STAKEHOLDER FEEDBACK ANALYSIS REPORT

2020-21

This is to certify that the pages numbered from 2 to 11 of this document have been verified and found correct.

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STAKEHOLDER KEFEEDBACK ANALYSIS REPORT 2020-21

For any educational institution, feedback plays an important role in the overall development and ensures continuous improvement. The Feedback Analysis Committee of the institution designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum and curriculum related issues. The feedback forms were collected from students, teachers, employers, and alumni.

TYPE OF QUESTIONS RAISED TO STAKEHOLDERS

- **Students** - About quality of curriculum delivery, teaching-learning practices, examination system, fairness in awarding internal marks, library facilities, skill-based training

- **Teachers** – About suitability of the course and outcomes of the course, FDPs, workshops, assistance provided from institution for research-oriented activities, ICT support for curriculum delivery

- **Employers** - About the efficiency of the alumni employed in their organization, about the skillset of the employee, adaptability, and flexibility.

- **Alumni** - About the gap areas between industry and curriculum, regarding any additional courses that can be offered to student to meet the industry requirement, general practices in college, support for extra-curricular activities, problem-solving approach, methods for self-learning, etc.
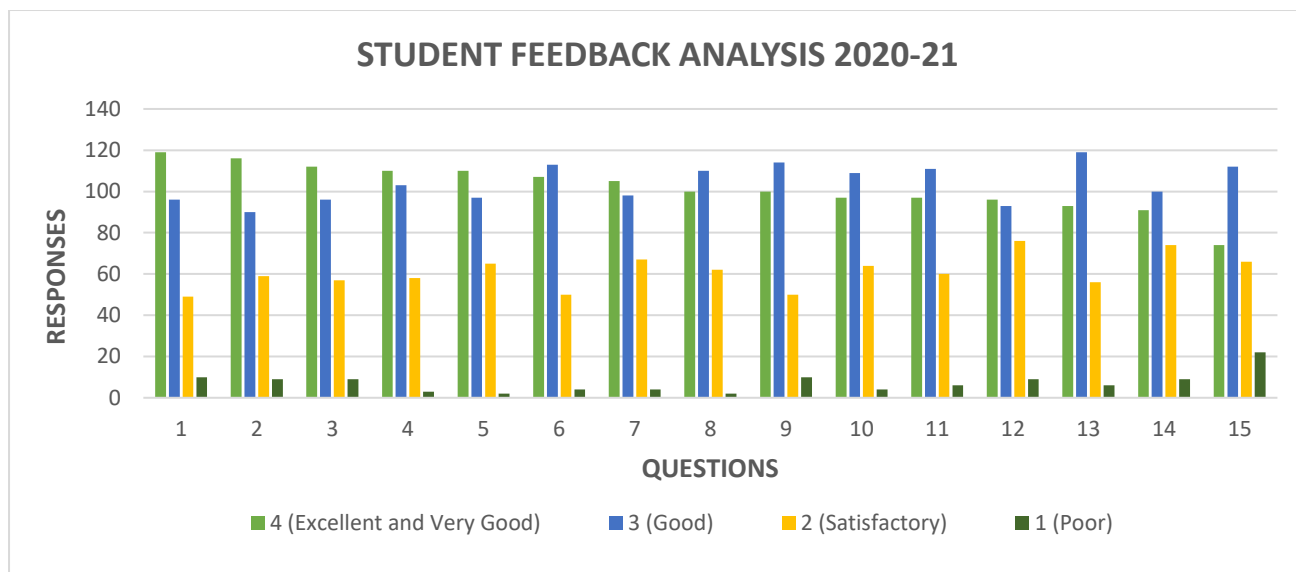
NO. OF RESPONSES COLLECTED FROM STAKEHOLDERS	
STAKEHOLDER	**NO. OF RESPONSES COLLECTED**
STUDENT	486
TEACHER	78
EMPLOYER	54
ALUMNI	189

STUDENT FEEDBACK ANALYSIS

QUESTIONS LISTED FROM HIGH PERFORMING QUESTIONS TO LOW-PERFORMING QUESTIONS

1) Effectiveness of mentorship

2) Whether Add-On/Certification courses are conducted every semester

3) Usage of ICT tools such as LCD projector, Multimedia, etc. while teaching as per course curriculum

4) The curriculum encourages collaboration among the students through group assignments, discussions, or projects.

5) Fairness of the internal evaluation process

6) Whether the institution is practicing latest teaching and learning methodologies in syllabus delivery?

7) The institution/curriculum provides multiple opportunities to learn and grow

8) Impact of Courses learnt into Real- life application.

9) Availability of study material before and after the course

10) Whether Enrichment/Value Added courses are conducted every semester

11) Timely coverage of curriculum in the assigned number of hours

12) Remedial drill for slow learners initiated

13) Usage of student-centric methods such as experiential learning, participative learning, and problem-solving methodologies for enhancing learning experiences.

14) Is the curriculum is updated and in sync with the needs of today's job market?

15) Does the institution organize enough Industry internship/field-visit programmes?

