Feedback process of the Institute

Curriculum Design and Development is a significant process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. In this regard, College provides the necessary arrangements for feedback responses from students, teachers and other stakeholders on curriculum related institutional processes. The ultimate aim of stakeholder's feedback is to get useful insights for the purpose of improvement in all aspects of teaching, learning, assessment and capacity. Curriculum, being one of the significant aspects of the teaching learning process, needs continuous and periodical evaluation. The process of development of curriculum is presented below.

The feedback on the curricula/syllabi was recorded at the mid of each term, in the months of October of every academic year. The Curriculum investigation incorporates the data about planning syllabus, overall experience about the program. Development of curriculum for different programs begins with evaluation of the existing curriculum in the light of the needs of the students, industry and job placement.

In the process of curriculum development and review, the existing curriculum goes through a comprehensive and an elaborated evaluation procedure, which has to undergo various stages with an active contribution of students, teachers and academic experts of other institution.

The feedback on the curriculum is obtained from the students who provide the same for each course, which are duly considered in reviewing it. Student's feedback is obtained in different sessions at the mid of each academic year by using prescribed Performa as designed by the College. The feedback is collected offline till 2019 and after that it will be available in online process through college website. Similarly, the feedback from each faculty is also sought for all the courses taught by him/her in the session, which is considered during curriculum review process.

After the compilation of obtained feedback from all stakeholders, the same is assessed by the duly constituted curriculum review committee of the College, which usually meets at the end of each semester. The curriculum review committee makes thorough discussion on the suggestions given during feedback and make valuable changes by maintaining the coherence with the scheme. After the complete analysis of the feedback, changes are suggested in the Board of Studies meeting. On the recommendations of the members of the BOS, the needful changes are incorporated.

The student feedback is very important to strengthen the quality of teaching learning environment. Also used to look for opportunities to improve teacher's performance in classroom, engagement with student to bring excellence in teaching and learning. In the session 2019-20, the College collected the feedback from around 150 students of different streams. The data is analyzed, and their suggestions are considered and placed before the Academic Council for discussion and for possible incorporation in the curriculum.

Effectiveness of Communication Skills Courses in Programme Scheme:

There were majority of students (78%) "Agree", while only few (9%) were "Disagree" with the inputs inculcated by the Communication Skill courses in the academic session. Apart from this (23%) of the students have given moderate consent to the feasibility of these courses. Students gain more confidence, handle conflict situations and difficult conversations with assertiveness, effective use of body-language gestures and voice tones.

Effectiveness of Communication Skills Courses in Programme Scheme

- Strongly Agree =30%
- Agree=48%
- Moderately Agree=23%
- Disagree=05%
- Strongly Disagree=04%
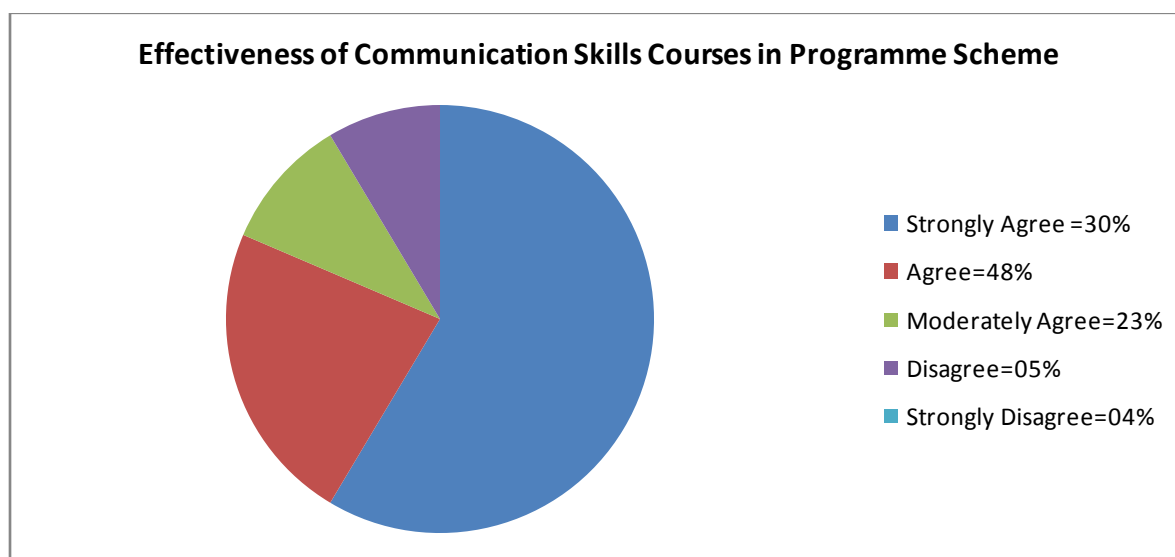
Effectiveness and meaningfulness of minor elective courses:

Around (65%) of the students of the College have favored that the minor elective courses offered to them as per the scheme plan, are interesting and meaningful. On the other hand (23%) "Moderately Agreed". Wide variety of elective courses provides more choice to the students to choose a course of their interest. Only (15%) students have shown their dissatisfaction when asked about role of minor electives in programme scheme. Students also agreed that Specialization/Departmental/Open electives courses offered are appropriate and as per the need of the industry and job placement.

Effectiveness and meaningfulness of minor elective courses

- Strongly Agree =25%
- Agree=40%
- Moderately Agree=23%
- Disagree=10%
- Strongly Disagree=05%
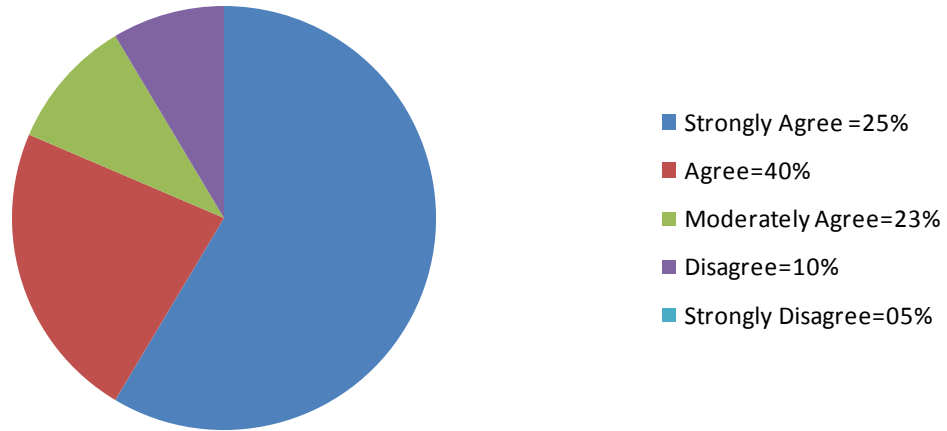
**Placement and sequence of courses in program scheme:**

When the students were asked through a survey that placement of courses in program scheme is in proper sequence? There were "Agree" (29%), "Moderately Agree" (35%), and "Strongly Agree" (11%) "Disagree" (15%), and "Strongly Disagree" (10%). Therefore, it seems that 69% of people agree that placement of courses in program scheme is in proper sequence. Students also agreed that related theory and practical courses are placed in same term. It is of utmost importance that students should be taught related theory and practical courses are in the same term so that students can learn things more quickly.

Placement and sequence of courses in program scheme

- Strongly Agree =11%
- Agree=29%
- Moderately Agree=35%
- Disagree=15%
- Strongly Disagree=10%
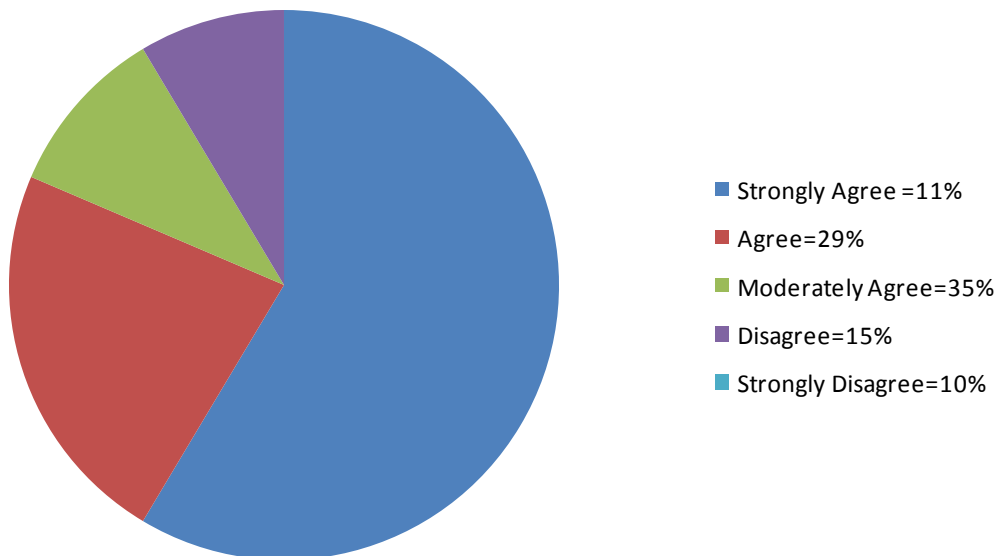
Upgradation of analytical and soft skills through Professional enhancement courses:

College had incorporated professional enhancement courses with analytical and soft skills in order to make students' day one ready for their placement and other competitions. (69%) of the students have agreed with this, while (7%) of the students have given their dissatisfaction with Professional enhancement courses upgrade by analytical and soft skills. Some students (24%) have given their moderately agree consent.

