



**POLICY DOCUMENT ON FEEDBACK MECHANISM
FROM STAKEHOLDERS ON CURRICULUM AND
SYLLABUS**

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| CVRU/29/AC/26/04 | | POLICY ON FEEDBACK MECHANISM FROM STAKEHOLDERS ON CURRICULUM SYLLABUS |



Dr. C.V. Raman University

POLICY ON FEEDBACK MECHANISM FROM STAKEHOLDERS ON CURRICULUM AND SYLLABUS

1. PRELIMINARY

Short Title, Applicability and Commencement

- (a) This Policy may be called, "*Dr. C.V. Raman University (CVRU) POLICY ON FEEDBACK MECHANISM FROM STAKEHOLDERS ON CURRICULUM AND SYLLABUS*".
- (b) The Policy shall apply to all the academic departments and faculties of CVRU
- (c) The Policy shall come into force from the date of approval by the Board of Management of CVRU.
- (d) The Scope of this Policy doesn't include "Students feedback on Teachers and Teaching Methodology" and "Students Exit Feedback" which is a yet another requirement.

2. INTRODUCTION

2.1 Feedback from the stakeholders and professionals is, and shall continue to be one of the prime sources for the input essential to periodically planning, designing, reviewing and revising curriculum and syllabus. CVRU attaches major importance to this aspect. It has established a mechanism and that has resulted in a significant impact on the university's courses syllabus and curriculum improvement, resulting in superior students' outcomes.

2.2. The policy is an outcome of deliberations done at various levels involving the stakeholders.

3. OBJECTIVES

- To establish a mechanism and protocols so as to gather feedback from the select-stakeholders on the syllabus and curriculum, analyze it and take suitable action/s for an overall improvement of courses and programs delivered by various academic units of CVRU.
- To give the students of CVRU a highly enabling and updated experience in knowledge, skill-building and developing as a well-rounded and responsible citizen of the society.
- To create adequate input for the Curriculum and Syllabus revision committees at various levels to bring in the needed reforms from time to time.



4. STAKEHOLDERS: STUDENTS, TEACHERS, EMPLOYERS, PROFESSIONALS' FEEDBACK

4.1 Students

4.1.1. Students' feedback on the syllabus/curriculum shall be obtained during the: -

- Course-end for each course delivered through the Semester or annually, where CBCS Semester system is not in place.

4.1.1.2. Course-End Feedback: This practice by CVRU benefits in carrying out **improvements in the course syllabus and program curriculum in the future.** The feedback also sets a stage for the deliberations during the review and revision of a program curriculum/course syllabus in the Board of Studies and allows for the constructive recommendations to be made to the Academic Council. The End-Semester/Annual feedback therefore has been suitably designed by CVRU for the respective academic units of CVRU, who have a flexibility to add/delete some metrics as would apply to their specific areas. The feedback is expected to include internal evaluation through the terms/semester and external (university exam). It is expected that the feedback is majorly obtained through online means.

The feedback is analyzed by the Course Coordinator and HOD duly represented by a graph on each parameter and presented before the Board of Studies for their deliberations and recommendations to the Academic Council. These inputs are also very useful to the Committee set up for the review and revision of the curriculum, undertaken from time to time. The Feedback analysis done by the Department shall be perused by the Dean of the college/Faculty and comprehensive report of all courses expressed graphically on each parameter would be forwarded to the IQAC along with the Action-taken Report within 30 days of the completion of the Semester.

The Feedback Performa as prepared by CVRU for its departments and faculties is attached as Annexure-1

4.2. Faculty Feedback

4.2.1. Faculty Course Exit Feedback will be obtained as under:

4.2.1.1. Course Exit Feedback is to be obtained from the course faculty after the end of every semester/year (depending on the semester/annual system) with a view to give an opportunity to the faculty to recommend improvements/ changes for an overall improvement of the course scheme, syllabus, teaching tools and teaching-learning methodology **to be implemented in the subsequent year.** The feedback provides essential input to the Board of Studies in reviewing and revising course syllabus and Curriculum Design. It further assists a separately constituted Curriculum Review and Revision Committee to bring about changes essential to the course syllabus or recommend its discontinuation in the following year. The feedback serves another very important purpose of giving sufficient input for a faculty of the course to carryout teaching-learning course reforms and improving the syllabus over the next one year, if required, include high-impact



content, LMS developed tools technology, contribute to the change in syllabus as well as, self-skill and improve competencies to deliver the course decidedly better, next time. The feedback also incorporates how students responded and fared in the course. The feedback is a sum total of demonstrated experience and is a full-fledged report on the Course.

