Stakeholder Feedback analysis Report 2021-22

The institution believes in continuous improvement and a structured feedback system plays a significant role in the overall development of any institution. The feedback committee collects feedback from major stakeholders like students, teachers, alumni, and employers and analyses the feedback received based on various parameters.

The year 2021-22 marked the introduction of the NEP syllabus which brought in a major paradigm shift in curriculum and elective system. As new framework was introduced, the Feedback Analysis Committee formed a new set of questions for students. Though the institute collects feedback for various purposes, this report focusses only on the feedback based on the curriculum.

The following table gives a summary of the type of questions included in the questionnaire:

Stakeholder	Type Of Feedback Questions	Frequency
Student	About quality of curriculum delivery, value-add and certificate courses, field-visit etc	Once a semester
Teacher	About suitability of the course and outcomes of the course, FDPs, workshops, etc	Once a semester
Employer	About the efficiency of the alumni employed in their organization, about the skillset of the employee, adaptability, and flexibility.	After every batch graduate
Alumni	About the gap areas between industry and curriculum, regarding any additional courses that can be offered to student to meet the industry requirement, college, support for extra-curricular activities	Once a year

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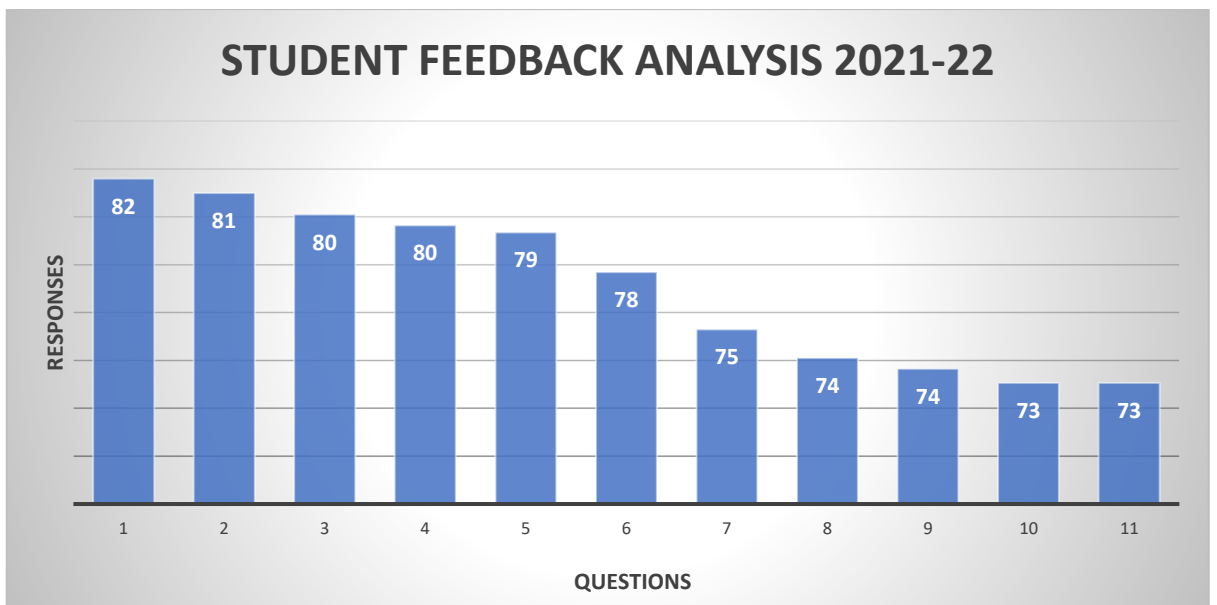(AUTONOMOUS)
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No. Of Responses Collected From Stakeholders	
Student	668
Teacher	82
Employer	45
Alumni	175

STUDENT FEEDBACK ANALYSIS

STUDENT FEEDBACK ANALYSIS 2021-22

RESPONSES

Question	Value
1	82
2	81
3	80
4	80
5	79
6	78
7	75
8	74
9	74
10	73
11	73

QUESTIONS

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Questions Listed From High Performing To Low-Performing

Sl. No.	Question	%
1.	Whether Enrichment/Value Added courses are conducted every semester?	82%
2.	How the new curriculum under NEP 2020 framework is facilitating Elective Course System?	81%
3.	The value added/Add-on Courses offered are enhancing the Skills required for in the job market and enriching capacity Building	80%
4.	The institution/curriculum provides multiple opportunities to learn and grow.	80%
5.	The curriculum encourages collaboration among the students through group assignments, discussions, or projects.	79%
6.	Is the curriculum designed to promote Ethics, Human Values and Environment issues?	78%
7.	Whether Add-On/Certification courses are conducted every semester	75%
8.	Impact of Courses learnt into Real- life application.	74%
9.	Is the curriculum updated and in sync with the needs of today's job market?	74%
10.	Does the institution organize enough Industry internship/field-visit programmes?	73%
11.	Is the curriculum designed and Curricular Aspects encouraging for Entrepreneurship and Employability?	73%