Upgradation of analytical and soft skills through Professional enhancement courses

- Strongly Agree =29%
- Agree=40%
- Moderately Agree=24%
- Disagree=03%
- Strongly Disagree=04%
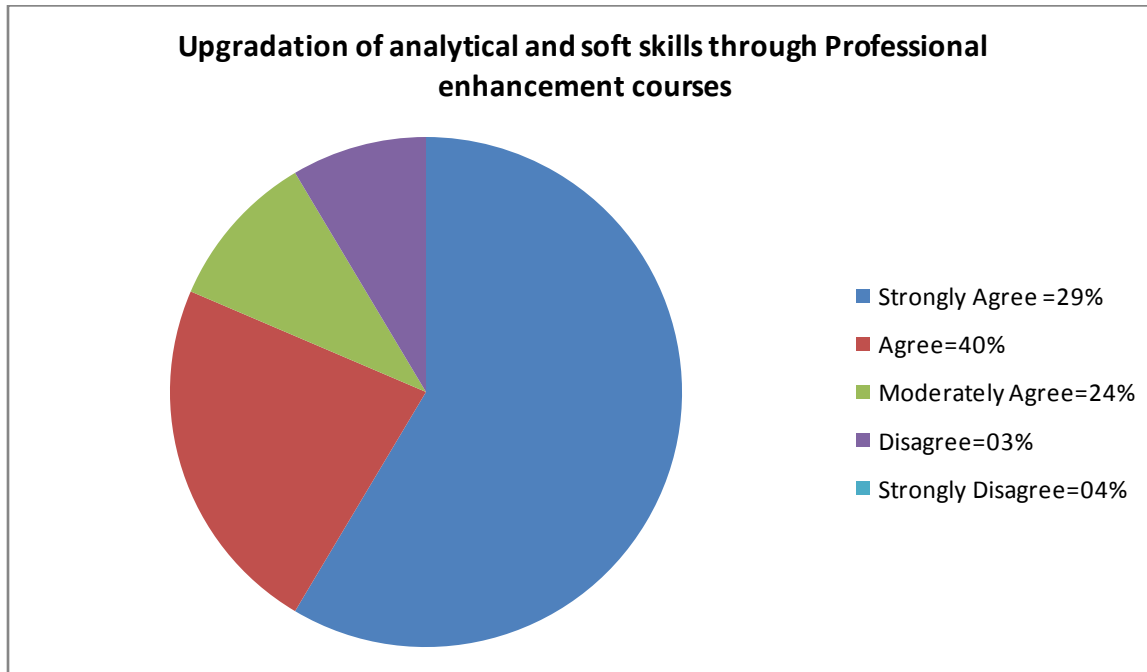
Pedagogical strategies adopted are appropriate:

The students were surveyed on the effectiveness of pedagogical inputs by their teacher (e.g. discussion, brainstorming, presentation, case study, video, animation, simulation, etc.). Approximately "Strongly Disagree" (5%), "Disagree" (3%), "Moderately Agree" (24%), "Agree" (48%) and "Strongly Agree" (20%). In this manner, (68%) of individuals agreed that Pedagogical strategies adopted are appropriate.

Pedagogical strategies adopted are appropriate

- Strongly Agree =20%
- Agree=48%
- Moderately Agree=24%
- Disagree=03%
- Strongly Disagree=05%
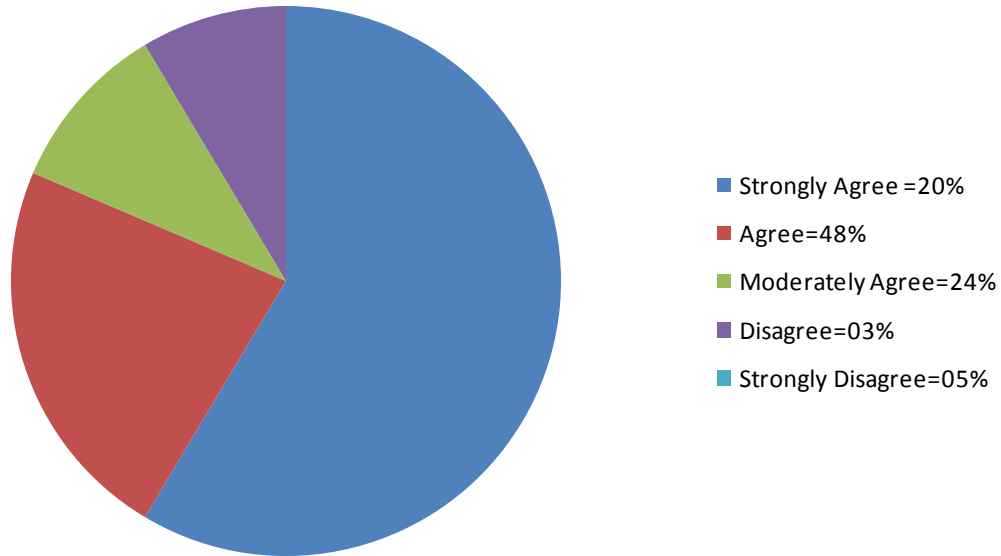
**Prescribed book(s) are appropriate for this course:**

This graph clearly represents that (85%) of students were "Agree" that recommended book(s) for a course provides vast knowledge to the students about the content included into syllabi. "Strongly Disagree and Disagree" (5%) have found that book(s) can be improved more to cater the demand of readers. Nevertheless, 10% have given "Moderately Agree" consent on prescribed book (s) for the courses.

Prescribed book(s) are appropriate for this course

- Strongly Agree =45%
- Agree=40%
- Moderately Agree=10%
- Disagree=03%
- Strongly Disagree=02%
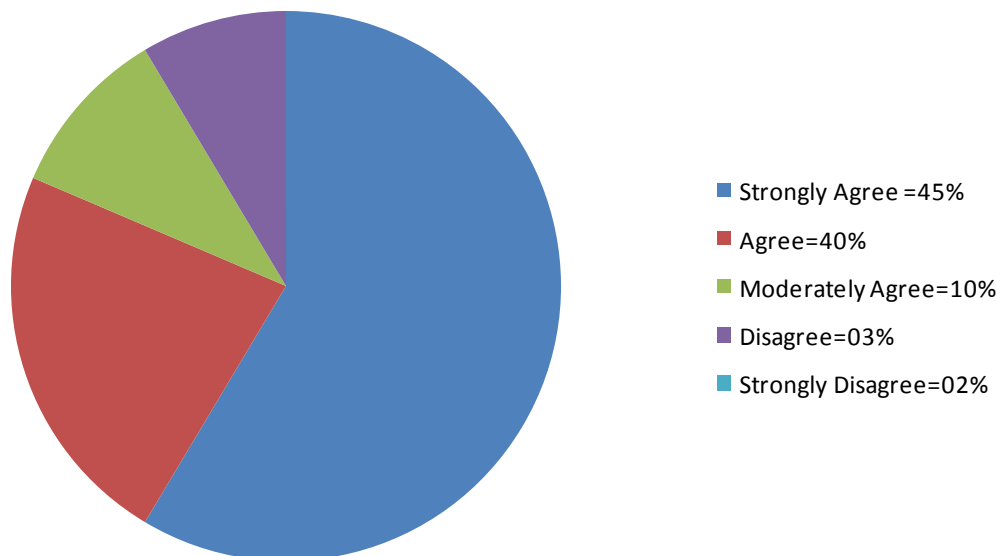
**Adequacy of course content prescribe in the syllabus:**

Accordingly, (72%) of the students "Agreed" that content of the course is proper and is in logical sequence. Although, (9%) of the strength have complained about the difficulty of the content of the few courses, yet (19%) of the participants of the survey have confirmed the content's novelty and sequence by opting "Moderate Agree" on rating scale. Students also believe that the courses have applicability to the real-life problems. As the majority of the teaching and learning practices involves finding and mitigating daily life problems.

Adequacy of course content prescribe in the syllabus

- Strongly Agree =42%
- Agree=30%
- Moderately Agree=19%
- Disagree=06%
- Strongly Disagree=03%
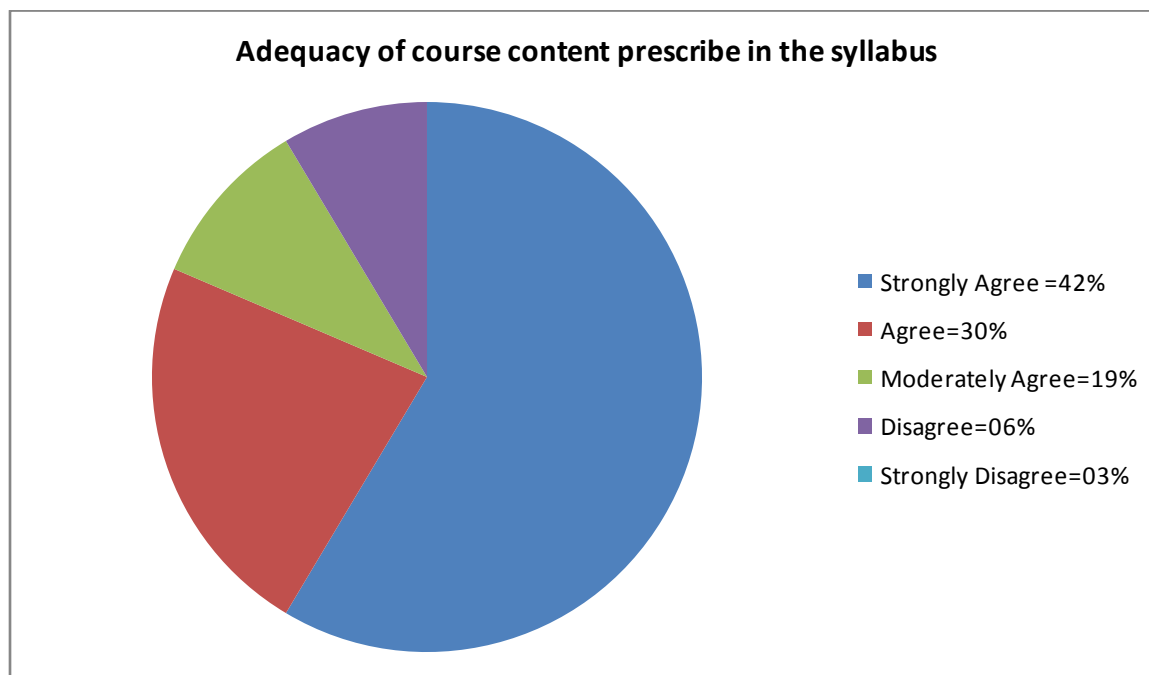
Academic tasks/Lab manuals are helpful in understanding the applicability of concepts:

Accordingly, (45%) of the students have "Strongly Agree", (32%) "Agree" and (15%) "Moderately Agree" that the evaluation pattern followed by the College for individual course is helpful in understanding the applicability of the concepts. Only, (2%) "Strongly Disagree" and (6%) "Disagree" students were looking for improvements in the current planned academic tasks. Students also agreed with the quality of Lab manuals and worksheets provided to them for practical courses. Few students also demanding improvements in sequence of current lists of experiments. They also believe that weekly hours assigned for their course are sufficient to cover the course contents. And the Equipment/ instrument/ apparatus/ hardware/ software/ chemicals/ any other resources are available as per the requirement.

