

S.R COLLEGE OF PROFESSIONAL STUDIES, AMBABAI , JHANSI

(Managed by:Pt.Deendayal Upadhyay Shikshan Trust

Campus:16Km,Gwalior Road,Ambabai,Jhansi ,U.P.)

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STUDENT'S FEEDBACK ON CURRICULUM

Academic year: 2021-22 Name of the Students: *Ranji Mishra*

Year: II

Course: *Agriculture*

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5.

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
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S.no.	Questioner	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	✓				
2	How do you rate the relevance of the units in Syllabus relevant to the course?		✓			
3	How do you rate the allocation of the credits to the courses?		✓			
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?			✓		
5	How do you rate the electives offered in relation to the Technological advancements?		✓			
6	Rate the Size of syllabus in terms of the load on the student				✓	
7	Rate the courses in terms of extra learning or self learning considering the design of the courses			✓		
8	How do you rate the evaluation scheme designed for each of the course?	✓				
9	How do you rate the objectives stated for each of the course?			✓		
10	How do you rate the percentage of courses having LAB components?			✓		

Ranji

Ranji
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STUDENT'S FEEDBACK ON CURRICULUM

Academic year: 2021-22 Name of the Students: Jay Dev Year: 3rd

Course: Ag

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5.

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
---------------	---------------	----------	-------------	----------

S.no.	Questioner	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		✓			
2	How do you rate the relevance of the units in Syllabus relevant to the course?	✓				
3	How do you rate the allocation of the credits to the courses?			✓		
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?	✓				
5	How do you rate the electives offered in relation to the Technological advancements?		✓			
6	Rate the Size of syllabus in terms of the load on the student			✓		
7	Rate the courses in terms of extra learning or self learning considering the design of the courses		✓			
8	How do you rate the evaluation scheme designed for each of the course?			✓		
9	How do you rate the objectives stated for each of the course?		✓			
10	How do you rate the percentage of courses having LAB components?	✓				

Jay Dev

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STUDENT'S FEEDBACK ON CURRICULUM

Academic year: 2021-22 Name of the Students: Aman Khan Year: 2nd

Course: BBA

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
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S.no.	Questioner	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		✓			
2	How do you rate the relevance of the units in Syllabus relevant to the course?	✓				
3	How do you rate the allocation of the credits to the courses?		✓			
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?	✓				
5	How do you rate the electives offered in relation to the Technological advancements?			✓		
6	Rate the Size of syllabus in terms of the load on the student		✓			
7	Rate the courses in terms of extra learning or self learning considering the design of the courses	✓				
8	How do you rate the evaluation scheme designed for each of the course?			✓		
9	How do you rate the objectives stated for each of the course?	✓				
10	How do you rate the percentage of courses having LAB components?		✓			

Aman Khan

Aman Khan
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STUDENT'S FEEDBACK ON CURRICULUM

Academic year: 2021-22 Name of the Students: Kunal Gupta

Year: Ist year


Course: B L A

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
---------------	---------------	----------	-------------	----------

S.no.	Questioner	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		✓			
2	How do you rate the relevance of the units in Syllabus relevant to the course?	✓				
3	How do you rate the allocation of the credits to the courses?		✓			
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?			✓		
5	How do you rate the electives offered in relation to the Technological advancements?		✓			
6	Rate the Size of syllabus in terms of the load on the student			✓		
7	Rate the courses in terms of extra learning or self learning considering the design of the courses	✓				
8	How do you rate the evaluation scheme designed for each of the course?		✓			
9	How do you rate the objectives stated for each of the course?			✓		
10	How do you rate the percentage of courses having LAB components?		✓			

कनक गुप्ता


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STUDENT'S FEEDBACK ON CURRICULUM

Academic year: 2021-22 Name of the Students: *MANISH*

Year: *2nd*

Course: *BCA*

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
---------------	---------------	----------	-------------	----------

S.no.	Questioner	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		✓			
2	How do you rate the relevance of the units in Syllabus relevant to the course?	✓				
3	How do you rate the allocation of the credits to the courses?		✓			
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?			✓		
5	How do you rate the electives offered in relation to the Technological advancements?		✓			
6	Rate the Size of syllabus in terms of the load on the student			✓		
7	Rate the courses in terms of extra learning or self learning considering the design of the courses	✓				
8	How do you rate the evaluation scheme designed for each of the course?		✓			
9	How do you rate the objectives stated for each of the course?			✓		
10	How do you rate the percentage of courses having LAB components?		✓			

Manish

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STUDENT'S FEEDBACK ON CURRICULUM

Academic year: 2021-22 Name of the Students: *Kavya Soni*

Year: *first year*

Course: *BBA*

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
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S.no.	Questioner	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	✓				
2	How do you rate the relevance of the units in Syllabus relevant to the course?		✓			
3	How do you rate the allocation of the credits to the courses?			✓		
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?		✓			
5	How do you rate the electives offered in relation to the Technological advancements?		✓			
6	Rate the Size of syllabus in terms of the load on the student	✓				
7	Rate the courses in terms of extra learning or self learning considering the design of the courses			✓		
8	How do you rate the evaluation scheme designed for each of the course?		✓			
9	How do you rate the objectives stated for each of the course?	✓				
10	How do you rate the percentage of courses having LAB components?			✓		

कव्य सोनी

Aey
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STUDENT'S FEEDBACK ON CURRICULUM

Academic year: 2021-22 Name of the Students: *Vikas*

Year: *IV*

Course: *Agriculture*

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
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S.no.	Questioner	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	✓				
2	How do you rate the relevance of the units in Syllabus relevant to the course?	✓				
3	How do you rate the allocation of the credits to the courses?			✓		
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?			✓		
5	How do you rate the electives offered in relation to the Technological advancements?		✓			
6	Rate the Size of syllabus in terms of the load on the student			✓		
7	Rate the courses in terms of extra learning or self learning considering the design of the courses		✓			
8	How do you rate the evaluation scheme designed for each of the course?		✓			
9	How do you rate the objectives stated for each of the course?	✓				
10	How do you rate the percentage of courses having LAB components?			✓		

Vikas

Ajay
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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22

Department BBA

Name of the Teacher: Vertika Dixit

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.			✓		
4	Course content is followed by corresponding reference books/materials	✓				
5	The course/syllabus has good balance between theory and Lab.			✓		
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	✓				
7	The course/program of studies carries sufficient number of optional papers.			✓		
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.	✓				

Vertika Dixit

Amul
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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22
Department of Agriculture
Name of the Teacher: Karunakar Dubey

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.	✓				
4	Course content is followed by corresponding reference books/materials			✓		
5	The course/syllabus has good balance between theory and Lab.	✓				
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.			✓		
7	The course/program of studies carries sufficient number of optional papers.	✓				
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.		✓			

Karunakar Dubey

Karunakar Dubey
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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 21-22

Department Agriculture

Name of the Teacher: Mayank

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.		✓			
4	Course content is followed by corresponding reference books/materials	✓				
5	The course/syllabus has good balance between theory and Lab.	✓				
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	✓				
7	The course/program of studies carries sufficient number of optional papers.		✓			
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.			✓		

Mayank

Deep
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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22
Department: BCA
Name of the Teacher: NEETENDRA BHARGAV

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.	✓				
4	Course content is followed by corresponding reference books/materials		✓			
5	The course/syllabus has good balance between theory and Lab.	✓		✓		
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	✓				
7	The course/program of studies carries sufficient number of optional papers.		✓			
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.			✓		

Neetendra

Neetendra
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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22

Department - BBA

Name of the Teacher: VIKAS CHOURASIYA

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.		✓			
4	Course content is followed by corresponding reference books/materials	✓				
5	The course/syllabus has good balance between theory and Lab.		✓			
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	✓				
7	The course/program of studies carries sufficient number of optional papers.		✓			
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.	✓				

Vikas

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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22

Department - BBA

Name of the Teacher: Euesh Sathisangi

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)				
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor		
1	Syllabus is suitable to the course.		✓					
2	Syllabus is need based.	✓						
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.			✓				
4	Course content is followed by corresponding reference books/materials	✓						
5	The course/syllabus has good balance between theory and Lab.		✓					
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.			✓				
7	The course/program of studies carries sufficient number of optional papers.	✓						
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.		✓					

Euesh

Arush
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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22

Department - BCA

Name of the Teacher: - Anam Saluja

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.			✓		
2	Syllabus is need based.	✓				
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.		✓			
4	Course content is followed by corresponding reference books/materials				✓	
5	The course/syllabus has good balance between theory and Lab.	✓				
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.			✓		
7	The course/program of studies carries sufficient number of optional papers.	✓				
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.		✓			

Anam Saluja

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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021 - 22


Department Agriculture

Name of the Teacher: Brijkishore Kushwaha

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.			✓		
4	Course content is followed by corresponding reference books/materials	✓				
5	The course/syllabus has good balance between theory and Lab.		✓			
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.			✓		
7	The course/program of studies carries sufficient number of optional papers.	✓				
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.		✓			




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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22
Department: AGRICULTURE
Name of the Teacher: RAMESH SINGH

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Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.			✓		
4	Course content is followed by corresponding reference books/materials	✓				
5	The course/syllabus has good balance between theory and Lab.		✓			
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.		✓			
7	The course/program of studies carries sufficient number of optional papers.	✓				
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.			✓		

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Campus: 16Km,Gwalior Road,Ambabai,Jhansi ,U.P.)