CVRU has issued a standard format to the colleges to be completed by the faculty, analyze the same graphically and develop an Action-taken Report. Where required, departments may carry out necessary modifications to address their special inclusions. The online feedback Report and Action-taken Report is required to be forwarded by each academic department/faculty to the IQAC for vetting and onward approval by the Board of Management within 30 days of the end of the Semester. The Format is attached as **Annexure 2**

4.3. Employer Feedback

4.3.1. This feedback has been designed to obtain the required feedback on curriculum and syllabus from the Employer through online process once in two years (odd years). The objective is to carryout due changes in the course syllabus and program curriculum periodically so as to meet employers' expectations from the university and the students. It provides the basic information framework necessary for the Curriculum Design and Development Committee to take the views forward, after due deliberations. The feedback also serves to provide useful input to the departments to hone-in the required skills in their students so as to render them decidedly better employable. A standard format has since been issued by CVRU to academic units for the placement officers of academic department/faculty to act upon in obtaining the feedback. The feedback shall be analyzed, and Action-taken Report prepared for onward submission to Dir IQAC after the due approval of the Dean. The same would be approved by the Board of Management. The university common format is attached as **Annexure 3**

4.4. Alumni Feedback

4.4.1. The Alumni network of CVRU is very strong. There are some of the finest minds at work at high places. Their feedback is so important to the curriculum improvement. It is important to CVRU to evaluate the impact of the curriculum in their current professions as barometer of effectiveness and demonstrated performance. They would be required to be approached for the **feedback by the Deans and Directors of respective academic departments/faculties**. The feedback should be mostly online obtained once in two years (odd years). However, offline feedback must also be explored during the Alumni Meet. Some faculties have well established and registered alumni associations of their own and are expected to use the feedback mechanism to gather feedback, analyze and forward the same with Action-taken Report to the Director IQAC for approval by the Board of Management. Respective colleges/faculties feedback format is at



Annexure 4.

4.5 Professionals Feedback

4.5.1. CVRU will rely on the feedback of Professionals who are the members from industry and academics in various statutory and non-statutory bodies in their respective areas of the discipline. These will be identified by the Director IQAC in consultation with the colleges and faculties. IQAC may include some from well-established professional bodies and seek their feedback as well. **The Director/ Deputy Director IQAC is responsible for the feedback** and shall administer the same online/offline once in two years (odd years) and prepare the report as also design Action-taken Report on the same. In addition to approval by the Board of Management, the feedback shall also be shared with the Academic Council and Committee for the Curriculum Planning and Design during the review and revision of the curriculum. The format is attached **Annexure 5**

5. PROTOCOLS FOR THE FEEDBACK

5.1 The protocols for the feedback are attached as Annexure 6.

6. REMOVING OF DIFFICULTY

CVRU reserves the right to amend the policy as many times as it feels essential. The issues involved in designing policy are dynamic in nature and will require this policy to be reviewed and revised periodically.



Annexure 1
(Refers to paragraph 4.1.1.2)

Students' Feedback on Curriculum /Syllabus

Name of the Student

Roll No.

Name of the Program

Courses

UG – Year and Semester

PG Year and Semester

PG-Diploma/Year & Sem

| SI No | Description | Strongly Agree | Agree | Disagree | Strongly Disagree | Unable to Comment |
|-------|--|----------------|-------|----------|-------------------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The curriculum and syllabi have been designed in keeping with requirement of the industry and developing student holistically in personal and professional realization of his/her goals. | | | | | |
| 2 | The curriculum adopts Outcome Based Education process focused at the continuous evaluation and improvement and focuses at the outcomes. | | | | | |
| 3 | The allocation of the credits to the course is appropriate in relation to the level of course curriculum. | | | | | |
| 4 | There is an emphasis on the experiential learning with emphasis on enabling internships, labs and projects. | | | | | |
| 5 | The curriculum and syllabi have been effectively designed by integrating Information and communication technology (ICT) and Pedagogy | | | | | |
| 6 | The curriculum has a transparent and effective Internal and External assessment and evaluation process which is reflective of outcome-based education process. | | | | | |
| 7 | The curriculum provides for developing cross-cultural and transferrable life-skills through value-added and elective courses. | | | | | |
| 8 | The syllabus enabled me to improve my ability to formulate, analyse and solve the problems. | | | | | |
| 9 | The teachers are competent to teach their subjects with mastery and domain authority. | | | | | |
| 10 | The curriculum is enriched with courses that make me better employable and meet my entrepreneurial dream. | | | | | |

Suggestions by you to make it better.....



(Refers to paragraph 4.2.1.1.)