# Academic tasks/Lab manuals are helpful in understanding the applicability of concepts

- Strongly Agree =42%
- Agree=30%
- Moderately Agree=19%
- Disagree=06%
- Strongly Disagree=02%
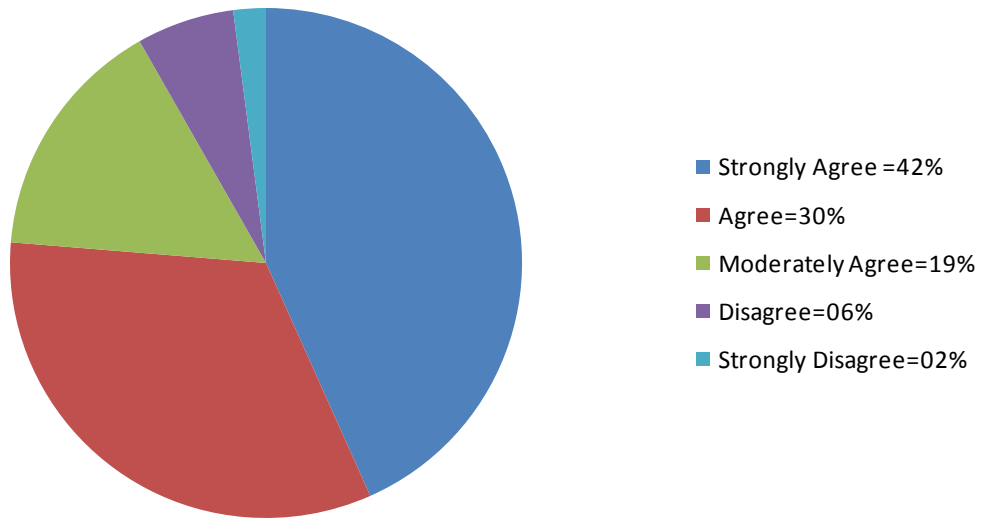
The College has made it a practice to conduct course coordination meeting twice a semester by all faculty meeting these meetings were focused on qualitative improvement in course content, pedagogy, learning material, student's performance, research and extension activities. During these meetings, the faculty members express their feedback/suggestions on the teaching learning process, research and extension activities and the same would be debated and discussed. The appropriate suggestions are put forward to the Academic Council for implementations. Based on the feedback obtained during the teaching learning process, a course teacher was empowered to revise the contents of the course after obtaining a formal approval from the Chairman, Board of Studies.

**Course Outcomes are appropriately designed**

Learning outcomes shared expectations between students and instructors. It helps students to learn more effectively and focus their learning efforts. The below mentioned chart represents the percentage of respondents. Satisfaction level in case of course outcomes were 73% and 15% faculties were moderately agreed and 12% were not agreed.

Course Outcomes are appropriately designed

- ■ Strongly Agree =40%
- ■ Agree=33%
- ■ Moderately Agree=15%
- ■ Disagree=06%
- ■ Strongly Disagree=06%
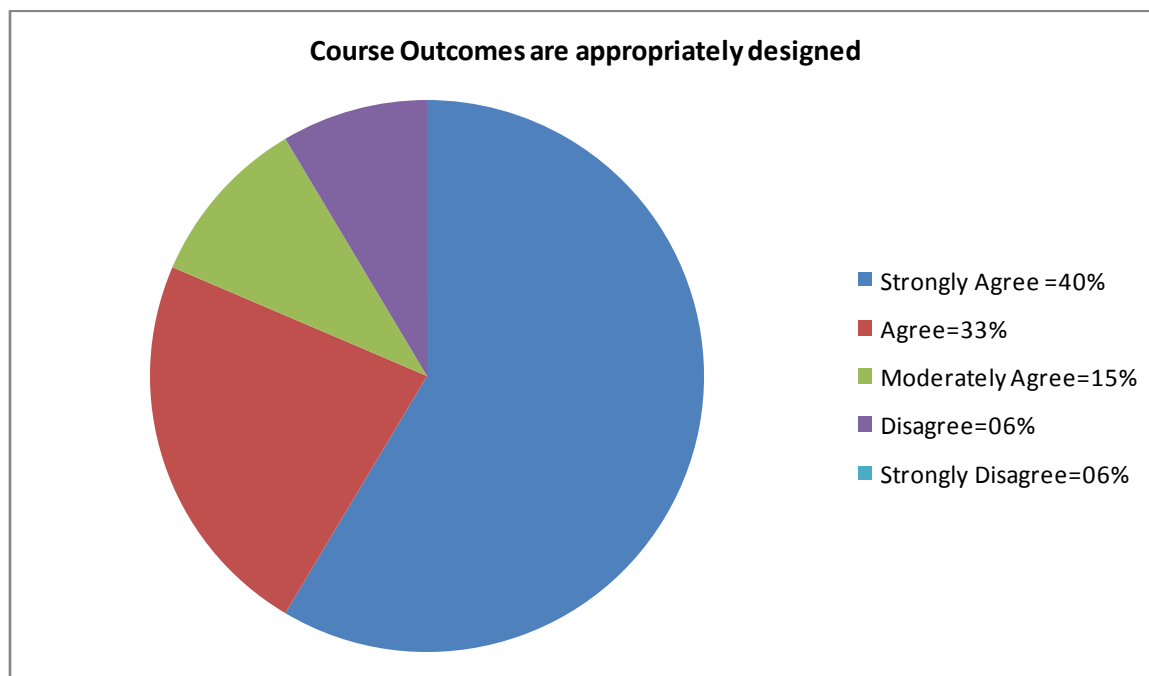
Appropriateness of Academic tasks in Instruction Plans

Planning for the classroom activities is a vital step of educating and behaviour management. Appropriate classroom planning will keep the instruction organized and on track during teaching, thus allow the teachers to teach effectively and meaningfully. The chart illustrates the percentage of respondents. According to this feedback, 75% of faculties were satisfied with academic tasks and found that all tasks were adequately prepared as per the IP. It wass observed that 17% of teachers were moderately agreed and only 08% disagreed.

Appropriateness of Academic tasks in Instruction Plans

- Strongly Agree =40%
- Agree=35%
- Moderately Agree=17%
- Disagree=06%
- Strongly Disagree=02%
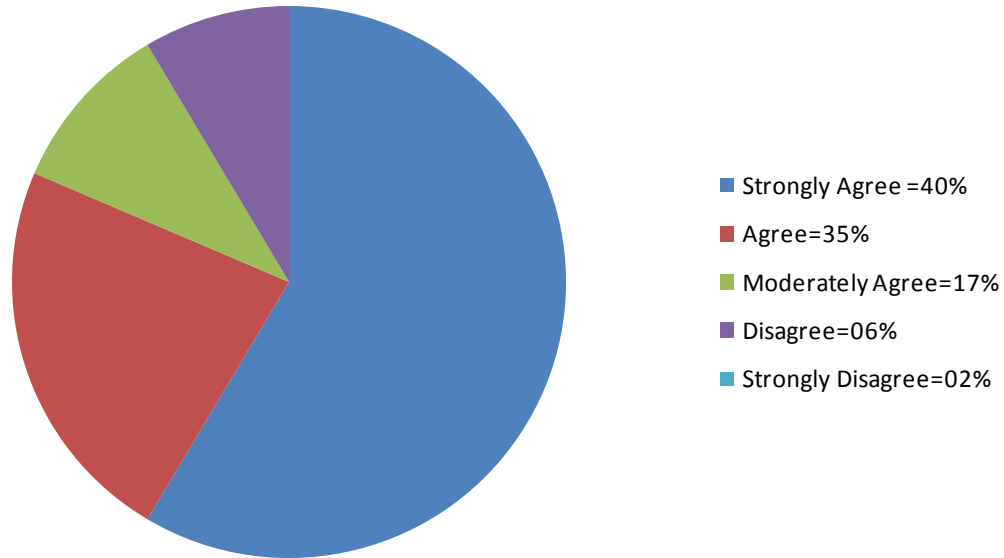
## Breadth and depth of course content of the syllabus

Curriculum focuses on depth of understanding along with breadth of content coverage by providing students with numerous opportunities to practice and demonstrate their learning in a variety of contexts. The below mentioned chart explains the percentage of respondents. Out of 100, a total of 69% faculties at their level found satisfied with the breadth and depth of course content of the syllabus, 21% were moderately satisfied and 10% disagreed.

Breadth and depth of course content of the syllabus

- Strongly Agree =40%
- Agree=29%
- Moderately Agree=21%
- Disagree=06%
- Strongly Disagree=04%
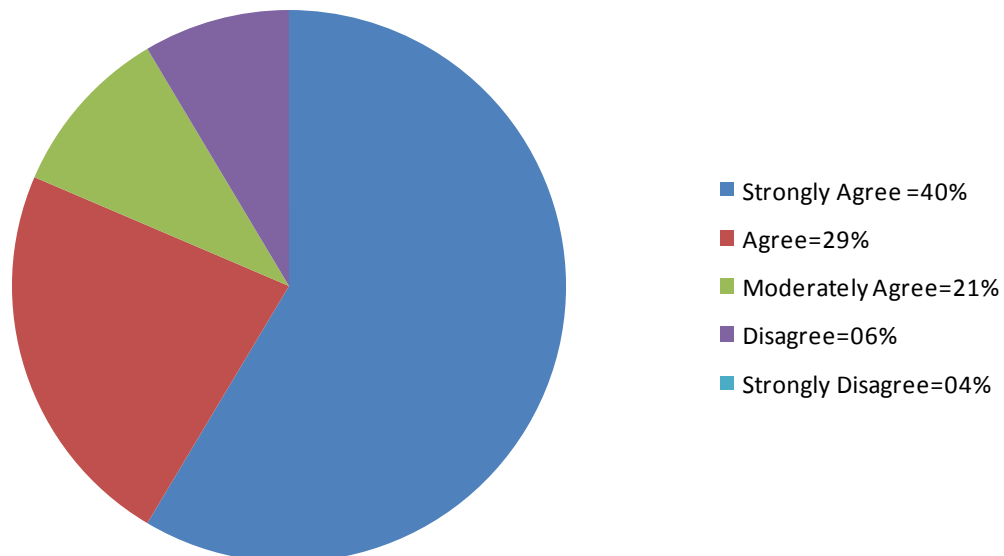
**Availability of Recommended text books/ reference books**

Textbooks and reference books are one of the most important sources of contact for students with their course. It is a framework or guide that helps them to organize their learning. It is helpful to involve students in achieving the desired outcomes of the course and make them comfortable with the courses. The below mentioned chart shows the percentage of respondents. According to the 68% of teachers, it was found that text books/ reference books are available for the students, 22% moderately agreed and 10% disagreed.