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TEACHERS FEEDBACK ON CURRICULUM

Academic year: 2021-22
Department - Agriculture.
Name of the Teacher: AKHILESH PATEL

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)		
S.No.	Curriculum, Teaching, Learning and Evaluation:	Excellent	Very Good	Good	Average	Poor
1	Syllabus is suitable to the course.	✓				
2	Syllabus is need based.		✓			
3	Aims and objectives of the syllabi are well defined and clear to teachers and students.		✓			
4	Course content is followed by corresponding reference books/materials			✓		
5	The course/syllabus has good balance between theory and Lab.		✓			
6	The course/syllabus of this subject increased my knowledge and perspective in the subject area.	✓				
7	The course/program of studies carries sufficient number of optional papers.			✓		
8	The books prescribed/listed as reference materials are relevant, updated and appropriate.				✓	

(Signature)

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FEEDBACK FORM FOR EMPLOYERS

S.R College of Professional Studies always maintains a continuous dialogue accordingly. As the ultimate beneficiary of our quality product your support and feedback will help us to maintain the required standards of education. Here are some of the points to facilitate you in giving feedback about our students. You are requested to give marks in the box provided against each item as per the following norms.

EXCELLENT:-5 VERY GOOD-4 GOOD-3 SATISFACTORY-2 POOR-1

Name of the Company/Institute: SR college of Professional Studies (S.R.C.P.S)

Name of the evaluating person: Neeraj Khatred

S.No.	description	Excellent	Very good	Good	Satisfactory	Poor
1	Ability to contribute to the goal of the organization			✓		
2	Technical knowledge/skill Ability to manage/leadership Innovativeness		✓			
3	Creativity	✓				
4	Relationship with seniors/peers/subordinates			✓		
5	Involvement in social activities			✓		
6	Ability and motivation for social activity		✓			
7	Obligation to work beyond schedule if required	✓				
8	Overall impression about their performance		✓			

Neeraj Khatred

Neeraj Khatred
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EXCELLENT:-5 VERY GOOD-4 GOOD-3 SATISFACTORY-2 POOR-1

Name of the Company/Institute: S.R.C.P.S (S.R. College of Professional Studies)

Name of the evaluating person: Mr. Abhinav Rai

S.No.	description	Excellent	Very good	Good	Satisfactory	Poor
1	Ability to contribute to the goal of the organization		✓			
2	Technical knowledge/skill Ability to manage/leadership Innovativeness		✓			
3	Creativity		✓			
4	Relationship with seniors/peers/subordinates	✓				
5	Involvement in social activities			✓		
6	Ability and motivation for social activity	✓				
7	Obligation to work beyond schedule if required	✓				
8	Overall impression about their performance		✓			

Abhinav Rai

Abhinav Rai
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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 2021 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.

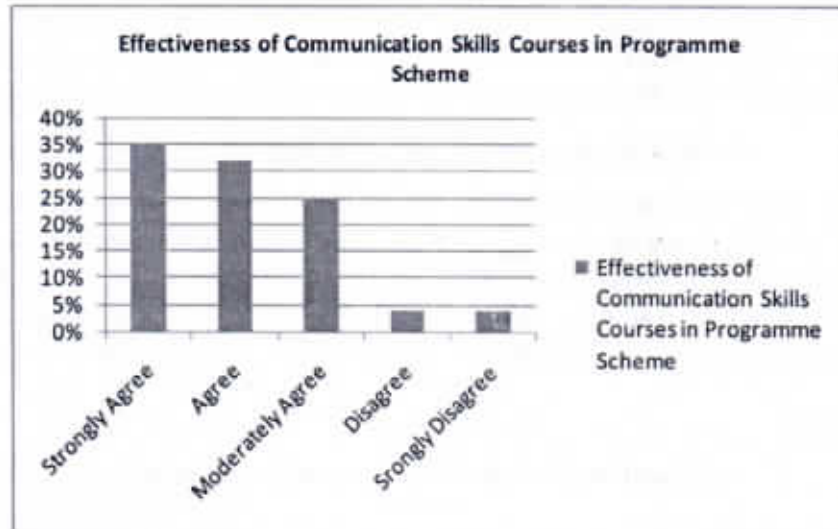

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Students Feedback

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 2021-22, the College collected the feedback from around 200 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:

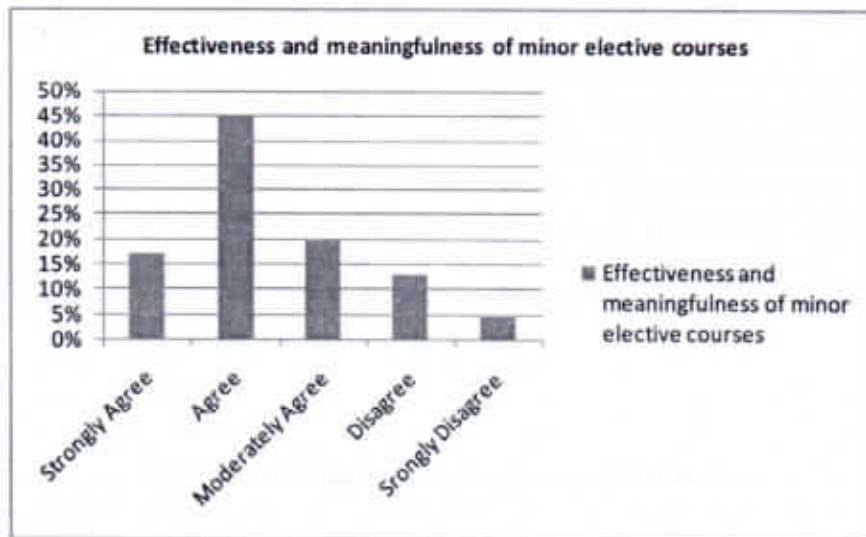
There were majority of students (92%) "Agree", while only few (8 %) were "Disagree" with the inputs inculcated by the Communication Skill courses in the academic session. Apart from this (25%) of the students have given moderate consent to the feasibility of these courses. Students gain more confidence, handle conflict situations and difficult conversations with assertiveness, effective use of body-language gestures and voice tones.



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Effectiveness and meaningfulness of minor elective courses:

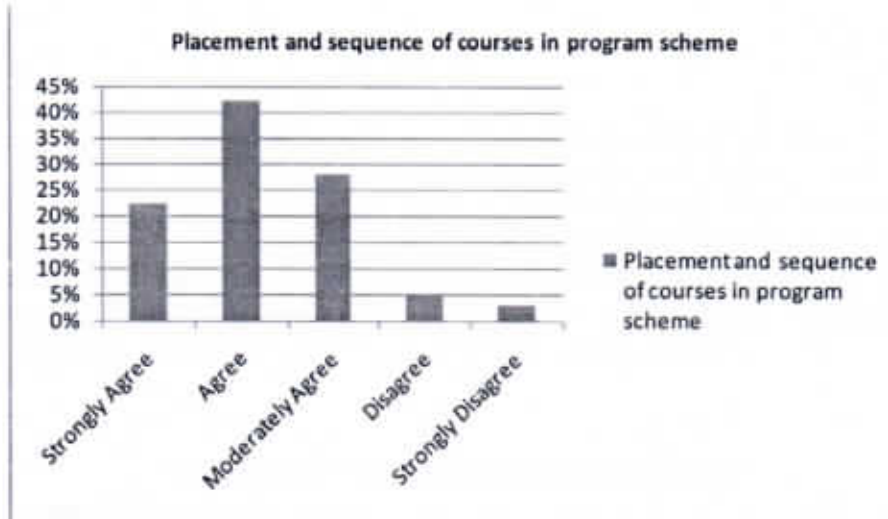
Around (63%) of the students of the College have favored that the minor elective courses offered to them as per the scheme plan, are interesting and meaningful. On the other hand (20%) "Moderately Agreed". Wide variety of elective courses provides more choice to the students to choose a course of their interest. Only (17%) 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.