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Out of around 668 responses collected from students, the committee analysed the results and following are the findings -

- **Students have given a positive rating for the questions related to -** Enrichment/Value Added courses, facilitating elective course system under NEP 2020 framework, opportunities provided for their learning and growth, peer learning through various activities like group discussions/projects/assignments.

- **Identified areas of improvement from students' feedback -**

1) Short-term certificate courses to be designed by taking inputs from industry experts.

2) MOU can be signed with organizations where they provide industry-acceptable certifications.

3) New courses can be designed that focuses on entrepreneurial skills.

4) Management and Commerce departments to organize more field and industrial visits.

5) Science courses can plan visit to science museums/science parks.

6) Final year students can be encouraged to take up internship.

7) Historical site visits can be organized for History students.

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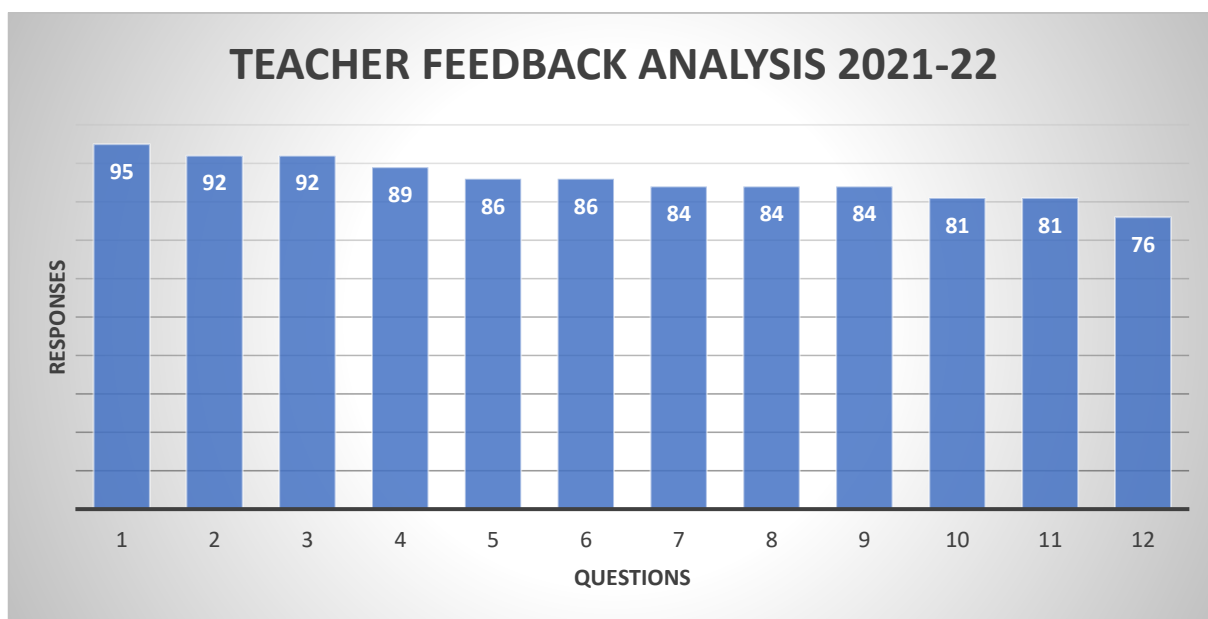(AUTONOMOUS)
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Teacher Feedback Analysis

TEACHER FEEDBACK ANALYSIS 2021-22

Questions Listed From High Performing To Low-Performing

Sl. No.	Question	%
1.	The curriculum encourages collaboration among the students through group assignments, discussions, or projects.	95%
2.	Whether topics in syllabus are relevant to the programme outcome?	92%
3.	Does the program designed helps students to become industry ready?	92%
4.	Whether the sequence of the topics in the course is effective?	89%
5.	Is the curriculum defined in a way to clarify your teaching goals and what you expect your students to learn?	86%
6.	Does the curriculum encourage research culture among students?	86%

7.	Are the courses designed in relation to real life application?	84%
8.	Does the institute take active interest in promoting internship, student exchange, field visit opportunities for students?	84%
9.	Effectiveness of the course curriculum is in terms of stimulating original thinking in students	84%
10.	Is the curriculum implemented, career oriented and inclined towards employability and skill development?	81%
11.	Availability of ICT tools such as LCD projector, Multimedia, etc. while teaching as per course curriculum.	81%
12.	Size of syllabus in terms of the load on the students.	76%

Out of around 80 responses collected from teachers, the committee analysed the results and have the findings are -

- **Teachers have given positive rating for the questions related to –**

  Relevance of curriculum to PO/CO, peer-learning through group assignments/discussions/projects, sequence of topics in curriculum, stimulating a research mindset and creative thinking in students, etc.