Faculty Feedback on Curriculum /Syllabus**Name of the Faculty****Program:****Course taught****UG –Year and Semester****PG Year and Semester**

| SI No. | Questions | Strongly Agree | Agree | Disagree | Strongly Disagree | Unable to Comment |
|--------|--|----------------|-------|----------|-------------------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The curriculum adequately covers all program outcomes and program specific outcomes, based on students' attributes. The emphasis and credits assigned are appropriate. | | | | | |
| 2 | The labs, software, teaching facilities, databases and learning resources available in institute are adequate for effective teaching. | | | | | |
| 3 | I am satisfied with the higher order learning Blooms' taxonomy plan and assessment are suitably designed to capture knowledge, skills and behavior. | | | | | |
| 4 | The curriculum is periodically reviewed and takes into account the feedback provided by stakeholders and the inputs by the Board of Studies. | | | | | |
| 5 | The curriculum provides effective use of Information and communication technology (ICT) based pedagogy with vast use of E-content developed by the institution /Learning Management System (LMS) | | | | | |
| 6 | The evaluation process is effective and robust with the advancement of ICT and examination reforms | | | | | |
| 7 | The learning outcomes are evaluated periodically based on stakeholders feedback, analyzed and action taken. | | | | | |
| 8 | The curriculum meets the national and global needs besides individual's and professional aspirations. | | | | | |

Suggestions if any

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Employers' Feedback on the Program Curriculum

Name of the Employer:
Designation:
Date of feedback

Program:

Your structured comments to improve the curriculum.

| S I No. | Feedback of Curriculum/Syllabus | Strongly Agree | Agree | Disagree | Strongly Disagree | Unable to Comment |
|---------------|---|----------------|-------|----------|-------------------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| 01 | How do you rate our curriculum in the programs you look to hire our students? | | | | | |
| 02 | How would you rate our students in their skill competencies as applied to your industry? | | | | | |
| 03 | Do you find our students level in knowledge, concepts and application adequate? | | | | | |
| 04 | Did you find usefulness of electives offered in our curriculum that prepare students for the multi-disciplinary streams as well as entrepreneurs and as life-long learners? | | | | | |
| 05 | Did you find our students adequately developed in the life skills, values, ethics, behaviour, attitude and sensitivity to gender equity, tolerance, respect for the diversity and other religions, pride in the nation and belief in co-existence and progress as nation and the world. | | | | | |
| 06 | Did you find out students aware of their responsibilities towards the climate, protection of natural resources, sustainability and circular economy. | | | | | |
| 07 | Did you find a spark in our students for innovation? | | | | | |
| 08 | Whether our students working in your organization have demonstrated professional skills as team and group leaders innovatively finding solutions to problems in businesses and adding wealth to the organization? | | | | | |
| 09 | Rate the practical and applied knowledge of students in terms of their relevance to the real-life application? | | | | | |
| 10 | Rate our students learning from the value-added courses and internships which form essential part of our curriculum. | | | | | |

Please write any top 5 competencies you would like us to build in our students

Signature:



(Refers to paragraph 4.4.1)

Alumni Feedback on Curriculum

1) Year of Joining/ leaving the Batch :

2) Name of the Program :

3) Name of the Institution :

4) Date :

| SI No. | Description | Strongly Agree | Agree | Disagree | Strongly Disagree | Unable to Comment |
|--------|---|----------------|-------|----------|-------------------|-------------------|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The program outcomes and course outcomes are clearly stated and outcomes accordingly evaluated and continuously improved upon. | | | | | |
| 2 | There is an enhanced emphasis on high order learning, practical knowledge, work projects and labs. | | | | | |
| 3 | The skill-development, innovation and entrepreneurship receive the highest focus to make students increasingly employable. | | | | | |
| 4 | The curriculum is forwarding looking and caters for multi-disciplinary learning through electives and provides for flexible options | | | | | |
| 5 | There is adequate emphasis on human values, ethics, behaviour, attitude, service for the community and life transferable skill-development. | | | | | |
| 6 | Appropriate and innovative teaching-learning methods are used to provide facility for continuous learning in the curriculum | | | | | |
| 7 | Assessment and evaluation are robust and program outcomes are well documented. These are designed in sync with the program and course outcomes. | | | | | |
| 8 | The curriculum provides a lot of experiential learning and minimum of two internships. | | | | | |
| 9 | The curriculum is periodically revised to adopt to ever evolving external businesses challenges and technology advancements. | | | | | |
| 10 | I found that the program curriculum and course syllabi at the university delivering on building students as well-rounded personalities ready for the future challenges. | | | | | |

Any additional suggestion by the Alumni.....