Availability of Recommended text books/ reference books

- ■ Strongly Agree =40%
- ■ Agree=28%
- ■ Moderately Agree=22%
- ■ Disagree=06%
- ■ Strongly Disagree=04%
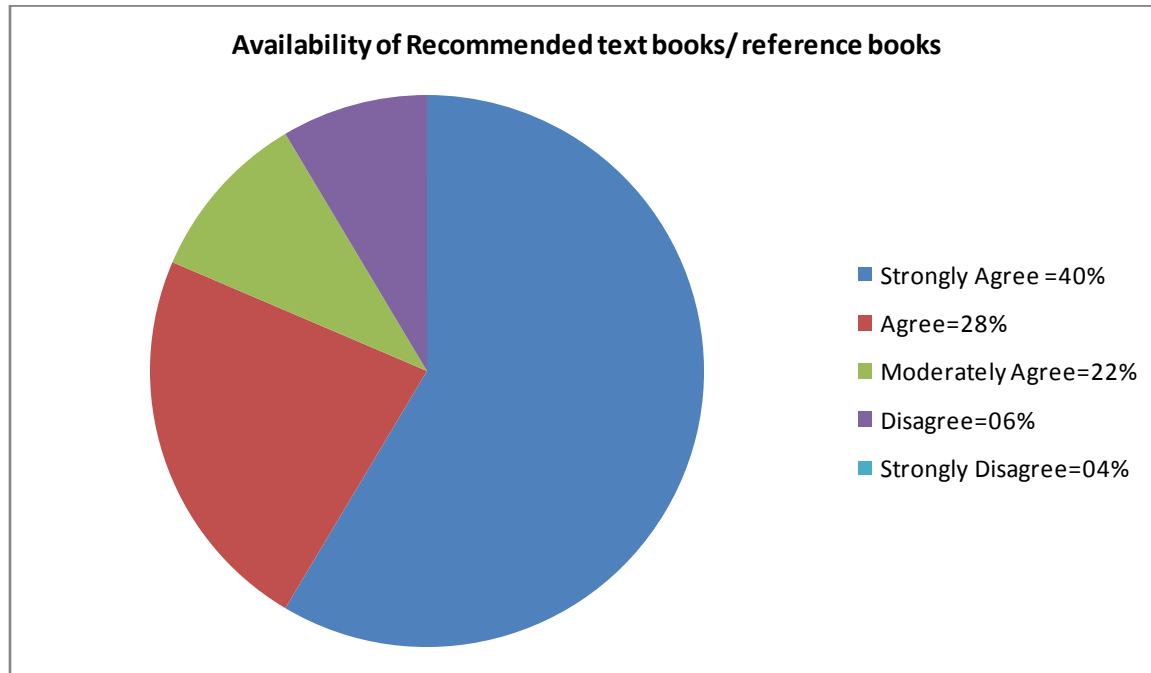
Importance of course for placements in relevant industries

The above chart displays the percentage of respondents. In case of relevancy of course in placement, 68% faculty members were satisfied, 22% moderately satisfied and 10% were not satisfied.

Importance of course for placements in relevant industries

- Strongly Agree =50%
- Agree=18%
- Moderately Agree=22%
- Disagree=05%
- Strongly Disagree=05%
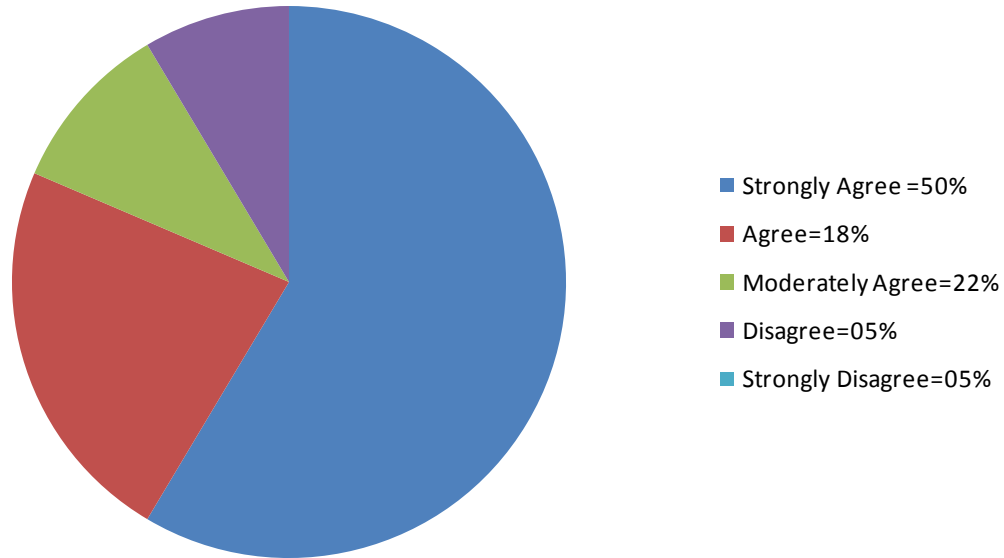
**Distribution of syllabus contents before & after MTE.**

Syllabus offer students a clear and concise statement of what their course is about. The distribution and placement of content should the logical.The below mentioned chart explains the percentage of respondents. About 69% faculty members were agreed with the distribution of syllabus contents before & after MTE, 22% were moderately agreed and 9% were not agreed with the statement.

Distribution of syllabus contents before & after MTE

- Strongly Agree =50%
- Agree=19%
- Moderately Agree=22%
- Disagree=04%
- Strongly Disagree=05%
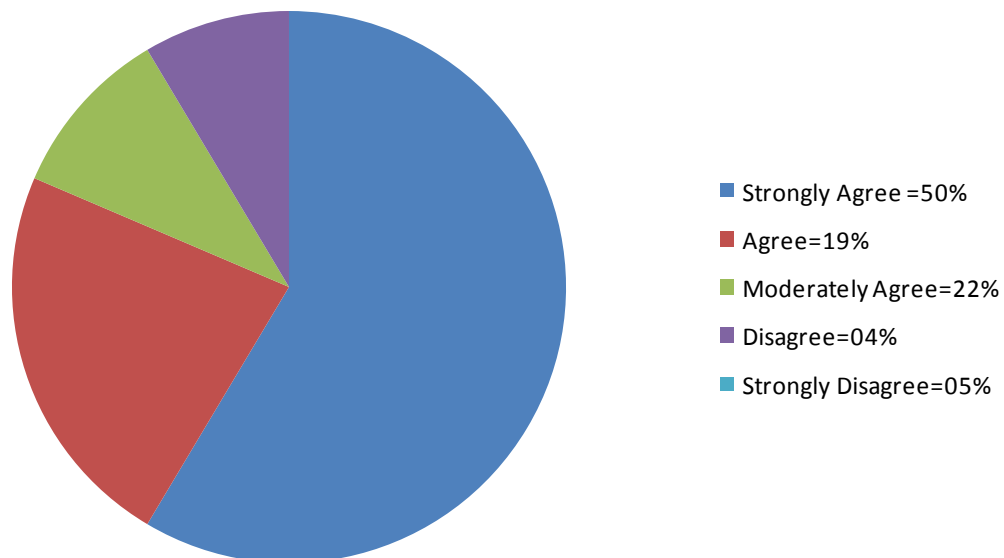
Level of learning from Academic Task

Level of learning from Academic Task are accessed through assignments, class tests, quizzes, term paper, practicals, design problems and projects.The below mentioned chart depicts the percentage of respondents. A total 85% teachers were satisfied with the level of learning from academic tasks such as assignments, class tests, quizzes, term paper, practical's, design problems, projects, 10% moderately agreed and 5% disagreed with the above point.

Level of learning from Academic Task

- Strongly Agree =40%
- Agree=50%
- Moderately Agree=10%
- Disagree=04%
- Strongly Disagree=01%
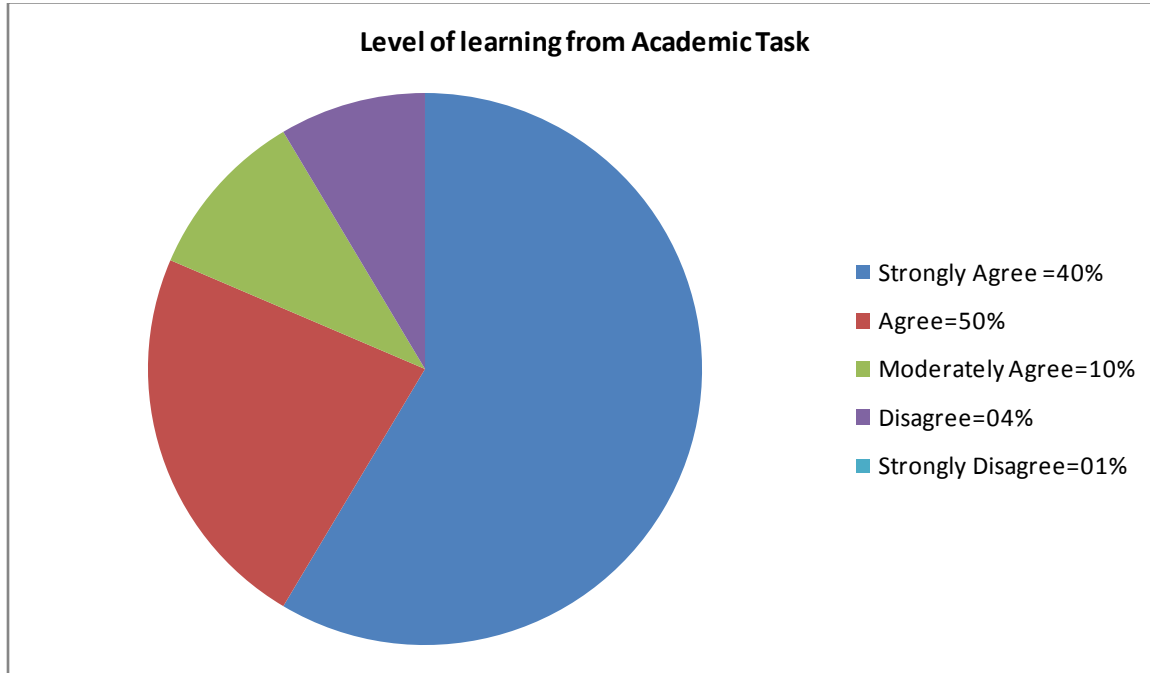
Live examples are appropriately used and delivered

Live example discussed in the class increases students' interests and engagement. It helps to maintain student's focus and get different perspectives on the topic. Active involvement of students in the class also improves critical and higher order learning skills.The below mentioned chart shows the percentage of respondents. According to faculty feedback in this point 87% faculty showed their satisfaction level with point of 'live examples are appropriately planned in IP, 10% moderately agreed and 03% were not agreed.

