Duration of direct	Weightage on Feedback	Nature of feedback	of Observations
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		involvement		academic practice	
1.	Students and guardians	Short period (4 years)	Very high	<u>Long term</u> involving syllabus and curriculum <u>Immediate</u> involving pedagogic tools and practice followed	Major target group for this practice. An important link with the society at large
2	Alumni and peer group	Quasi permanent	Medium to high depending on involvement	Long term related to structure and philosophy of academic practice followed	An important channel for collection of feedback from professional world
3.	Industry	Permanent	Very high	On all aspects involving <u>long term</u> and <u>short term</u> aspects of the system	Major target group who depends on direct experience
4.	Faculty	Permanent	Very high	On all aspects involving <u>long term</u> and <u>short term</u> aspects of the system	Designer – Executor of the academic system
5.	Management	Permanent	Very high	On policy matters and on all aspects in general	Feedback gets top priority. The ultimate decision maker and provider of resources

Actions taken on feedbacks related to attitudinal or behavioural issues, indiscipline, etc. are communicated within a reasonably short time.

Limitations and constraints

Slow Implementation of all academic reforms (syllabus and curricular changes, change in evaluation system) is primarily due to absence of academic autonomy of the institute. All feedbacks on such issues appear to remain unattended to the reviewers.

Structure of the practice

Institute appraises the reviewers about the actions taken on the feedbacks through following methods:

Slow implementation issues:

Website /departmental notice boards (correspondence with University or appropriate authority, supplementing the deficiency through extramural laboratories, experiments, topics, evaluation system like use of rubrics).

Direct channel: written/oral (management, industry, guardians), faculty advisors / mentors (students).

Immediate implementation issues:

Departmental notice board, oral, faculty advisors/mentors

5. EVIDENCE OF SUCCESS

On the basis of feedbacks received from students, alumni, faculty and industry the departments/institute examine(s) the curriculum, syllabus and evaluation system for various academic reforms. A normal academic programme has a 'shelf life' of 5 to 7 years minimum. Added to this is the inertia of the University (which has to cater about 70 + technical colleges), all such reforms become a long term process. Hence no action for reforms can be implemented or communicated to the students during their stay. In such cases the institute, on receipt of the feedbacks, adopts the following measures:

- A. Writes to the BOS of the University for necessary action
- B. Directs all Programme Coordinators/ HODs to introduce
 - a. extramural topics in as many courses as applicable,
 - b. extramural experiments in laboratories,
 - c. extramural laboratories,
 - d. innovative evaluation techniques,
 - e. lectures by professionals

Enhancement of professional competence of our graduates bears the evidence of mitigation of lacunae observed by stakeholders viz, Component laboratories helped the graduates professionally without bringing formal reforms. These efforts have been appreciated by industry and the peer groups (viz, NBA), showing soundness of our academic practices as well as quality of services rendered.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The problems encountered are more of technical origin than financial or human. Academic autonomy of the institute would have mitigated many a problem.

Resources required are those necessary for posting the information by the departments and the institute in the website and notice board. Dedicated faculty advisors and mentors also play an important role.

7. NOTES (OPTIONAL)

This practice narrated in the preceding paragraphs is mainly intended to mitigate problems which are likely to be faced mainly in academic institutions which do not enjoy academic

autonomy. Ideally any feedback given to the service provider has to be acknowledged and actions taken on the issues addressed back. This is done when the feedback comes in the form of grievances. However, in academic institutions issues are related to mainly academics. There are many an issue on which actions for reforms not possible immediately.

The above practice is specifically suitable for affiliated academic institutions to appraise its stakeholders to build bondage of trust between the two. It can be also adopted, on specific issues, by the autonomous academic institutions.