- **Identified areas of improvement from teachers' feedback -**

  1) Student exchange programmes can be planned.

  2) Application based assignments/projects can be designed to stimulate creative thinking.

  3) Students can be encouraged to take up one additional course every semester for skill development.

  4) Syllabus can be made student friendly.

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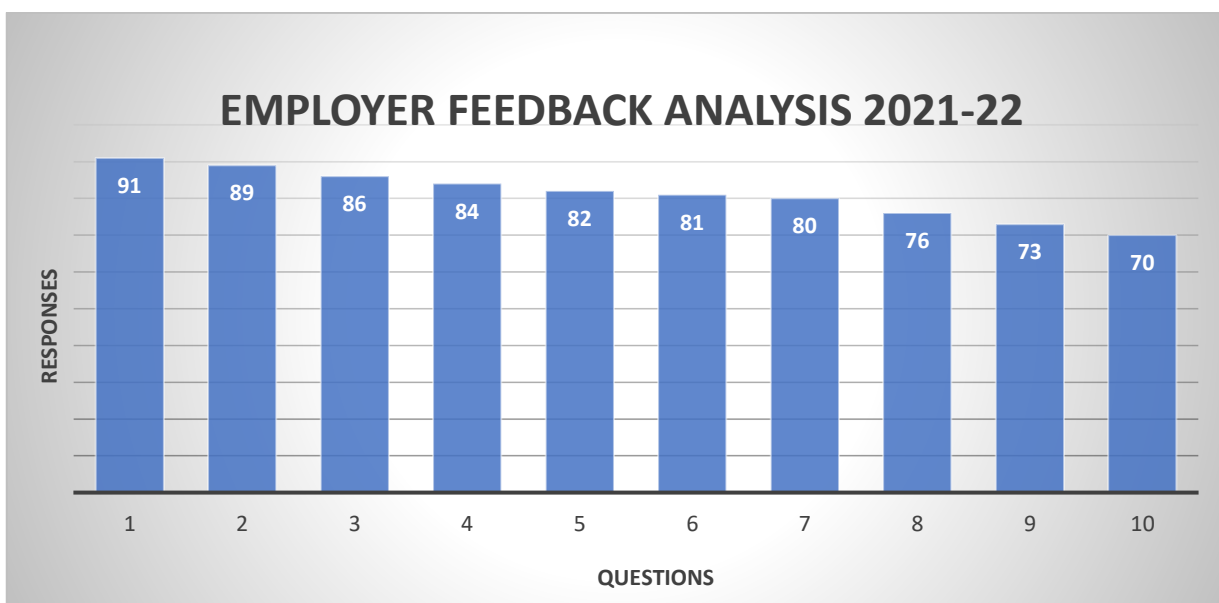(AUTONOMOUS)
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Employer Feedback Analysis

EMPLOYER FEEDBACK ANALYSIS 2021-22

Questions Listed From High Performing To Low-Performing

Sl. No.	Question	%
1.	How satisfied are you about your Employee as a team member & a proactive person?	91
2.	How satisfied you are about your Employee pertaining to their communication and presentation skills?	89
3.	When you compare your Employee with other counterparts from other institutions, how satisfied are you with the performance of your Employee?	86
4.	How do you rate the learning experience of your Employee in terms of relevance to real life applications?	84
5.	Whether the content of syllabus is sufficient to bridge the gap between academia and industry?	82

6.	Rate your Employee for their Ethics at work front and their professional values.	81
7.	Rate the leadership skills inculcated in your employee.	80
8.	Whether the curriculum offered is in relation to your current professional standards?	76
9.	To what extent do you think that the curriculum includes courses/subjects which equips students with workplace-ready skills?	73
10.	Whether the institute incorporates employer inputs on latest industry requirements in designing add-on/certificate programs?	70

Out of around 50 samples collected from employers, here are the findings of the Feedback committee —

- **Employers have given positive rating for the questions related to —** Alumni's contribution as a team member and their proactiveness, their communication and presentation skills, their performance in the organization etc