Live examples are appropriately used and delivered

- Strongly Agree =40%
- Agree=47%
- Moderately Agree=10%
- Disagree=02%
- Strongly Disagree=01%
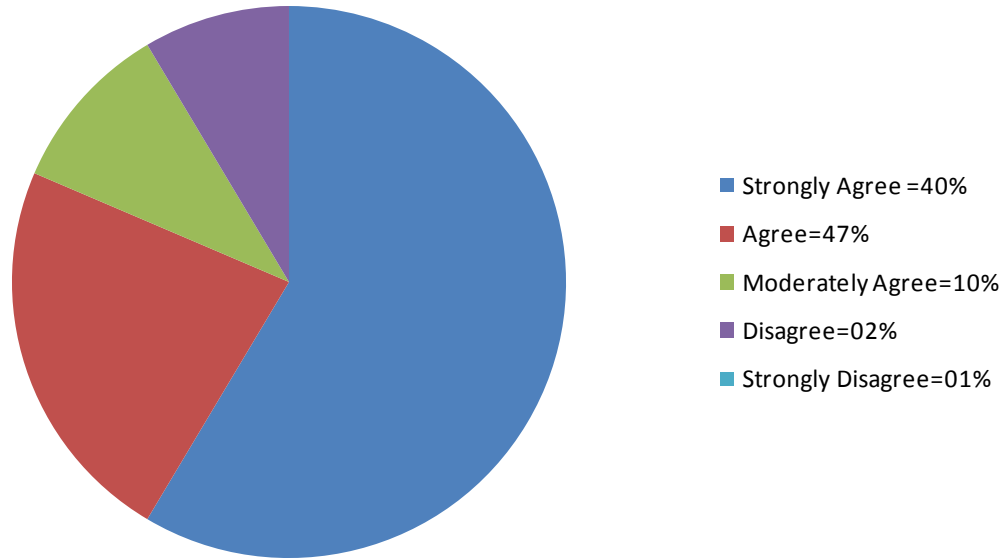
Appropriateness of Pedagogical strategies

Pedagogical strategies adopted by the faculty in the form of debate & discussion, brainstorming, case studies, power point presentations, videos, animations, simulations etc. for topics in IP are relevant and effectively executed.The below mentioned chart represents the percentage of respondents. In case of Pedagogical strategies 65% teachers were agreed, 20% were moderately agreed and 15% disagreed.

Appropriateness of Pedagogical strategies

- Strongly Agree =20%
- Agree=45%
- Moderately Agree=20%
- Disagree=10%
- Strongly Disagree=05%
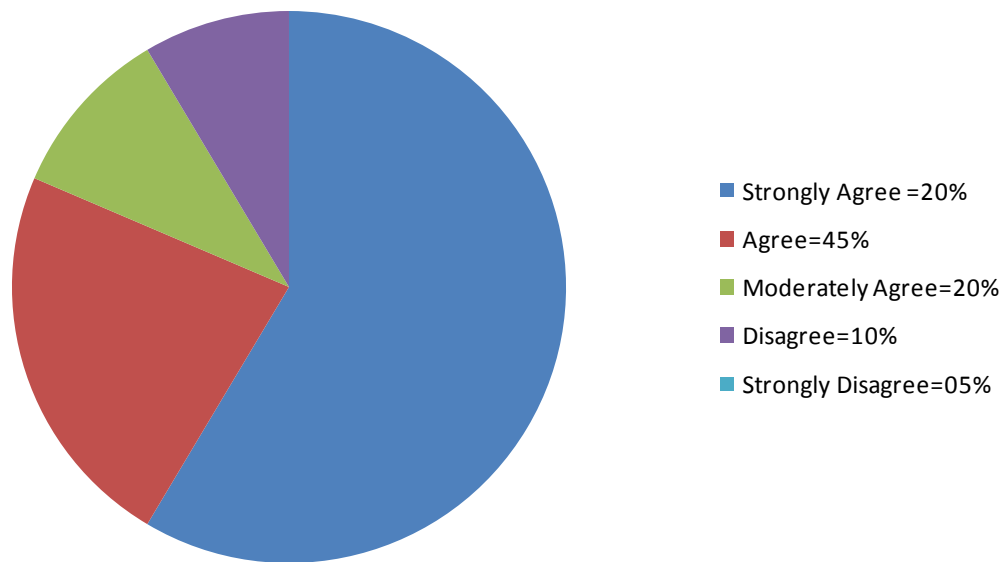
**Relevancy of syllabus for competitive examination**

Majority of the respondents agreed thar their syllabus was relevant for competitive examinations like GATE, UGC NET, GPAT, GMAT etc.The below mentioned chart explains the percentage of respondents. According to 57% faculty members syllabus was relevant for competitive examinations like GATE, UGC NET, GPAT, GMAT etc., but 20% were moderately agreed and 23% disagreed. Students cleared IELTS/Civil services examination/competitive examinations/UGC NET with these inputs in their curriculum.

Relevancy of syllabus for competitive examination

- Strongly Agree =20%
- Agree=37%
- Moderately Agree=20%
- Disagree=13%
- Strongly Disagree=10%
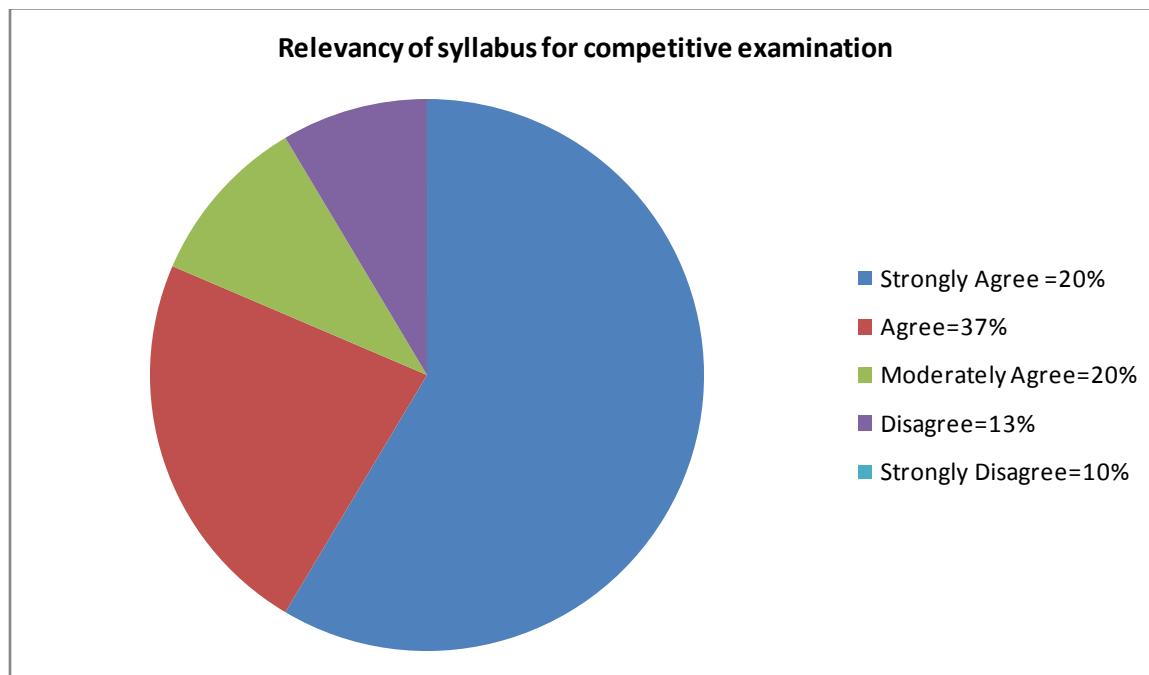
Updating curriculum with Current Trends

Syllabus is updated with the current trends of Industry and Academia. Industry experts and academicians are often invited for expert talk and interaction with students. Their feedback and suggestions are incorporated regularly in the curriculum. Feedback also sought from the recruiters during the placement drives to make the curriculum and students industry ready.The below mentioned chart describes the percentage of respondents. 71% teachers were satisfied with the statement 'Syllabus is updated with the current trends of Industry and Academia' 19% were moderately agreed and 10% disagreed.

Updating curriculum with Current Trends

- Strongly Agree =41%
- Agree=30%
- Moderately Agree=19%
- Disagree=05%
- Strongly Disagree=05%
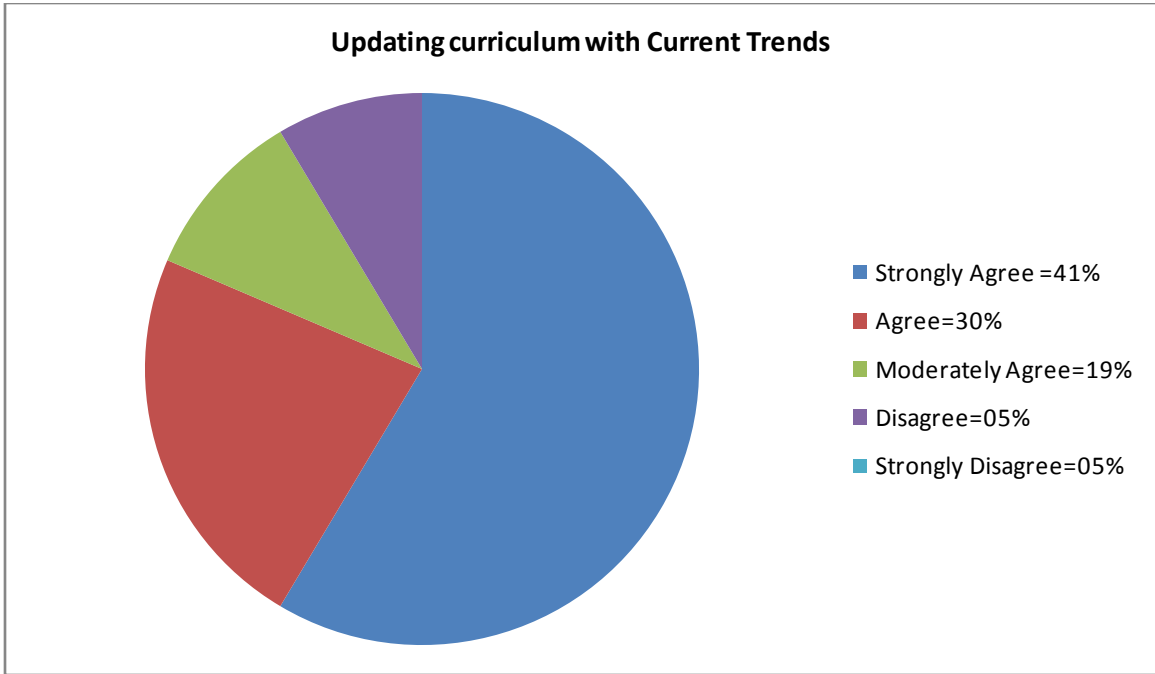
Curriculum and Faculty-student Interaction

Curriculum is effective in improving faculty-student interaction and quality of evaluation by implementing new laboratory model.The below mentioned chart shows the percentage of respondents. With changing trends 85% faculties contented that effectiveness in improving faculty-student interaction and quality of evaluation by implementing new laboratory model is incorporated, 10% were moderately agreed and 05% disagreed.