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Placement and sequence of courses in program scheme:

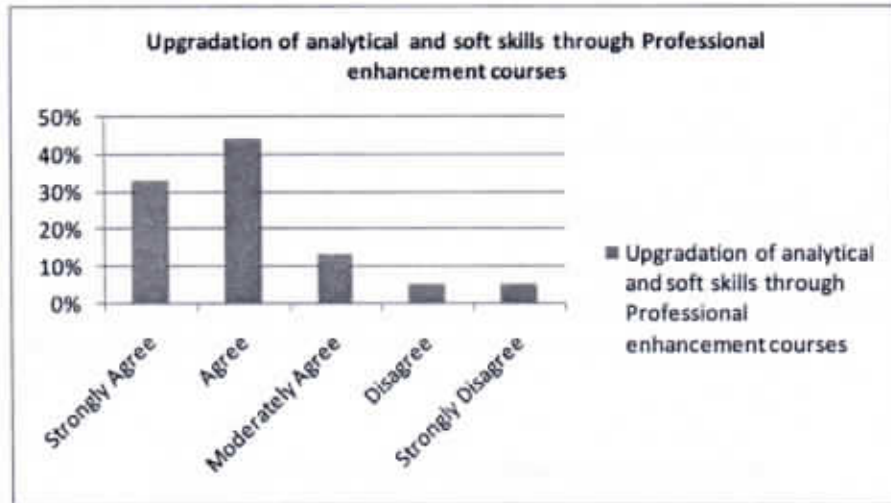
When the students were asked through a survey that placement of courses in program scheme is in proper sequence? There were "Agree" (42%), "Moderately Agree" (27%), and "Strongly Agree" (23%) "Disagree" (5%), and "Strongly Disagree" (3%). Therefore, it seems that 69% of people agree that placement of 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.




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Upgradation of analytical and soft skills through Professional enhancement courses:

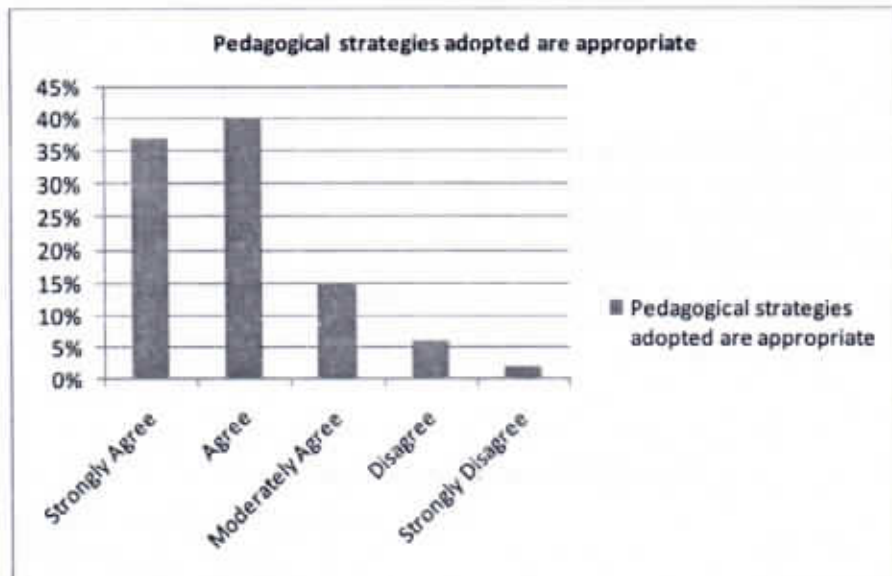
College had incorporated professional enhancement courses with analytical and soft skills in order to make students' day one ready for their placement and other competitions. (77%) of the students have agreed with this, while (10%) of the students have given their dissatisfaction with Professional enhancement courses upgrade by analytical and soft skills. Some students (13%) have given their moderately agree consent.




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Pedagogical strategies adopted are appropriate:

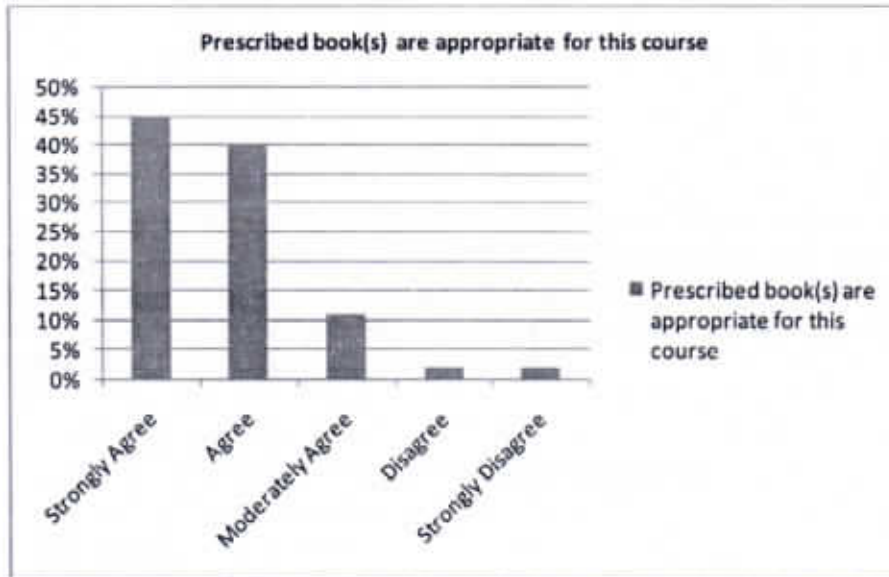
The students were surveyed on the effectiveness of pedagogical inputs by their teacher (e.g. discussion, brainstorming, presentation, case study, video, animation, simulation, etc.). Approximately "Strongly Disagree" (3%), "Disagree" (7%), "Moderately Agree" (15%), "Agree" (40%) and "Strongly Agree" (37%). In this manner, (68%) of individuals agreed that Pedagogical strategies adopted are appropriate.





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Prescribed book(s) are appropriate for this course:

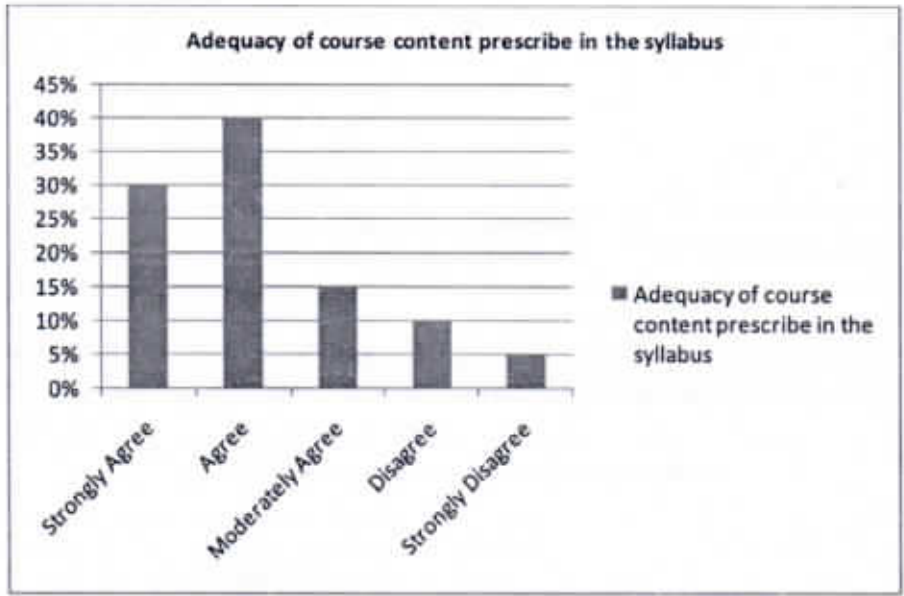
This graph clearly represents that (96 %) of students were "Agree" that recommended book(s) for a course provides vast knowledge to the students about the content included into syllabi. "Strongly Disagree and Disagree" (4%) have found that book(s) can be improved more to cater the demand of readers. Nevertheless, 11% have given "Moderately Agree" consent on prescribed book (s) for the courses.