- **Identified areas of improvement from employers' feedback**

1. When designing the value-add certificate courses, inputs can be taken from employers who are ready to contribute.

2. Students can be encouraged to take up online courses that provide authentic certification.

3. MOUs can be signed with organizations that come up with training programmes as part of their CSR activities.

4. Workshops/Seminars/Activities can be organized that focusses on team building and leadership skills.

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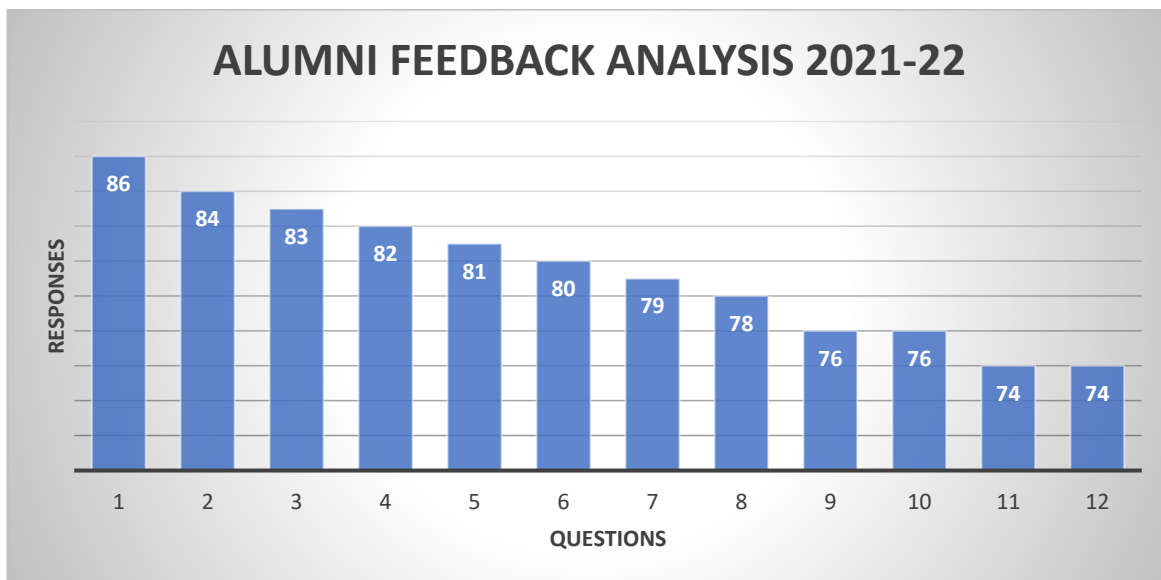No. 16, South End Road,
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Alumni Feedback Analysis

Questions targeted to alumni listed in the order of high performing questions to low-performing questions -

SI. No.	Question	%
1.	When you compare yourself with your counterparts from other institutions, are you satisfied with course structure, delivery, other facilities in your institution?	86%
2.	Whether the Institute supports and contributes for overall development of students?	84%
3.	Efforts made by the institute/teachers to inculcate soft skills, life skills and employability skills as part of the curriculum made you ready for the world of work.	83%
4.	Whether the institute involves alumni in designing bridge courses?	82%

5.	Whether the institute incorporates alumni inputs on latest industry requirements in designing add-on/certificate programs?	81%
6.	Do you think feedback given byways is incorporated into the curriculum if valid?	80%
7.	Practical project work in the curriculum helps in faster understanding of the theoretical concepts.	79%
8.	Whether the institute involves alumni in conducting program specific Industrial visits?	78%
9.	Whether the content of syllabus is sufficient to bridge the gap between academia and industry?	76%
10.	Does the curriculum foster a startup/entrepreneurship mindset?	76%
11.	Whether the institute involves alumni in offering industrial internships?	74%
12.	Is the curriculum diverse enough to support the varied job roles available in the market?	74%

Out of around 150 responses collected from alumni of all the programmes, the committee analysed and following are the findings –

- **Alumni have given positive rating for the questions related to –**

Course structure, delivery, other facilities in the institution, support extended from the institute s for overall development of students and efforts made by the institute/teachers to inculcate soft skills, life skills and employability skills as part of the curriculum.

- **Identified areas of improvement from alumni' feedback**

1. Industry compatible value-add courses can be organized by taking valuable inputs from alumni.

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2. Workshops/seminars can be organized by alumni who are entrepreneurs.

3. Institution can have MOU with start-ups or entrepreneurial ventures founded by alumni.

4. Alumni inputs can be taken for designing bridge courses.

5. Alumni can be involved in curriculum development for autonomous curriculum.

6. Alumni can be involved in organizing hackathons or pre-placement activities.

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