# CURRICULUM FEEDBACK MECHANISM POLICY

## SRM UNIVERSITY DELHI-NCR, SONEPAT

Established under Haryana Private Universities Act 2006 as amended by Act no.8 of 2013 and recognized by
UGC u/s 2(f) of UGC Act, 1956
39, Rajiv Gandhi Education City, Delhi-NCR, Sonepat-131029, Haryana (India)
Tel : 0130-2203700-01 | Tollfree : 1800 180 1216 | Website : www.srmuniversity.ac.in

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# CHAPTER I: INTRODUCTION

SRM University Delhi-NCR (SRMUH) is one of the foremost educational institutions at Rajiv Gandhi Education City, Sonepat, Haryana, and contributes significantly to the state's commitment towards providing quality education to all. Since its foundation, the university has continually made an effort to deliberate, present, and implement best practices on interdisciplinary areas of research and education in general, and is constantly striving to fulfil its promise of excellence to its stakeholders.

With a sole objective to provide quality education, SRM University Delhi-NCR, Sonepat (SRMUH) has established an Internal Quality Assurance Cell (IQAC) in accordance with the guidelines of the University Grant Commission (UGC) and National Assessment and Accreditation Council (NAAC). The guiding philosophy of the SRMUH-IQAC is in agreement with the vision and mission of the university and thus, strives to establish and achieve the following:

- Develop an ecosystem for academic excellence

- Ensure the presence of a conscious, consistent and catalytic quality improvement system

- Develop a systematic quality-check process for evolving, enhancing and sustaining excellence in academic practices

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- Ensure a learner-centric environment equipped with the latest technologies in teaching, research and knowledge-sharing

- Promote innovative practices to improve the effectiveness of teaching-learning experiences

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# CHAPTER II: GOALS & OBJECTIVES

Feedback from students play an important role in assessing the relevance of the curriculum. The primary objectives of collecting curriculum feedback are to develop a system where quality of teaching and learning can be assessed, and regular modifications and amendments to the curriculum are made, keeping in mind the feedback of the stakeholders. Therefore, the curriculum feedback mechanism of SRMUH-IQAC must strive:

- To create an ecosystem of collaborative learning

- To define the roles and responsibilities of each stakeholder

- To provide all stakeholders with an environment of participative approach in teaching-learning method

- To open a transparent communication channel between the stakeholders and the faculty

- To identify any gaps in teaching-learning process

- To create an effective system whereby the gaps in teaching-learning-evaluation is duly addressed

- To provide provisions for timely evaluation, modification/amendment of the system which identifies and addresses the gaps in teaching-learning-evaluation process

- To help the faculty modify and improve their teaching methodologies

- To address the challenges in industry-academia collaboration

- To provide better industry exposure to students

# CHAPTER III: STRATEGIES & INITIATIVES

**Feedback Mechanism**

The Internal Quality Assurance Cell (IQAC) is committed towards improving education quality and directs the university's efforts and measures toward academic perfection.

Feedback is collected at the end of each academic session from all stakeholders, that is, students, faculty, employers, and alumni. The extensive analysis is done for the feedback collected and suitable corrective measures are employed. The feedback is collected via online/offline methods.

The Curriculum Analysis Feedback Report is prepared at the end of every academic year through IQAC. Curriculum research includes information on syllabus development, overall programme experience, and appropriate topic sessions, as well as material provided to undergraduate, postgraduate and research scholars.

This curriculum includes various questions for stakeholders to respond to, with options such as strongly disagree, disagree, neutral, agree, and strongly agree. Feedback Analysis Report is prepared based on the consolidated inputs of all stakeholders and their critical points mentioned under feedback form.

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## Stakeholders: Definition, Roles & Responsibilities

At SRM University Delhi-NCR (SRMUH), the word stakeholder refers to the following:

1. Student
2. Alumni
3. Faculty
4. Employers
5. Parents

**Roles and Responsibilities of the stakeholders:**

- Participate in curriculum development

- Evaluate the learning objectives and the proposed learning outcomes

- Ensure that the learning objectives are in accordance with the programme learning objectives and outcomes

- Provide timely feedback on curriculum

- Assess the relevance of programmes offered and courses taught in relation to current market trends and demands

- Evaluate teaching-learning gaps and the strategies to bridge the same

- Envision strategies which would address the challenges in industry-academia collaboration

## Feedback Structure

SRMUH must provide liberty to every department to revise the curriculum or to add new courses after every year to meet the needs of the present industry demands and recent technological

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developments. To revise and modify the curriculum, feedback must be taken from various stakeholders like students, alumni, faculty, employers and parents throughout the semester.