Curriculum and Faculty-student Interaction

- Strongly Agree =41%
- Agree=44%
- Moderately Agree=10%
- Disagree=03%
- Strongly Disagree=02%
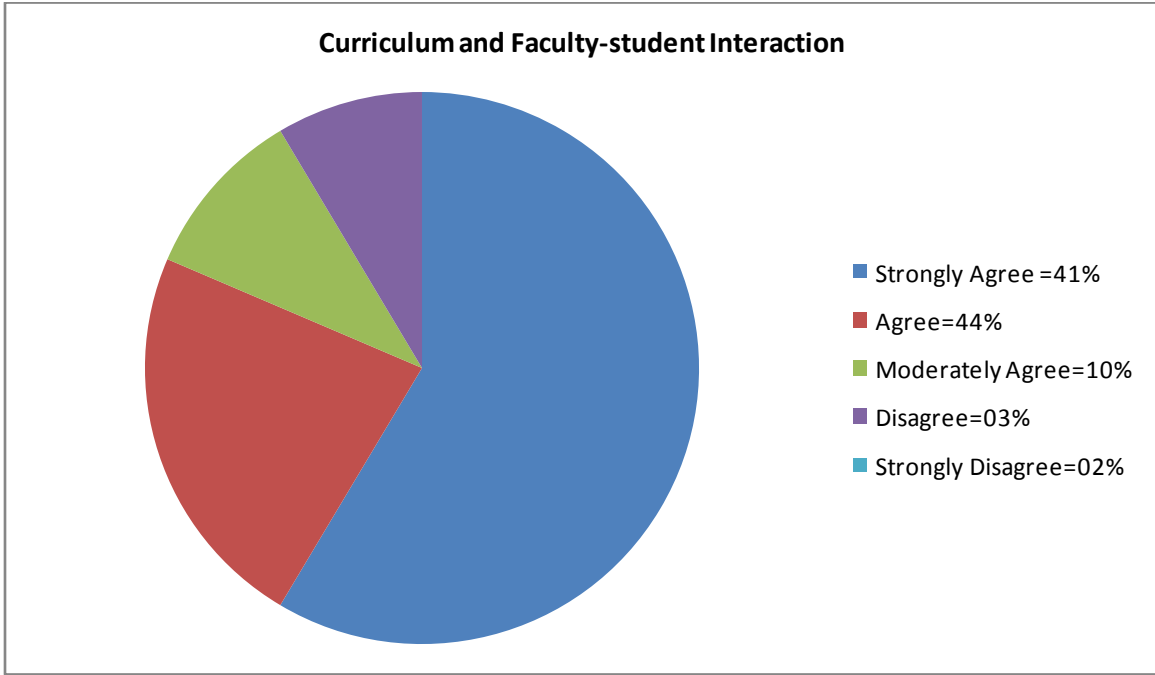
Effectiveness of Lab Manuals

Procedural working of lab experiments is being taken care through carefully designed lab manuals. They are required to achieve desired outcomes form the course. Learning objectives, procedures, precautions are properly defined in the lab manual. The below mentioned chart shows the percentage of respondents. It is accepted by 80% teachers that learning objectives, procedures, precautions are properly defined in the lab manual, 15% were moderately agreed and 05% disagreed.

Effectiveness of Lab Manuals

- Strongly Agree =40%
- Agree=40%
- Moderately Agree=15%
- Disagree=03%
- Strongly Disagree=02%
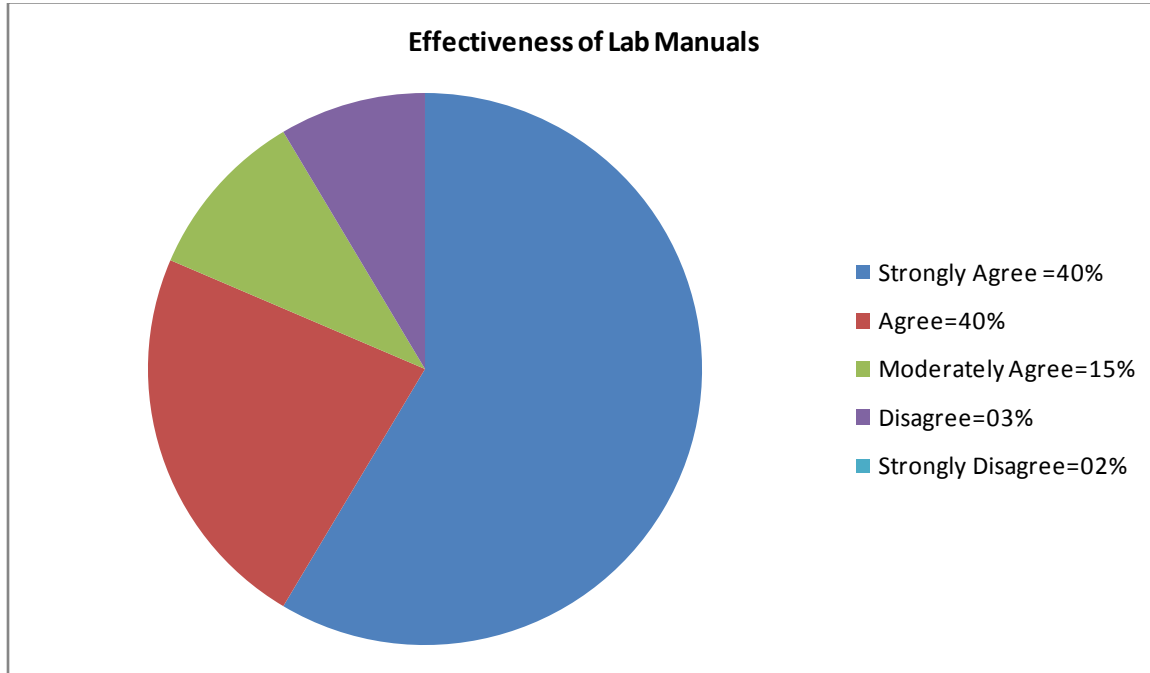
<u>**Alumni Feedback**</u>

In the session 2019-20, the College collected the feedback from around 102 alumni of different streams. The data was analysed and their suggestions are considered and placed before the Academic Committee for discussion and for possible incorporation in the curriculum. The following are the response (graphical representation) of the alumni:

1. **The Compatibility of curriculum with National competitive examinations**

The chart displays the percentage of respondents. About 63% of students agreed that their curriculum is compatible with National competitive examinations such as GATE, NET etc. 27% percentage of students are moderately agreed and rest of students (10%) says that the curriculum is not mapped. Curricula are well mapped with various national and international competitive examinations.
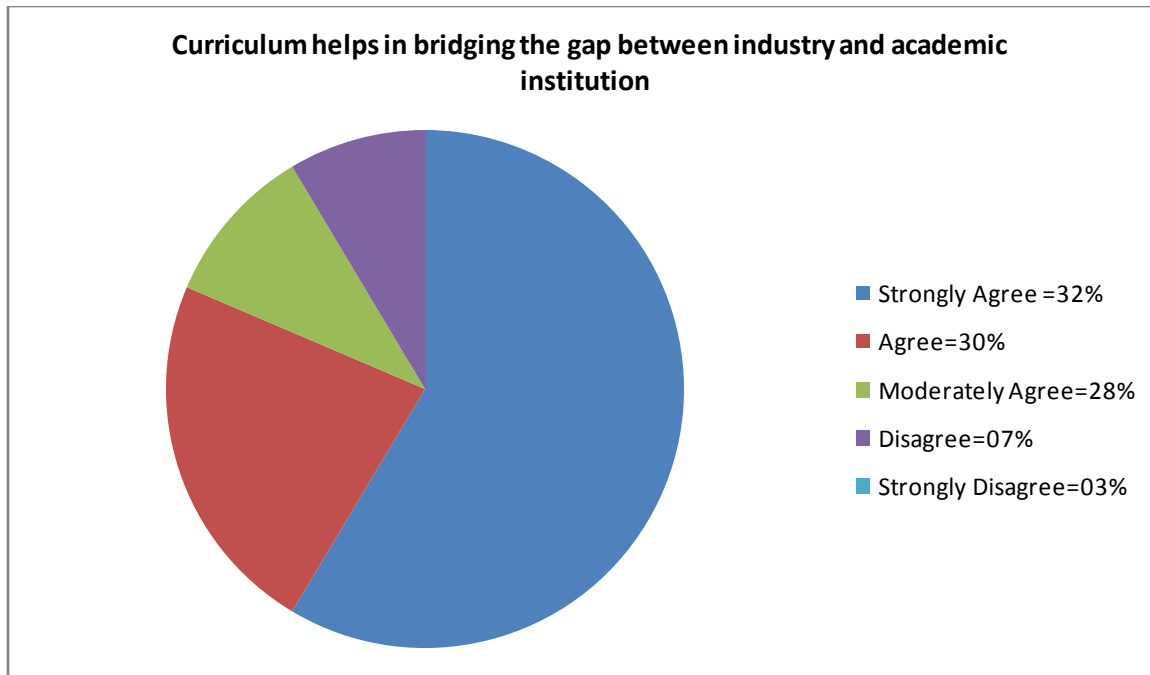
The Compatibility of curriculum with National competitive examinations