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Adequacy of course content prescribe in the syllabus:

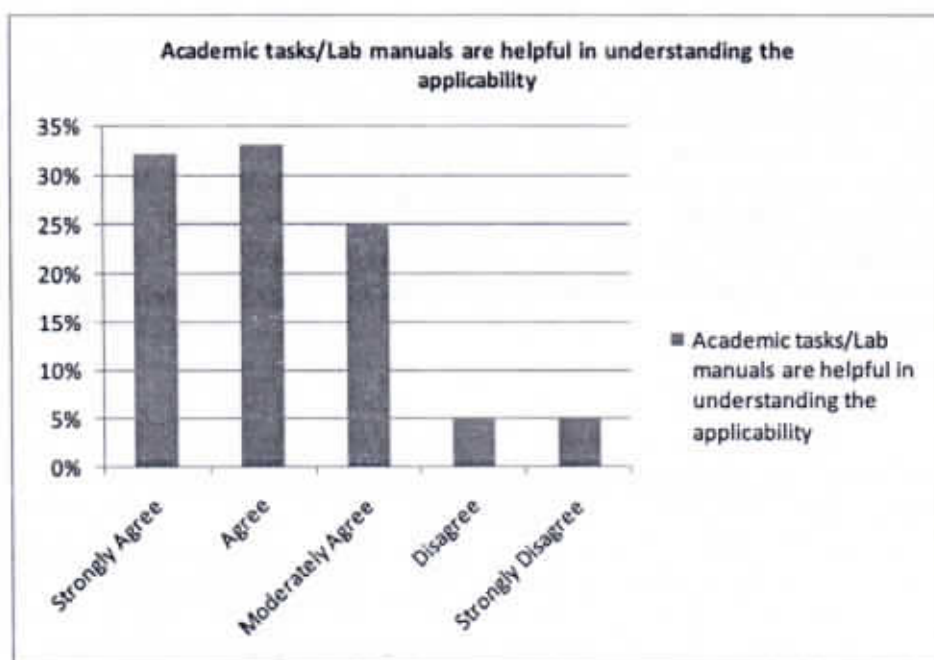
Accordingly, (85%) of the students "Agreed" that content of the course is proper and is in logical sequence. Although, (15%) of the strength have complained about the difficulty of the content of the few courses, yet (15 %) of the participants of the survey have confirmed the content's novelty and sequence 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.




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

Accordingly, (32%) of the students have "Strongly Agree", (33%) "Agree" and (25 %) "Moderately Agree" that the evaluation pattern followed by the College for individual course is helpful in understanding the applicability of the concepts. Only, (5 %) "Strongly Disagree" and (5%) "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.



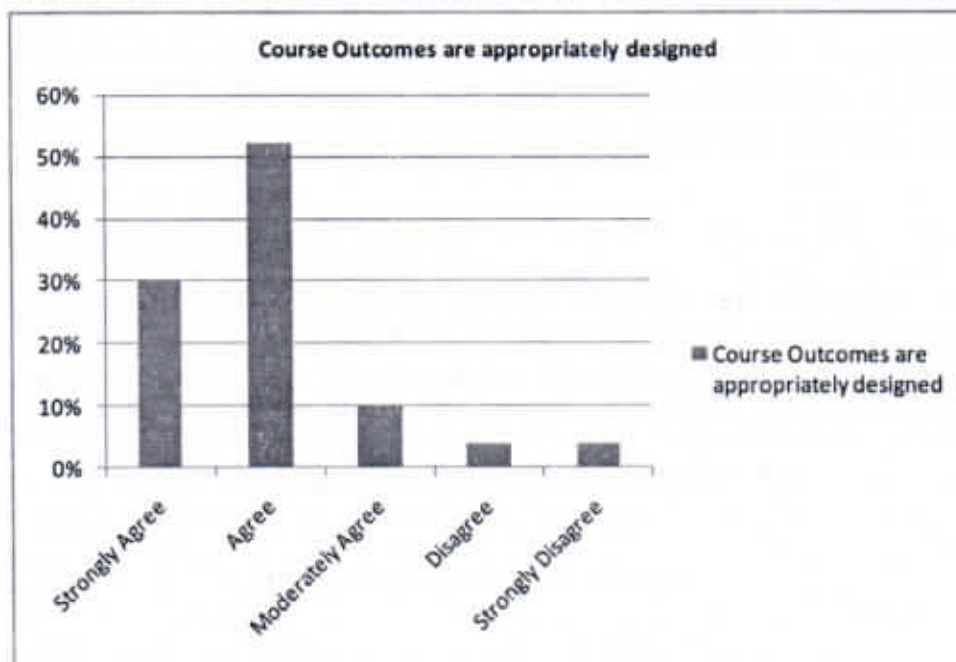

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Teacher Feedback

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

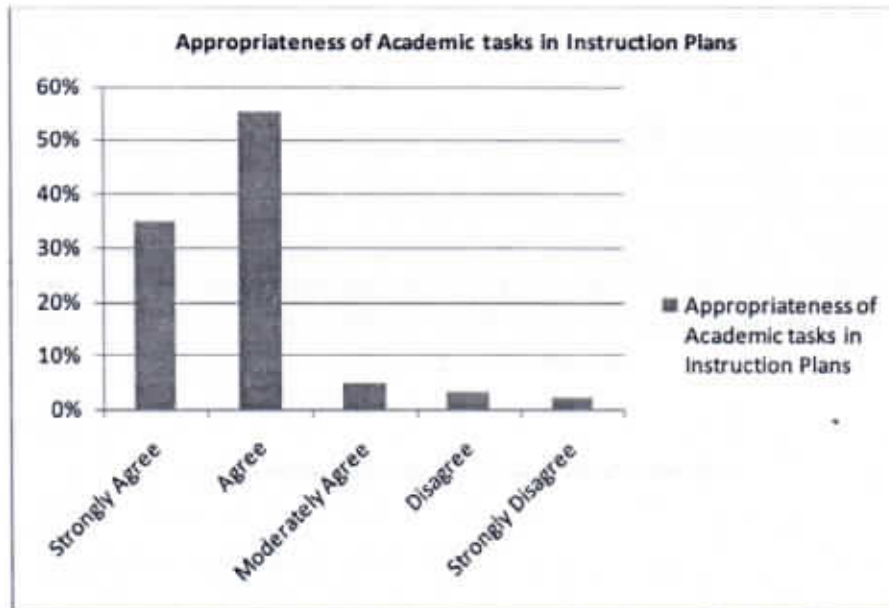
Learning outcomes shared expectations between students and instructors. It helps students to learn more effectively and focus their learning efforts. The below mentioned chart represents the percentage of respondents. Satisfaction level in case of course outcomes were 80% and 10% faculties were moderately agreed and 10% were not agreed.




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Appropriateness of Academic tasks in Instruction Plans

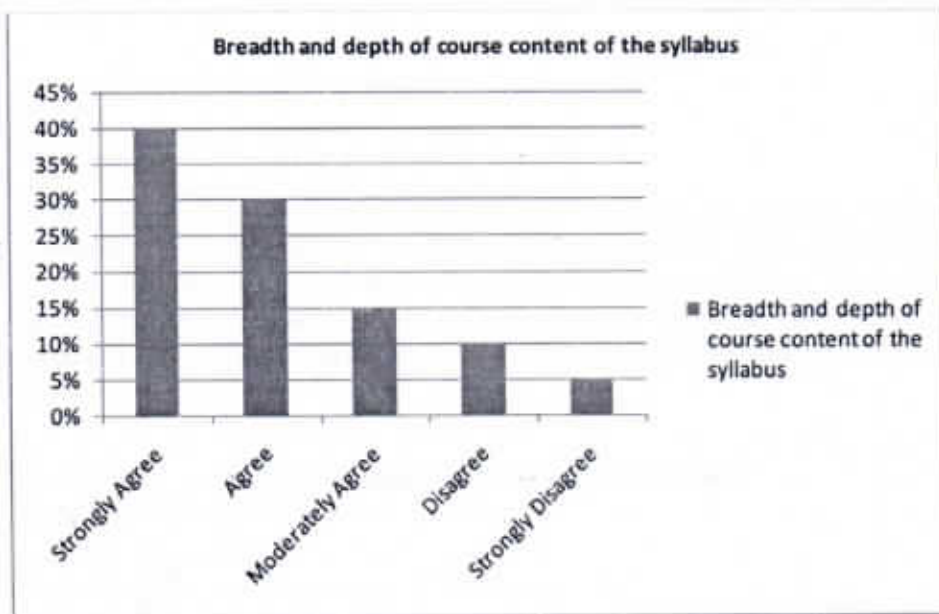
Planning for the classroom activities is a vital step of educating and behavior management. Appropriate classroom planning will keep the instruction organized and on track during teaching, thus allow the teachers to teach effectively and meaningfully. The chart illustrates the percentage of respondents. According to this feedback, 90% of faculties were satisfied with academic tasks and found that all tasks were adequately prepared as per the IP. It was observed that 5% of teachers were moderately agreed and only 05% disagreed.