## Feedback Process

The Feedback Process may comprise of 3 stages:

**Stage I** (Collection of Feedback): The filled-in feedback form to be collected by various academic departments.

**Stage II** (Analysis of feedback): The detailed analysis of filled-up feedback forms to be carried out by the University-level IQAC; afterwards and the necessary recommendations are forwarded to the Board of Management (BoM) for approval; once approved, the same is shared with the concerned departments for appropriate action.

**Stage III** (Action Taken Report): The action taken report to be prepared based on the recommendation of the University-level IQAC for further improvements.

## Methodology to be adopted for Feedback Analysis:

• Feedback from various stakeholders to be received from various departments

• The recommendation of Department-level IQAC to be forwarded to university-level IQAC for further action

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- The University-level IQAC evaluates the feedback report received throughout the year from various stakeholders through various measures.

- The received responses are categorised under three division: 1 Promoters 2: Passive, 3: Detractors

- Promoters: The responses which are mentioned as "strongly agree" and "agree" are grouped under Promoters.

- Passive: The responses which are received as neutral are classified as "passives".

- Detractors: Responses which are received as "disagree" and "strongly disagree" are grouped together as detractors

- The Feedback Score (FS) is calculated for each question. The FS is defined as: (% of strongly agree responses + % of agree responses) – (% of disagree responses + % of strongly disagree responses) = (% of responses under promoters - % of responses under detractors)

- The University-level IQAC decides FS threshold of each feedback analysis report.

- The remedial action taken report is prepared based on the short comings reported from the analysis: if the FS score of any question is less than FS threshold, then appropriate action is initiated.
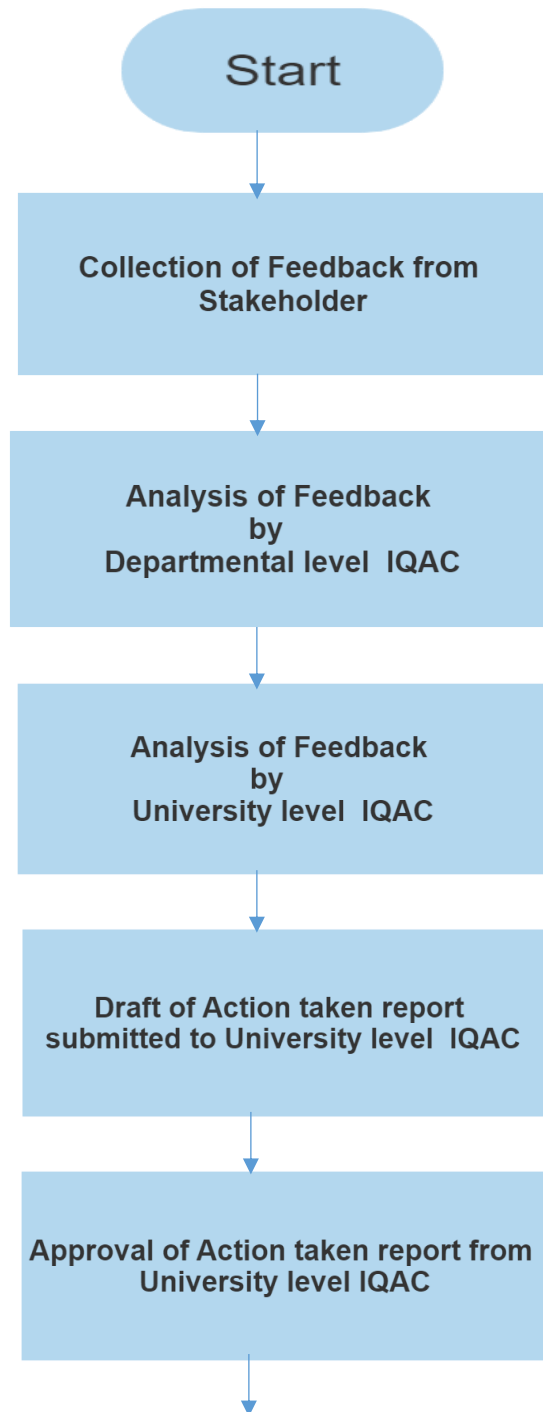
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- In case, the FS is greater than or equal to FS threshold the existing measures are suggested to be continued.

- The University-level IQAC will recommend suggestive measures as an action taken report to academic council of the University. The approved action taken report is forwarded to Departments for implementation and necessary actions.

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**Process Flow**

Approved by Academic Council

End

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