- ■ Strongly Agree =40%
- ■ Agree=23%
- ■ Moderately Agree=27%
- ■ Disagree=03%
- ■ Strongly Disagree=07%
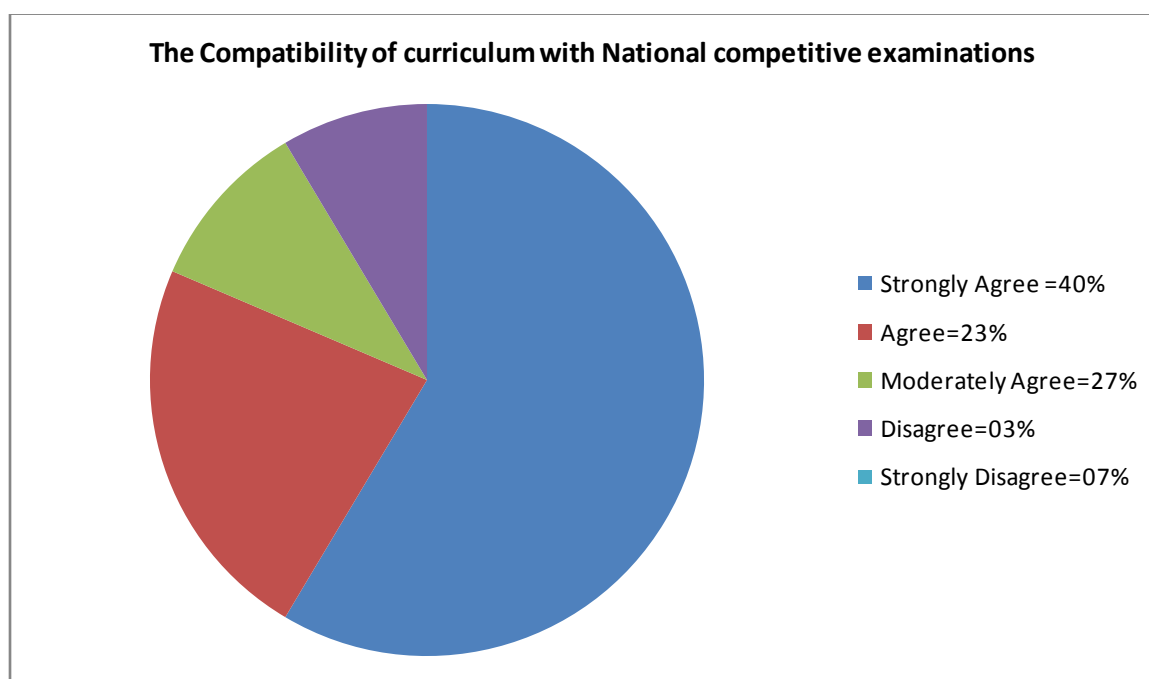
2. **Curriculum has helped in meeting the job opportunity and placements**

The chart displays the percentage of respondents. About 64% of students agreed that the curriculum and schemes taught to them has helped in meeting the job opportunity and placements, 27% percentage of students are moderately agreed and rest of students (9%) are not agreed with the statement. Courses based on market demands and society needs like AI, big data, cloud computing, renewable energy, disaster management, ethics, gender equality, human values, environmental awareness, women empowerment, peace and conflict etc. Personality grooming and skill development courses for better employability of students. Faculty guidance and support for placement has helped the students in career development.

Curriculum has helped in meeting the job opportunity and placements

- Strongly Agree =40%
- Agree=24%
- Moderately Agree=27%
- Disagree=03%
- Strongly Disagree=06%
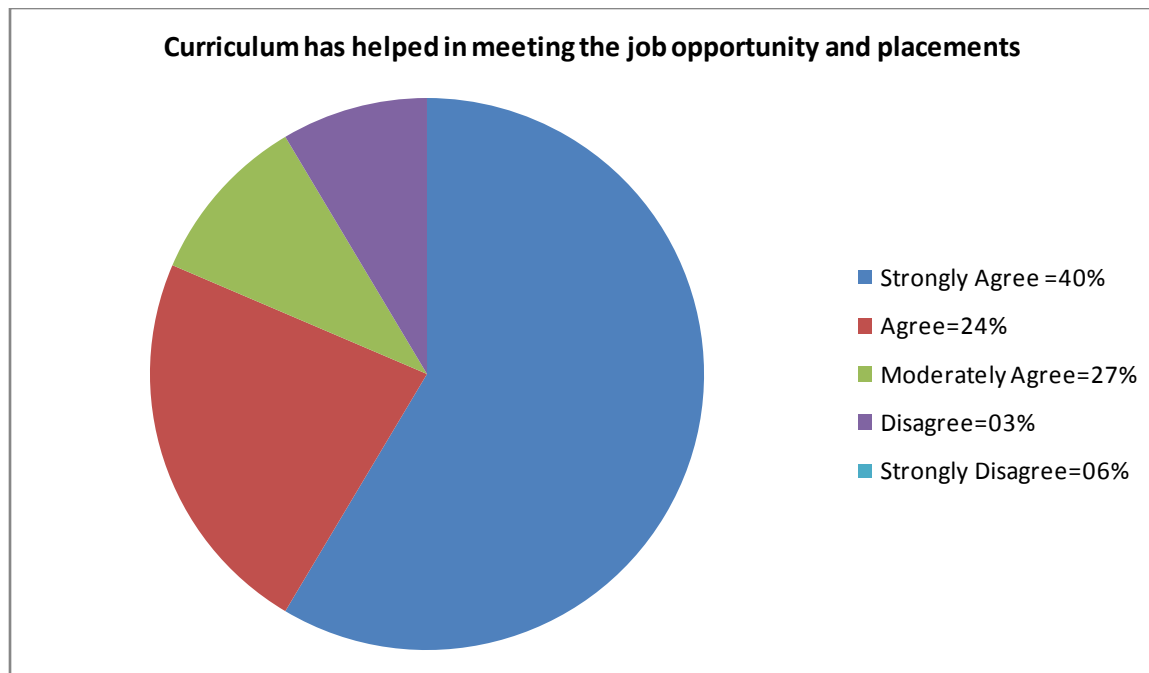
3. **Curriculum helps in bridging the gap between industry and academic institution**

The chart reveals the percentage of respondents. About 62% of alumni agreed that their curriculum helped in bridging the gap between industry and academic institution. The curriculum integrate the skills required for industry. 28% student are moderately agreed only 10% percentage of students are not agreed with the statement. Majority of students were benefited from the lectures being delivered by industry experts. The College is aimed at providing outcome base and industry oriented interdisciplinary education meeting the diversified needs of students. Apple, Google and other industry collaborated labs are being integrated in the curriculum. There is also a provision of training of faculty and staff in industry to in sync the industry requirement. Further, the students were facilitated by providing exposure in the form of industry internships, tie ups and On Job Trainings. Industry collaborative Intra-College Competitions helps to measure the attainments of course outcomes and requisite level of understanding among the students.

Curriculum helps in bridging the gap between industry and academic institution

- Strongly Agree =32%
- Agree=30%
- Moderately Agree=28%
- Disagree=07%
- Strongly Disagree=03%

4. **Professional Enhancement/Communication Skills inputs in the curriculum**

Courses on professional enhancement learning to enable student's world ready. The chart displays the percentage of respondents. About 70% of students agreed that Professional enhancement / Communication Skills inputs were sufficiently provided in the curriculum, 20% percentage of students are moderately agreed and rest of students (10%) are not agreed with the sufficiency of Professional enhancement / Communication Skills inputs in curriculum. Interactive sessions by field experts, industry proven personalities, national and international academicians, College professors of a high repute, world leaders and exceptional personalities from diverse field of knowledge. Sufficient resources are available in library with wide range of facilities with wide range of facilities like books, journals, magazines, periodicals, computer and internet facility provided by the College.

Professional Enhancement/Communication Skills inputs in the curriculum

- Strongly Agree =40%
- Agree=30%
- Moderately Agree=20%
- Disagree=03%
- Strongly Disagree=07%
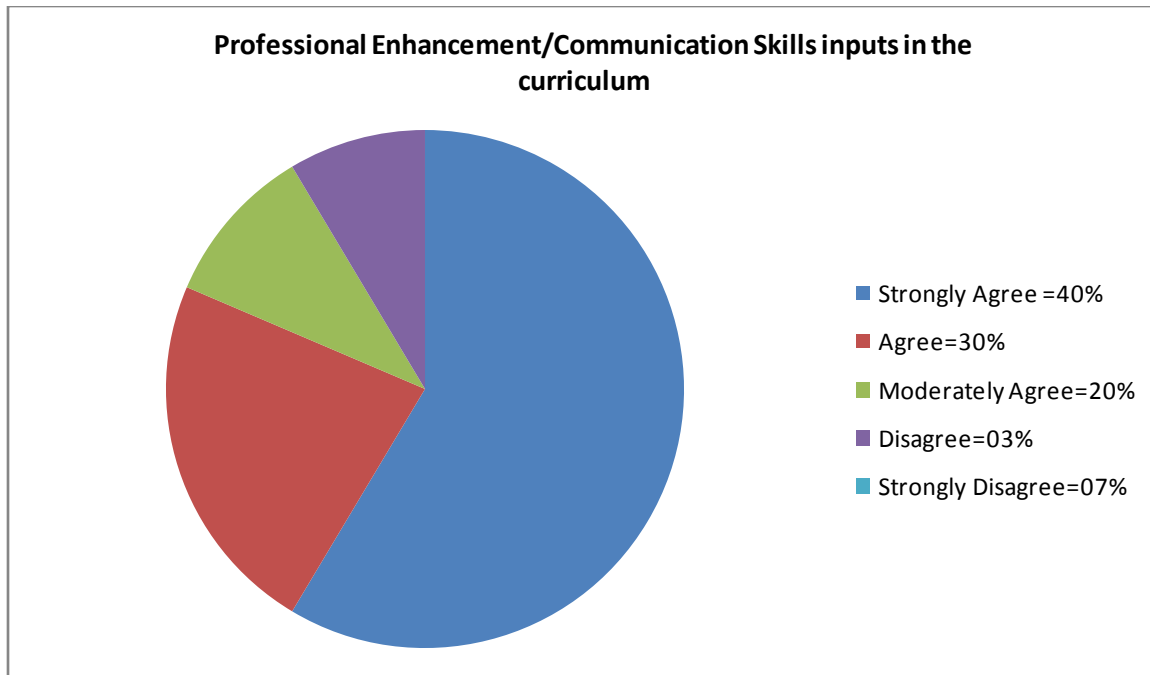
5. **Adequate flexibility available in the choice of subjects to the students**

Curriculum structure and flexibility plays a vital role in students' achievement and progression. This can also allow students to develop the sort of interdisciplinary perspectives required to address the key issues of the today's society.From the given responses, it is clear that approx. 70 and 21 percent alumni agreed and moderate agree respective with the available choices in curriculum in the form of department electives, specialization elective, open and minor electives. About 9 percent alumni are not satisfy with the choices available to them. More flexibility in curriculum facilitate improved learning experiences of students, including more experiential and community-based learning options. Multidisciplinary open electives and open minors, courses on liberal arts provides add on wide choices to students. Adequate opportunity and resources to conduct applied research and live projects along with Personality grooming and skill development courses for better employability.