(Refers to paragraph 4.5.1)

Professionals' Feedback on curriculum and Syllabus**Name:****Designation****Organization****Program**

| SI No. | Questions | Responses | |
|--------|---|-----------|----|
| | | Yes | No |
| 1. | Curriculum is adequately designed and periodically updated with special emphasis on the spirit and essential aspects enshrined in the NEP 2020. | | |
| 2. | It receives highest importance in the higher order learning, building new knowledge, building research and making students the global leaders and managers as also responsible citizens of the society. | | |
| 3. | The curriculum is easily comparable with the best in the world in the given discipline. The faculty is fully competent to deliver the same to students | | |
| 4. | The high order curriculum has the high orders courses pertinent to attainment of program outcomes. These are specially designed with specific competencies required of the students. | | |
| 5. | The assessment and evaluation is robust and arrives at the specific outcomes expected from the program. | | |
| 6. | The curriculum meets the individual aspiration, the aspirations of the nation, society and the world. | | |

Any other suggestion that you may offer



FEEDBACK PROTOCOLS

1. STUDENTS' END SEMESTER/ANNUAL FEEDBACK PROTOCOL

- Type of feedback: Course's syllabus feedback.
- Constituency: Individual students for each course.
- Methodology of Data Gathering: A representative sample (at least 50% students) of the class.
- Data collection frequency: End Semester
- Data collection responsibility: Department Course Coordinator
- Statistical Analysis: Descriptive and Inferential
- Frequency of Analysis, Interpretation and Action Taken Report: End Semester
- Faculty Responsible to forward complete report to Director IQAC: HOD
- Assessment Goal: At least 50% students participated for at least 75% responses on the given metrics with 3/4 satisfaction level.

2. FACULTY'S COURSE EXIT FEEDBACK PROTOCOL

- Type of feedback: Course's syllabus feedback.
- Constituency: Individual faculty for each course delivered in every Semester.
- Methodology of Data Gathering: A representative sample (at least 75%) of the faculty data.
- Data collection frequency: Every Course exit
- Data collection responsibility: Department Course Coordinator
- Statistical Analysis: Descriptive and Inferential
- Frequency of Analysis, Interpretation, Action Taken Report: At the end of every course delivered
- Faculty Responsible to forward complete report to Director IQAC: HOD
- Assessment Goal: At least 50% faculty participated for at least 75% responses on the given metrics with 3/4 satisfaction level.

3. ALUMNI FEEDBACK PROTOCOL

- Type of feedback: Curriculum and courses syllabus.
- Constituency: Alumni
- Methodology of Data Gathering: Online feedback Form and Alumni Meet
- Data collection frequency: Once in two years (odd years)
- Data collection responsibility: Dean/Principals of respective colleges/faculties



- Statistical Analysis: Descriptive and Inferential
- Frequency of Analysis and Interpretation: Once in two years.
- Responsibility for Analysis, Interpretation and Action Taken Report - Dean/Principal of respective college/faculty
- Faculty Responsible for the entire process: Director IQAC
- Assessment Goal: 35% of the alumni to answer at least 75% of feedback questions and meet 3/4 satisfaction level

4. EMPLOYERS' FEEDBACK PROTOCOL

- Type of Feedback: Curriculum and courses syllabus.
- Constituency: Employers
- Methodology of Data Gathering: Online through mailing and offline while visiting campus for hiring.
- Data collection frequency: Once in two years.
- Data collection responsibility: Placement Officer of each college/faculty
- Statistical Analysis: Descriptive and Inferential
- Frequency of Analysis and Interpretation: Once in two years (odd years)
- Responsibility for Analysis, Interpretation and Action Taken Report: Dean of the respective college/faculty.
- Faculty Responsible for this assessment tool: Dean
- Assessment Goal: 60% of the received surveys will convey an average of 2.5/4 satisfaction level.

5. PROFESSIONALS FEEDBACK AS PART OF ADVISORY COMMITTEE PROTOCOL

- Type of feedback: Curriculum and course syllabus.
- Constituency: Advisory committee
- Methodology of Data Gathering: Input from minutes of the meetings
- Data collection frequency: Once in two years (Odd years)
- Data collection responsibility: Coordinator IQAC
- Statistical Analysis: Descriptive and Inferential
- Frequency of Analysis, Interpretation and Action Taken Report: Once in two years (odd years)
- Responsibility for Analysis, Interpretation and Action Taken Report: Director IQAC
- Faculty Responsible: Director IQAC
- Assessment Goal: 60% of received survey should meet 3/4 satisfaction level.