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Breadth and depth of course content of the syllabus

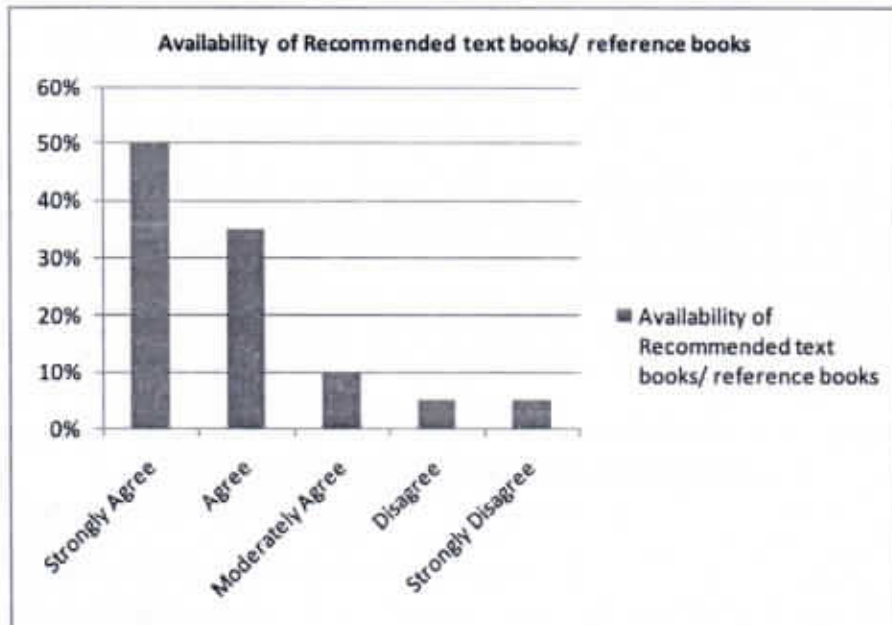
Curriculum focuses on depth of understanding along with breadth of content coverage by providing students with numerous opportunities to practice and demonstrate their learning in a variety of contexts. The below mentioned chart explains the percentage of respondents. Out of 100, a total of 85% faculties at their level found satisfied with the breadth and depth of course content of the syllabus, 15% were moderately satisfied and 15% disagreed.




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Availability of Recommended text books/ reference books

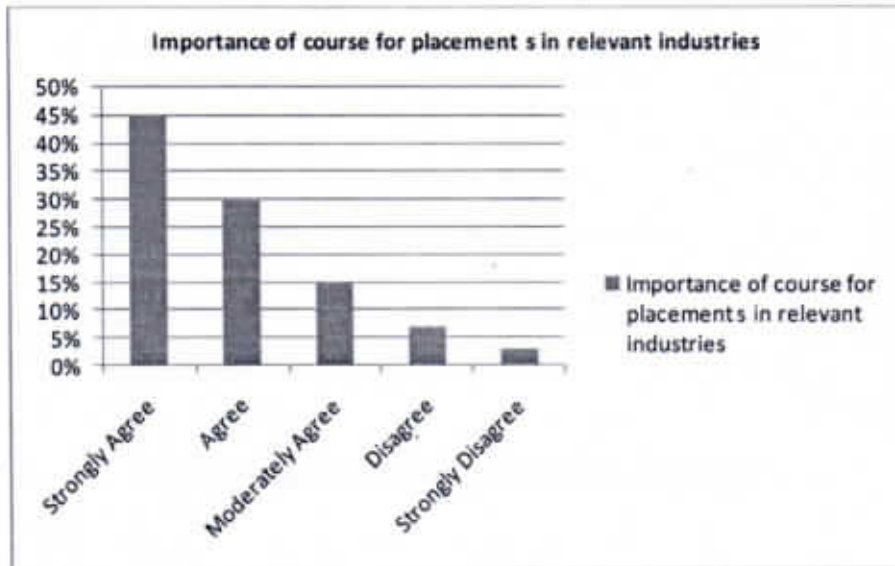
Textbooks and reference books are one of the most important sources of contact for students with their course. It is a framework or guide that helps them to organize their learning. It is helpful to involve students in achieving the desired outcomes of the course and make them comfortable with the courses. The below mentioned chart shows the percentage of respondents. According to the 83% of teachers, it was found that text books/ reference books are available for the students, 10% moderately agreed and 7% disagreed.




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Importance of course for placements in relevant industries

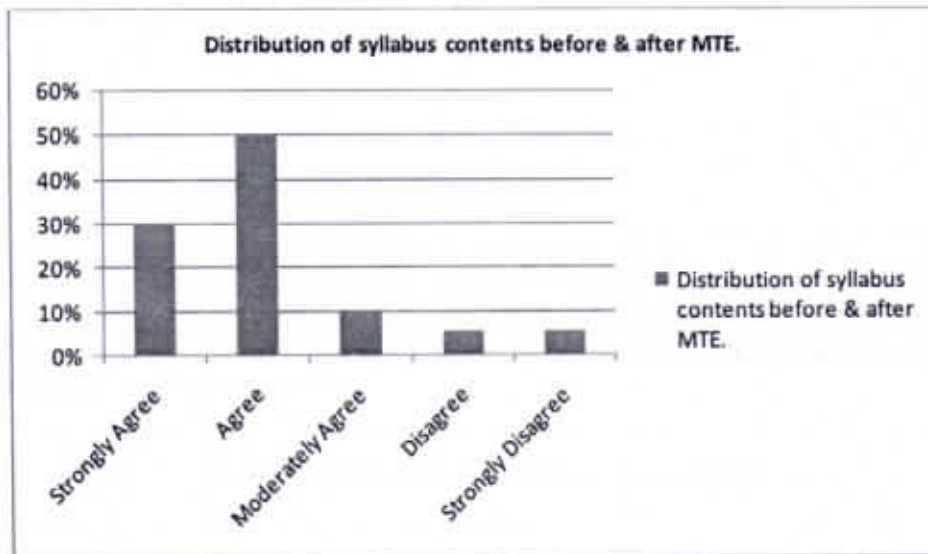
The above chart displays the percentage of respondents. In case of relevancy of course in placement, 75% faculty members were satisfied, 15% moderately satisfied and 10% were not satisfied.



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Distribution of syllabus contents before & after MTE.

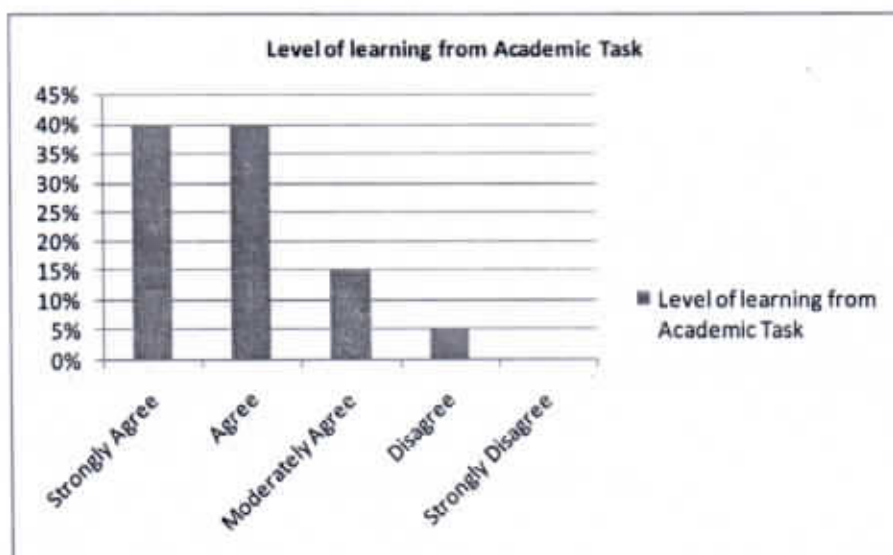
Syllabus offer students a clear and concise statement of what their course is about. The distribution and placement of content should be logical. The below mentioned chart explains the percentage of respondents. About 80% faculty members were agreed with the distribution of syllabus contents before & after MTE, 10% were moderately agreed and 10% were not agreed with the statement.




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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 80 % teachers were satisfied with the level of learning from academic tasks such as assignments, class tests, quizzes, term paper, practical's, design problems, projects, 15% moderately agreed and 5% disagreed with the above point.