Adequate flexibility available in the choice of subjects to the students

- Strongly Agree =40%
- Agree=30%
- Moderately Agree=21%
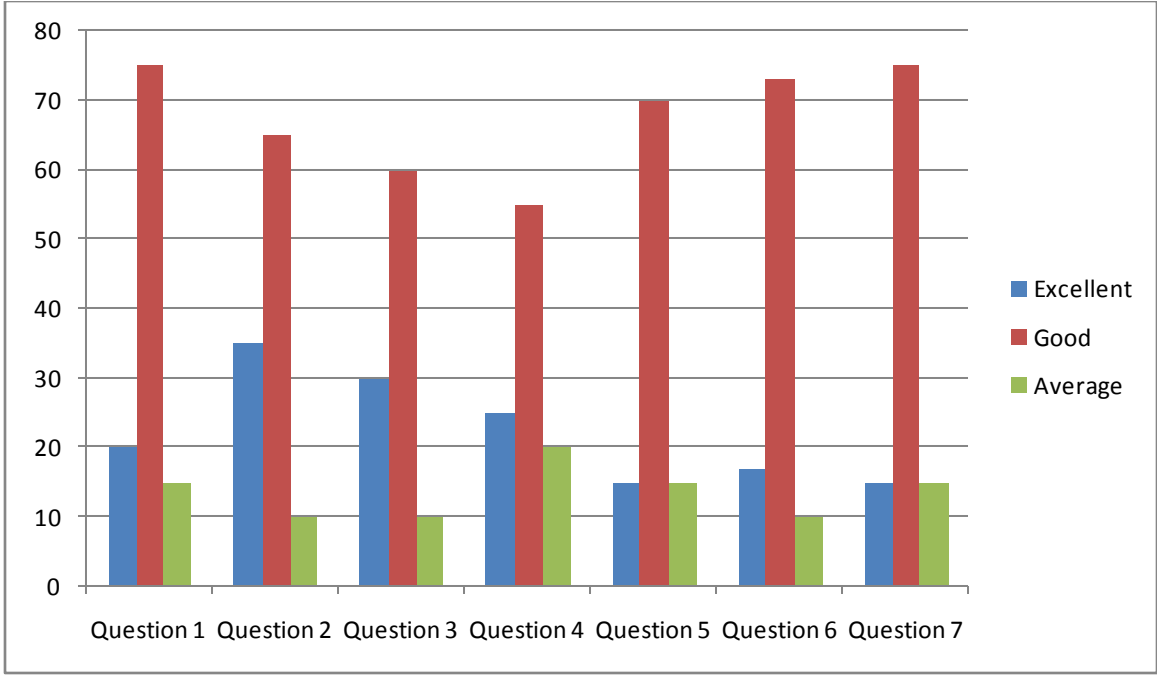- Disagree=03%
- Strongly Disagree=06%
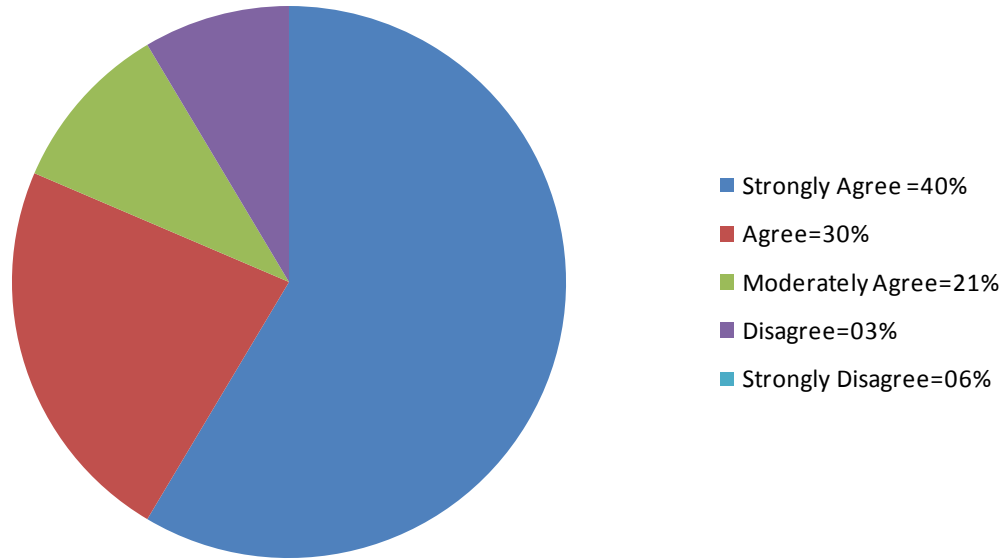
Employer Feedback

Teaching-learning processes are continuously improved by proper and regular analysis of the feedbacks given by stakeholders. College seeks regular feedback from employers and industry experts during Placement drives, Guest lectures/Workshops and Board of Studies. Thorough analysis and corrective actions on the feedback gathered is done, which is followed by prompt corrective measures with proper Action Taken Report (ATR). For session 2019-20, feedback was sought from thirty-two employers on various programme scheme and syllabus.

College takes feedback from the employers, which results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. These feedbacks are taken through online/offline mode. Various questions related to curriculum, scheme, syllabus, industry requirement and job placement have been.

Questions	Description
Question 1	Adequate flexibility available in the choice of subjects to the students
Question 2	Courses offered provides solution to issues relevant to Gender, Environment and Sustainability.
Question 3	Current syllabus is job-oriented, skill-based and value-oriented
Question 4	Curriculum is relevant for the solution of local problems
Question 5	Curriculum is relevant for employability and job placement
Question 6	Effectiveness of curriculum for development of entrepreneurship
Question 7	Syllabus helps in bridging the gap between industry and academic institution

Action taken report on Students feedback

S.N	Focal Point	Suggestion	Action Taken
1	Effectiveness of Communication Skills	Students gain more confidence, handle conflict situations and difficult conversations with assertiveness, effective use of body-language gestures and voice tones.	Conduct Communication skill classes,PD classes,interview skills which is held by the T & P department
2	Prescribed book(s) are appropriate for this course	Provision to access paid e-books and journals is required.	E-resources for books and journals has been made available in library for student's reference. Synchronized Content distribution between theory and practical is appreciated thus no action required.
3	Effectiveness and meaningfulness of minor elective courses	Guest lectures cum practical inputs are needed	As per recommendations, guest lectures are initiated.
4	Expectations of students for industrial exposure	The student suggested more industry exposure based courses to be included	More exposure through connect , Knowledge session and interactions with industry experts initiated
5	Current Curriculum of BBA Programme and Teaching Learning Process	Syllabus has a blend of practical and industry based knowledge, skills and attitude content and learning at institute enjoyable experience	we have colloborated with few institutions for it
6	Placement and sequence of courses	should call to more companies forPlacement	All Graduation level courses run so mostly students want to go for PG programme

Action taken report on Faculty feedback

Sr.no	Focal Point	Suggestions	Action Taken
1.	Bridge the Gap Between Industry Standards/ current global scenarios	For new current revised syllabus there should be more industry exposure and hence experts to be called from industry for conducting sessions as per the area of expertise to enrich the learning the feedback	various Expert sessions as per the requirement of faculty on recent trends are considered
2.	Application of Evaluation methods & expectations of Current syllabus	To understand the current syllabus which was revised in 2016, which courses are offered during the semester pattern as a electives subjects are discussed and how to apply various new assessment tools for the same are discussed	Faculty members had participated in FDP program
3.	Regarding Reference Materials	The faculty members are satisfied with available books and journals in the library. Though the faculty members are requested to opt some new books in the library	New books are purchased in library
4.	Regarding updating and upgrading of knowledge	The faculty members are suggested that for upgrading and updating themselves in the subject matters to attend various workshops and other activities	Faculty members are motivated for Attending the workshops and also for research paper writing activity

Action Taken Report on Alumni Feedback:

Sr.no	Focal Point	Suggestions	Action Taken
1.	Regarding Applicability and practical orientation of the real life situation	At the time of interaction with alumni along with faculty members regarding selection and application of course basket, they suggested that recent course can be implemented in the curriculum which will benefited in upcoming area of job opportunities	New certificate course was introduced in the academic calendar
2.	Participation of in institute activities	Alumni members are shown interest in the participation of institute activities for providing some skill sets and knowledge sharing	As part of regular curriculum practice we are involving Alumni for the purpose of workshop conduction and various event activities

3. Analysis Key Point: Alumni upbeat about the program and felt better transition from academia to industry.

Action Taken: Alumni engagement has been improving every year. There were a greater number of alumni who showed interest to come and share their experience with the students, which will in turn benefit the students in enhancing their industry networking and practical knowledge.

4. Analysis Key Point: Presentation skills of students of SRCPS are good but practice sessions for GD should be conducted as the students are technically sound but introvert.

Action Taken: 'Seminar Assignment' and 'Journal Club' courses provide a platform to hone their presentation skills.

Action taken report on Industry feedback:

Sr.no	Focal Point	Suggestions	Action Taken
1.	**Current Curriculum of BBA Programme**	apart from subject knowledge provide them some additional inputs which were suitable to them to work hands-on in the industry	New certificate course will be introduced in the academic calendar
2.	**Expectations of industries**	Extensive exposure and practical knowledge to be imparted to the future buddy managers by the institute	Industrial visits and guest sessions was introduced