NETAJI SUBHASH
ENGINEERING COLLEGE

Approved by AICTE and Affiliated to Maulana Abul Kalam Azad
University of Technology, West Bengal
(Formerly known as West Bengal University of Technology)

Ref. No. :   Date :

BEST PRACTICES: 2

Academic Year 2018-2019

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 timeline.

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 feedback from its stake holders i.e. students, alumni, industry, guardians, faculty, peer group and management. Different committees exist to collect the feedback 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 feedback 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 feedback 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.

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

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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 on 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. 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.

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