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Live examples are appropriately used and delivered

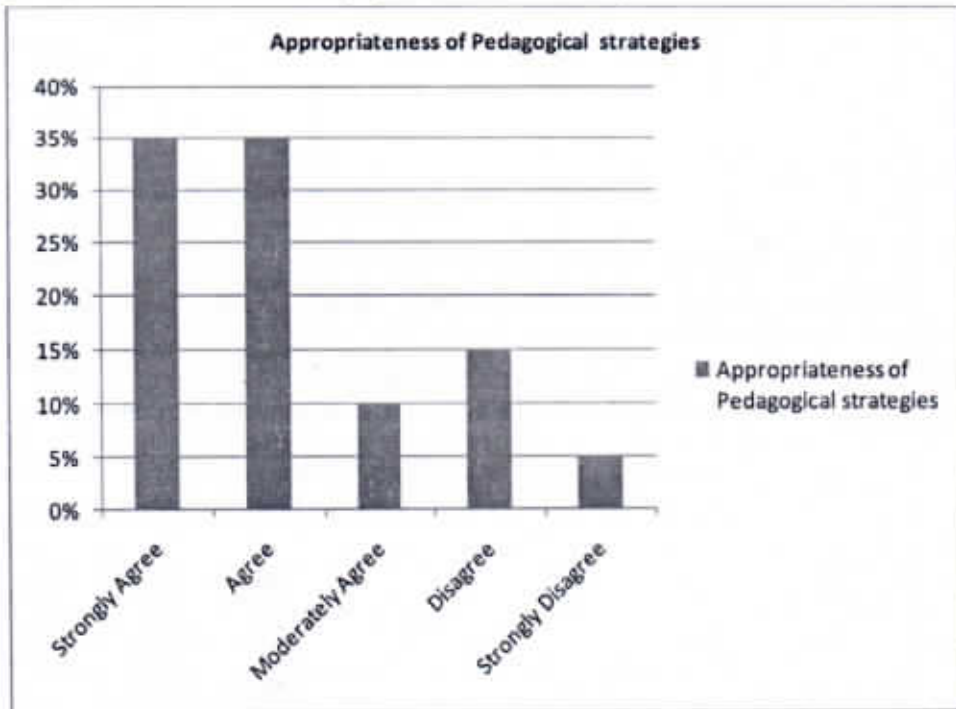
Live example discussed in the class increases students' interests and engagement. It helps to maintain student's focus and get different perspectives on the topic. Active involvement of students in the class also improves critical and higher order learning skills. The below mentioned chart shows the percentage of respondents. According to faculty feedback in this point 70% faculty showed their satisfaction level with point of 'live examples are appropriately planned in IP, 15% moderately agreed and 15% were not agreed.




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Appropriateness of Pedagogical strategies

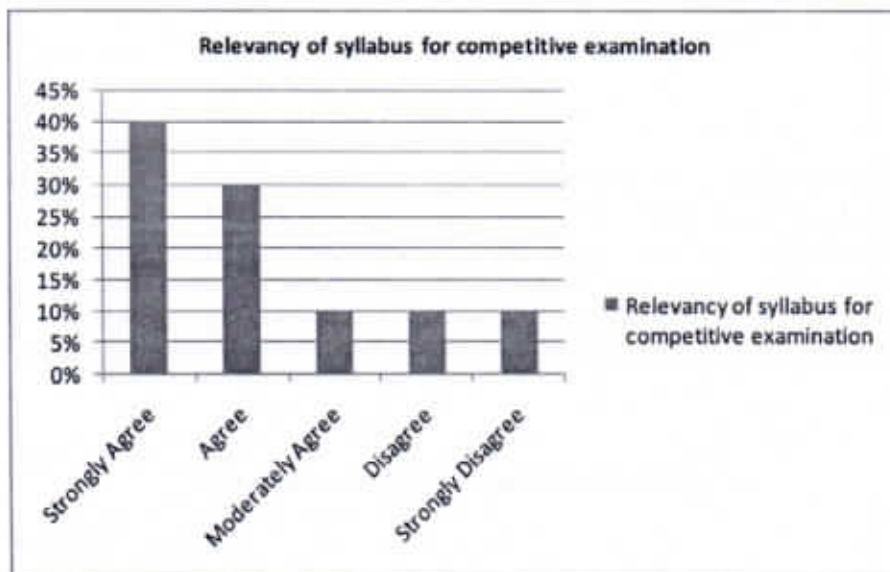
Pedagogical strategies adopted by the faculty in the form of debate & discussion, brainstorming, case studies, power point presentations, videos, animations, simulations etc. for topics in IP are relevant and effectively executed. The below mentioned chart represents the percentage of respondents. In case of Pedagogical strategies 70% teachers were agreed, 10% were moderately agreed and 20% disagreed.





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Relevancy of syllabus for competitive examination

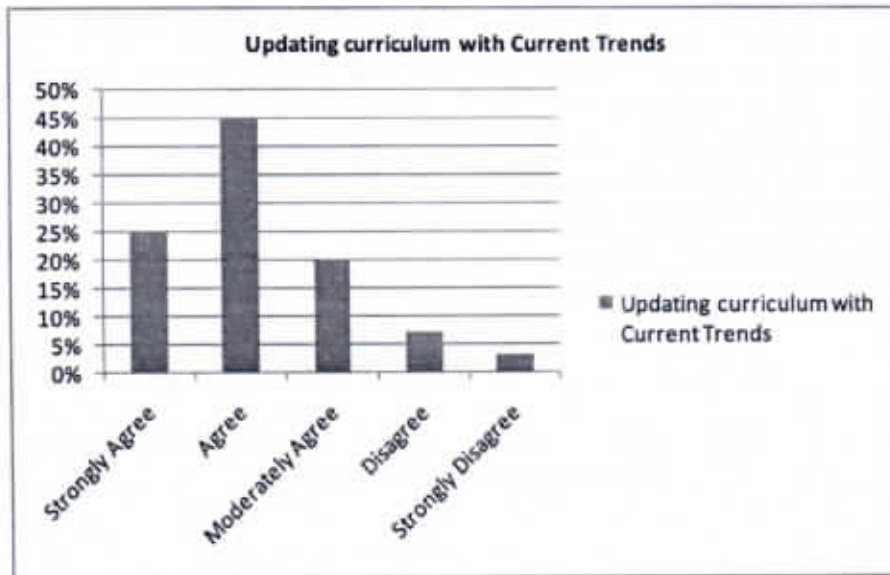
Majority of the respondents agreed that their syllabus was relevant for competitive examinations like GATE, UGC NET, GPAT, GMAT etc. The below mentioned chart explains the percentage of respondents. According to 70% faculty members syllabus was relevant for competitive examinations like GATE, UGC NET, GPAT, GMAT etc., but 10% were moderately agreed and 20% disagreed. Students cleared IELTS/Civil services examination/competitive examinations/UGC NET with these inputs in their curriculum.




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Updating curriculum with Current Trends

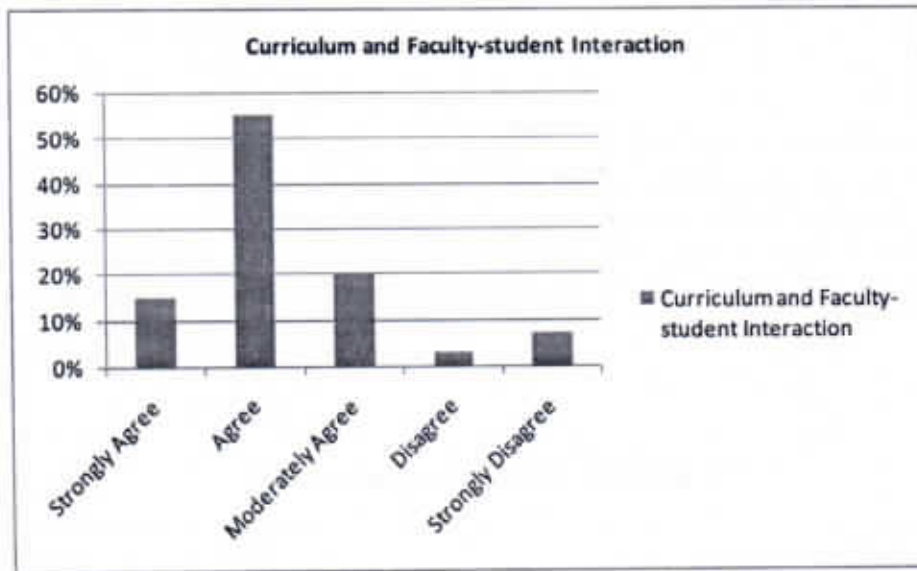
Syllabus is updated with the current trends of Industry and Academia. Industry experts and academicians are often invited for expert talk and interaction with students. Their feedback and suggestions are incorporated regularly in the curriculum. Feedback also sought from the recruiters during the placement drives to make the curriculum and students industry ready. The below mentioned chart describes the percentage of respondents. 70% teachers were satisfied with the statement 'Syllabus is updated with the current trends of Industry and Academia' 20% were moderately agreed and 10% disagreed.




