



"CELEBRATING DREAMS"

Guidelines for Collecting Feedback from Stakeholders

Introduction

The feedback process at ITM University, Gwalior is an integral part of maintaining and enhancing the quality of education. In line with the National Assessment and Accreditation Council (NAAC) guidelines, feedback from various stakeholders—students, alumni, employers, and faculty—is collected, analyzed, and used to inform decision-making and continuous improvement.

This document outlines the guidelines for collecting feedback, focusing on feedback concerning faculty performance and course content. The process ensures that all relevant stakeholders are engaged, and that their input is systematically used to enhance the educational experience at ITM University.

1. Feedback Collection Process

1.1 Feedback from Students

1.1.1 Faculty Feedback (Mid-of-the-Semester and End-of-the-Semester):

- **Frequency:** Twice per semester (Mid-of-the-Semester and End-of-the-Semester).
- **Responsibility:** The Internal Quality Assurance Cell (IQAC) will oversee the collection of feedback, utilizing teachers not engaged in classes from that school.
- **Mode of Collection:** Feedback will be collected through the Management Information System (MIS) of the University.
- **Feedback Areas:** The feedback will cover various aspects of the teaching-learning process, including preparation, participation encouragement, use of modern teaching aids, and assessment practices.
- **Action:** Feedback concerning faculties will be shared with the HOD/Dean/Coordinators, who will create an action taken report and share it with IQAC. The IQAC will then share this report with the Chairman IQAC for further processing if needed.
- **Use:** The feedback will be a critical component of the teachers' performance evaluation. Teachers who receive below 60% on the feedback benchmark may not be retained at the University.



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1.1.2 Content Feedback (End-of-the-Semester):

- **Frequency:** Once per semester (End-of-the- Semester).
- **Responsibility:** Faculties will collect feedback from students concerning course content at the end of each semester.
- **Mode of Collection:** Feedback will be collected through the University's MIS.
- **Feedback Areas:** The feedback will address the comprehensiveness, relevance, and alignment of the course content with learning outcomes, real-world applications, and employability.
- **Action:** Feedback concerning content will be routed to the HOD/Dean and Chairman of the Board of Studies (BOS). They will create an action taken report to be attached to the BOS minutes.

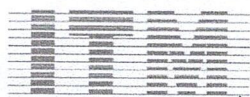
1.1.2 Faculty Feedback (Yearly):

- This will be given by HOD/Deans of the faculty working with them and will be a part of performance appraisal.

1.2 Feedback from Alumni and Employers

1.2.1 Alumni and Employer Feedback on Course Content:

- **Frequency:** Collected during campus visits or through special drives organized by the University.
- **Responsibility:** The respective HOD/Dean will ensure that feedback is collected from alumni. TAP Cell will ensure that the same is collected from employers during their visits.
- **Mode of Collection:** Feedback will be collected via structured questionnaires or interviews and recorded in the MIS.
- **Feedback Areas:** Focus on the relevance, comprehensiveness, and applicability of course content to industry standards and employability.
- **Action:** Feedback concerning course content will be forwarded to the HOD/Dean and Chairman BOS. They will draft an action taken report to be included with the BOS minutes.



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2. Reporting and Action

2.1 Action Taken Reports (ATR):

- **Faculty Feedback:** The HOD/Dean/Coordinators will prepare an action taken report based on faculty feedback shared by IQAC and forward it to IQAC again. The IQAC will then forward this to the Chairman IQAC for further actions, if necessary.
- **Content Feedback:** The HOD/Dean and Chairman BOS will prepare an action taken report based on content feedback, which will be attached to the BOS minutes and discussed during meetings.

2.2 Sharing of Reports:

- Both the faculty feedback ATR and the content feedback ATR will be shared with the Academic Council of the University for review and further action.

3. Periodic Collection of Feedback

Stakeholder	Feedback Type	Frequency	Responsible Party	Action Taken
Students	Faculty Feedback	Mid-of-the-Semester, End-of-the-Semester	IQAC	ATR to HoD/Dean/Coordinators; shared with IQAC
Students	Content Feedback	End-of-the Semester	IQAC	ATR to HoD/Dean; shared with BoS
Alumni & Employers	Content Feedback	During Visits/Special Drives	TAP Cell	ATR to HoD/Dean; shared with BoS

4. Questionnaires Used for Feedback Collection

Feedback from Students Regarding Faculties:

(Like rt Scale- Strongly agree 5 to Strongly Disagree 1)

- **Teaching-Learning Process:**
 1. The teacher is well-prepared for class.(1-5)
 2. The teacher provides guidance/counselling in academic and non-academic matters in/outside the class.(1-5)



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3. The teacher encourages participation and discussion in class.(1-5)
4. The teacher uses modern teaching aids/gadgets, handouts, suggestions of references, ppts, web resources, etc.(1-5)
5. The teacher pays attention to academically weaker students as well.
6. The teacher is regular and punctual in class.(1-5)
7. The teacher invites opinions and questions on subject matter from students.(1-5)
8. The teacher inspires students for ethical conduct.(1-5)
9. The teacher links the subject to real life experiences and creates interest in the subject.(1-5)
10. The teacher covers the entire syllabus in time.(1-5)
11. The teacher explains the topics efficiently.(1-5)
12. The teacher conducts periodical assessments and evaluates papers within two weeks.(1-5)
13. The teacher uses non-traditional methods of evaluation like quizzes, seminars, assignments, etc.(1-5)
14. The teacher follows grading guidelines and explains grades if asked.(1-5)
15. Helps me meet the goals and learning objectives/outcomes of the course.(1-5)

Feedback from Students Regarding Contents:

1. The course content was comprehensive and covered the key concepts of the subject area. (1-5)
2. The course readings and materials provided sufficient information to understand the topics covered. (1-5)
3. The course content was current and reflected recent developments in the field.
4. The course content clearly aligned with the stated learning outcomes (COs). (1-5)
5. The course will enhance my employability. (1-5)



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6. The course encouraged critical thinking and analysis of the course material. (1-5)
7. The syllabus content relates to real-world applications and industry practices. (1-5)
8. I feel confident in my ability to apply the knowledge and skills gained in this course to other situations. (1-5)
9. Suggestions for additional content to be included.(1-5)
10. Indicate the apt pedagogy that should be used to cover the course content.(1-5)
11. List content that should be eliminated from the course.(1-5)

Conclusion

This feedback system is an essential part of maintaining high standards in teaching and learning at ITM University, Gwalior. By systematically collecting and analyzing feedback from various stakeholders, the University ensures continuous improvement in its academic offerings and faculty performance. This process not only enhances the educational experience but also ensures that the curriculum remains relevant and aligned with industry needs and student expectations.


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