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Curriculum and Faculty-student Interaction

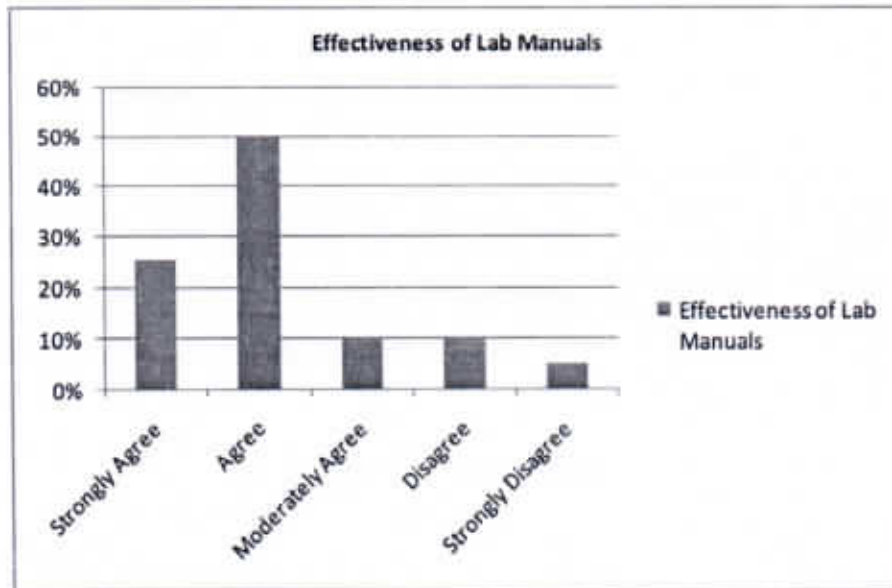
Curriculum is effective in improving faculty-student interaction and quality of evaluation by implementing new laboratory model. The below mentioned chart shows the percentage of respondents. With changing trends 72% faculties contented that effectiveness in improving faculty-student interaction and quality of evaluation by implementing new laboratory model is incorporated. 20% were moderately agreed and 08% disagreed.




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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 75% teachers that learning objectives, procedures, precautions are properly defined in the lab manual, 10% were moderately agreed and 15% disagreed.



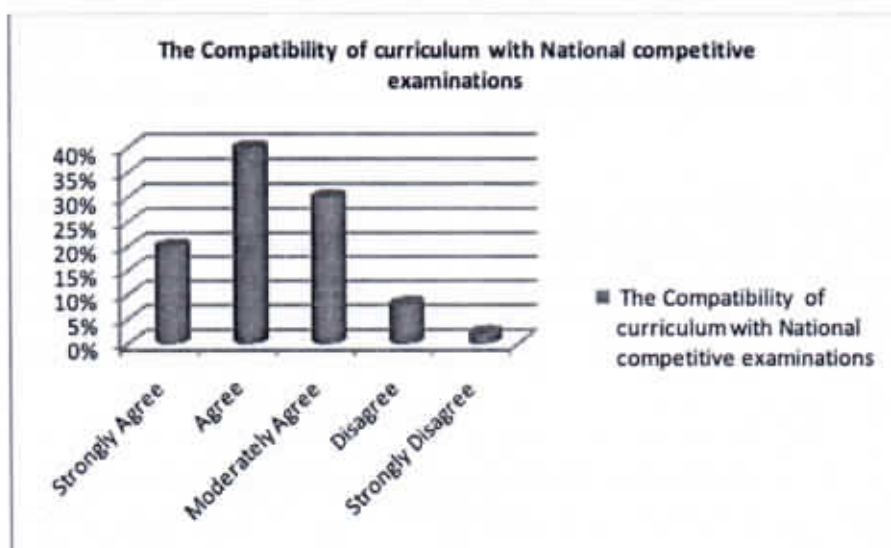

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Alumni Feedback

In the session 2021-22, the College collected the feedback from around 50 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

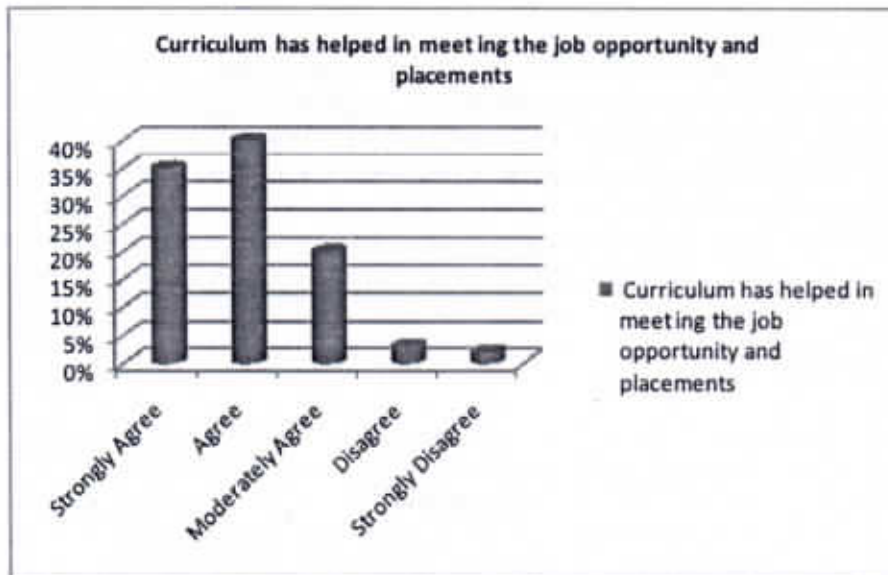
The chart displays the percentage of respondents. About 57 % of students agreed that their curriculum is compatible with National competitive examinations such as GATE, NET etc. 35% percentage of students are moderately agreed and rest of students (8%) says that the curriculum is not mapped. Curricula are well mapped with various national and international competitive examinations.



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2. Curriculum has helped in meeting the job opportunity and placements

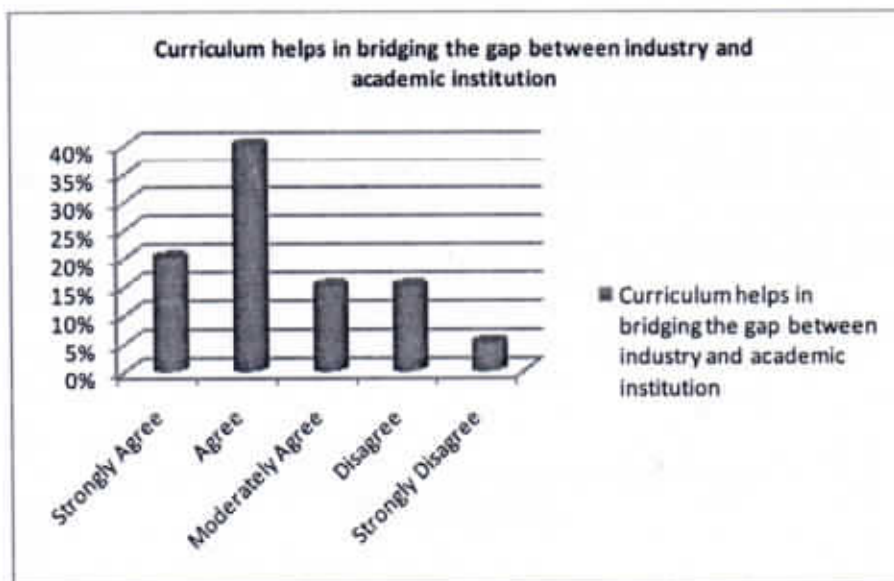
The chart displays the percentage of respondents. About 72% of students agreed that the curriculum and schemes taught to them has helped in meeting the job opportunity and placements, 23% percentage of students are moderately agreed and rest of students (5%) are not agreed with the statement. Courses 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.



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3. Curriculum helps in bridging the gap between industry and academic institution

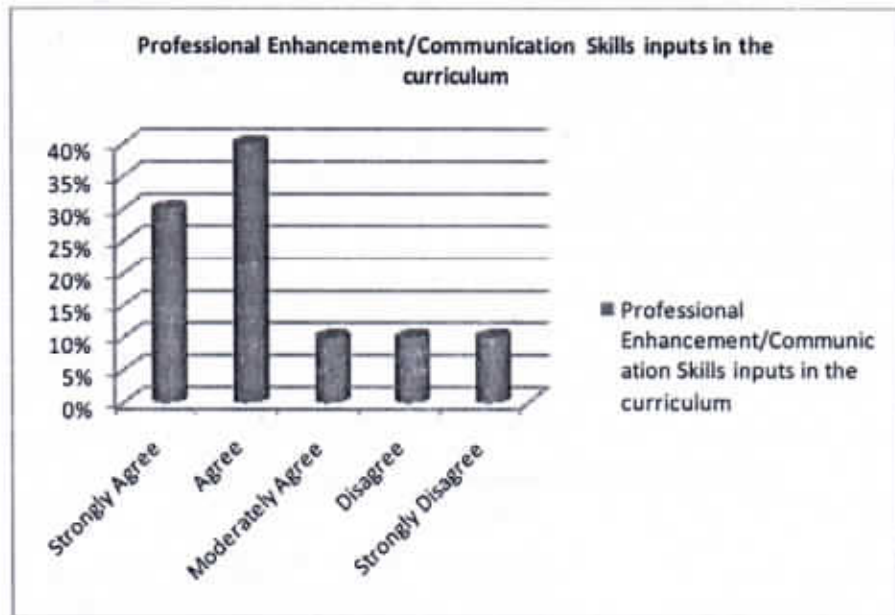
The chart reveals the percentage of respondents. About 62 % of alumni agreed that their curriculum helped in bridging the gap between industry and academic institution. The curriculum integrate the skills required for industry. 20% student are moderately agreed only 18% percentage of students are not 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.




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4. Professional Enhancement/Communication Skills inputs in the curriculum

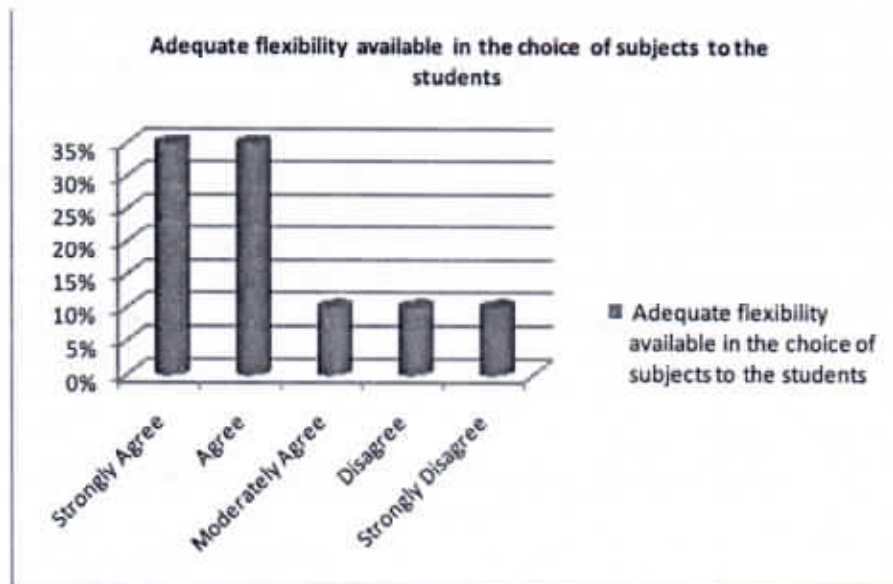
Courses on professional enhancement learning to enable student's world ready. The chart displays the percentage of respondents. About 70 % of students agreed that Professional enhancement / Communication Skills inputs were sufficiently provided in the curriculum, 10% percentage of students are moderately agreed and rest of students (20%) 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.





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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 10 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 20 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.




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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 Take n Report (ATR). For session 2021-22, feedback was sought from thirty-two employers on various programme scheme and syllabus.

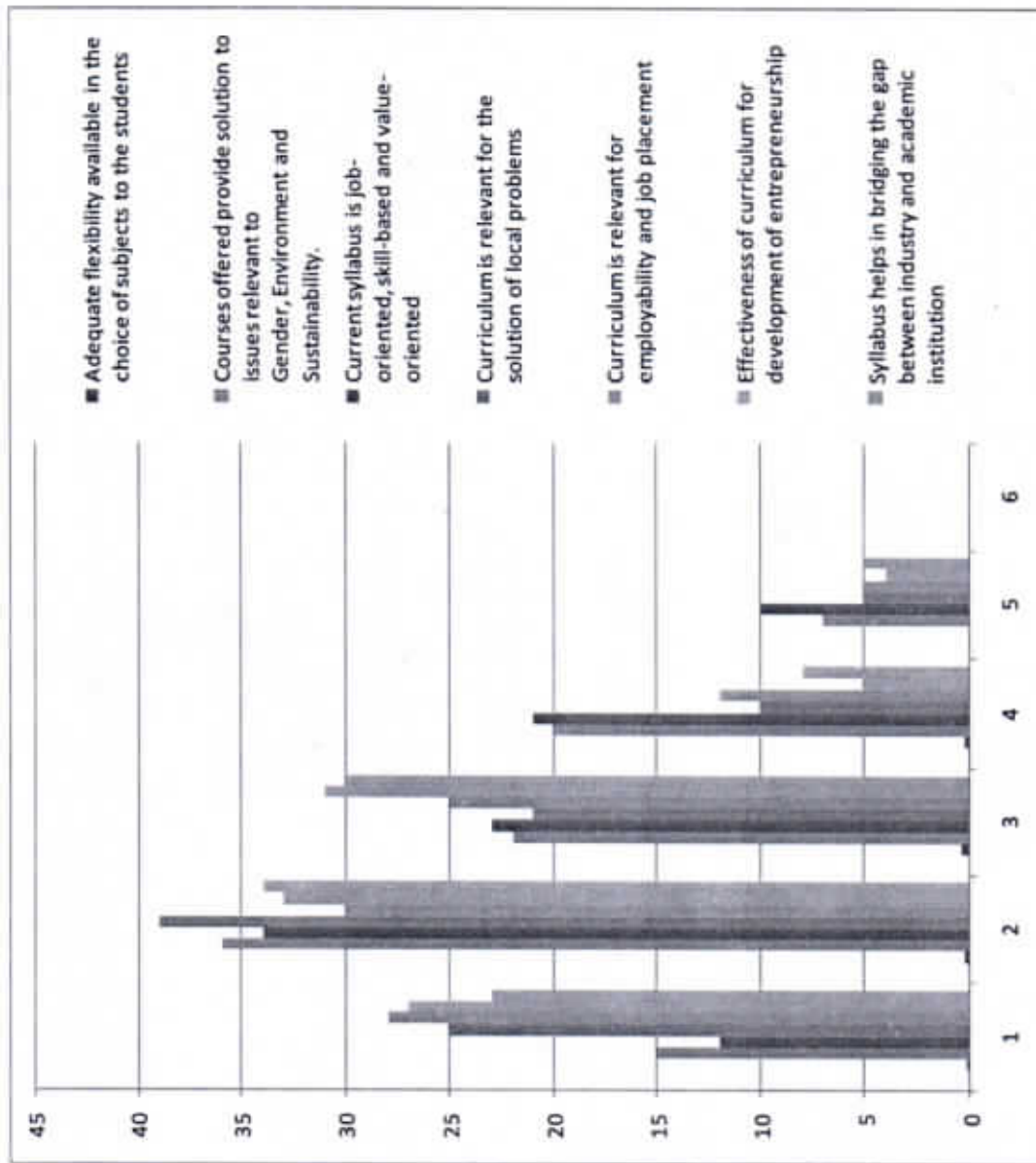
College takes feedback from the employers, which results in the development of relevant programmes with flexibility to suit the professional and personal needs of the students and realization of core values. These feedbacks are taken through online/offline mode. Various questions related to curriculum,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


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S.N	Grade (% Given in this table)	Adequate flexibility available in the choice of subjects to the students	Courses offered provide solution to Gender, Environment and Sustainability.	Current syllabus is job-oriented, skill-based and value-oriented	Curriculum is relevant for the solution of local problems	Curriculum is relevant for employability and job placement	Effectiveness of curriculum for development of entrepreneurship	Syllabus helps in bridging the gap between industry and academic institution
1	Excellent	10	15	12	25	28	27	23
2	Very Good	20	36	34	39	30	33	34
3	Good	40	22	23	21	25	31	30
4	Average	25	20	21	10	12	5	8
5	Poor	5	7	10	5	5	4	5


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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 collaborated with few institutions for it
6	Placement and sequence of courses	should call to more companies for Placement	All Graduation level courses run so mostly students want to go for PG programme

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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




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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.




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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 budding managers by the institute	Industrial visits and guest sessions was introduced

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