STUDENT FEEDBACK ANALYSIS 2020-21

Out of around <u>486 responses</u> collected from students, the committee analysed the results and following are the findings –

- More than <u>75% of students have given 5 (Excellent) and 4 (Very Good) rating</u> to questions related to
  a) mentoring activities
  b) usage of ICT tools in curriculum delivery
  c) Involvement of students in student-centric activities such as group discussions and projects
  d) Evaluation fairness
  e) Usage of latest technology in teaching and learning
  f) Availability of study material

- **<u>IDENTIFIED AREAS OF IMPROVEMENT AS SUGGESTED BY STUDENTS</u>** -
  a) More field visits/internships can be initiated.
  b) Extra remedial classes for slow learners
  c) As the institution is affiliated to university and the syllabus cannot be changed, more enrichment courses can be identified
  d) Programme in-charge can identify internship opportunities with the help of alumni and industry experts

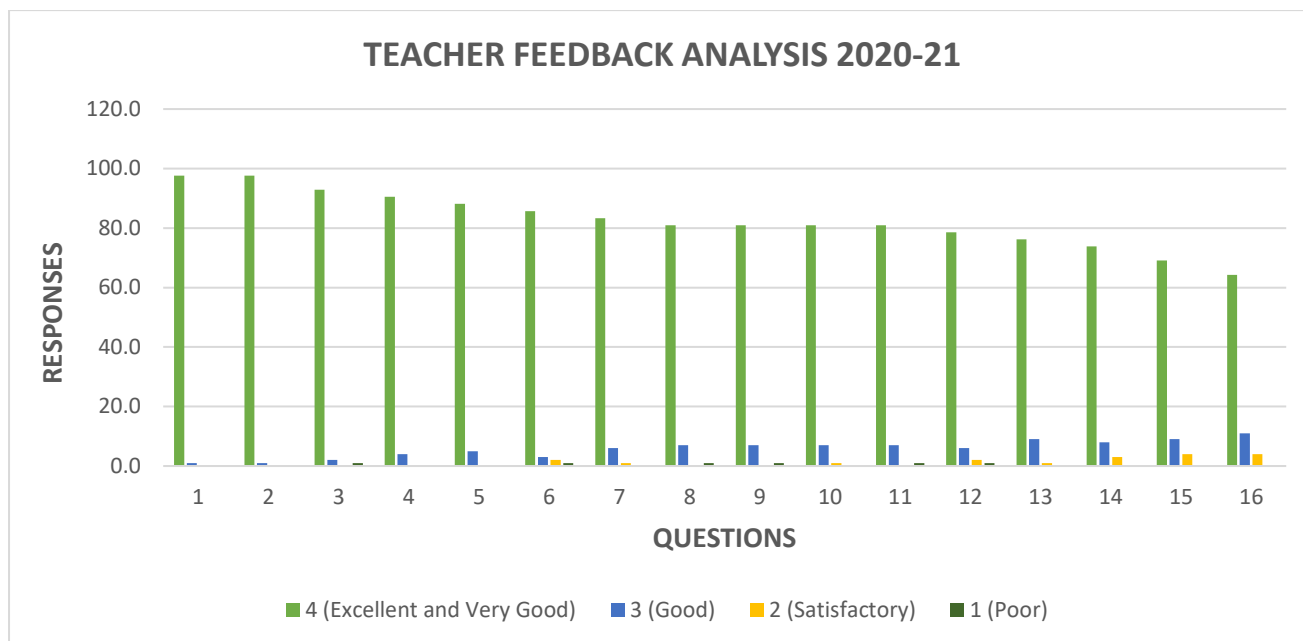e) Request for additional hands-on experience workshops in consultation with industry professionals

TEACHER FEEDBACK ANALYSIS

QUESTIONS LISTED FROM HIGH PERFORMING QUESTIONS TO LOW-PERFORMING QUESTIONS

1) Does teaching methodology and mentoring process in the institution facilitate cognitive, social, and emotional growth?

2) Does the institute take active interest in promoting internship, student exchange, field visit opportunities for students?

3) The curriculum encourages collaboration among the students through group assignments, discussions, or projects.

4) Does the institute encourage faculty participation in university academic and examination issues?

5) Does the institute provide enough facilities to access study materials for teaching and learning?

6) Is the curriculum defined in a way to clarify your teaching goals and what you expect your students to learn?

7) Is the curriculum implemented, career oriented and inclined towards employability and skill development?

8) Whether topics in syllabus are relevant to the programme outcome?

9) Availability of ICT tools such as LCD projector, Multimedia, etc. while teaching as per course curriculum

10) Evaluation scheme designed for each of the course

11) Effectiveness of the course curriculum is in terms of stimulating original thinking in students

12) Does the curriculum encourage research culture among students?

13) Whether the sequence of the topics in the course is effective?

14) Are the courses designed in relation to real life application?

15) Does the program designed helps students to become industry ready?

16) Size of syllabus in terms of the load on the students.

TEACHER FEEDBACK ANALYSIS 2020-21

Out of around 78 responses collected from teachers, the committee analysed the results and following are the findings –

- More than <u>85% of students have given 5 (Excellent) and 4 (Very Good) rating</u> to questions related to
  a) Institutional practices towards teaching methodology and mentoring process in the institution facilitate cognitive, social and emotional growth
  b) Involvement of students in student-centric activities
  c) Institution facilitates recording of class lectures and providing it to students
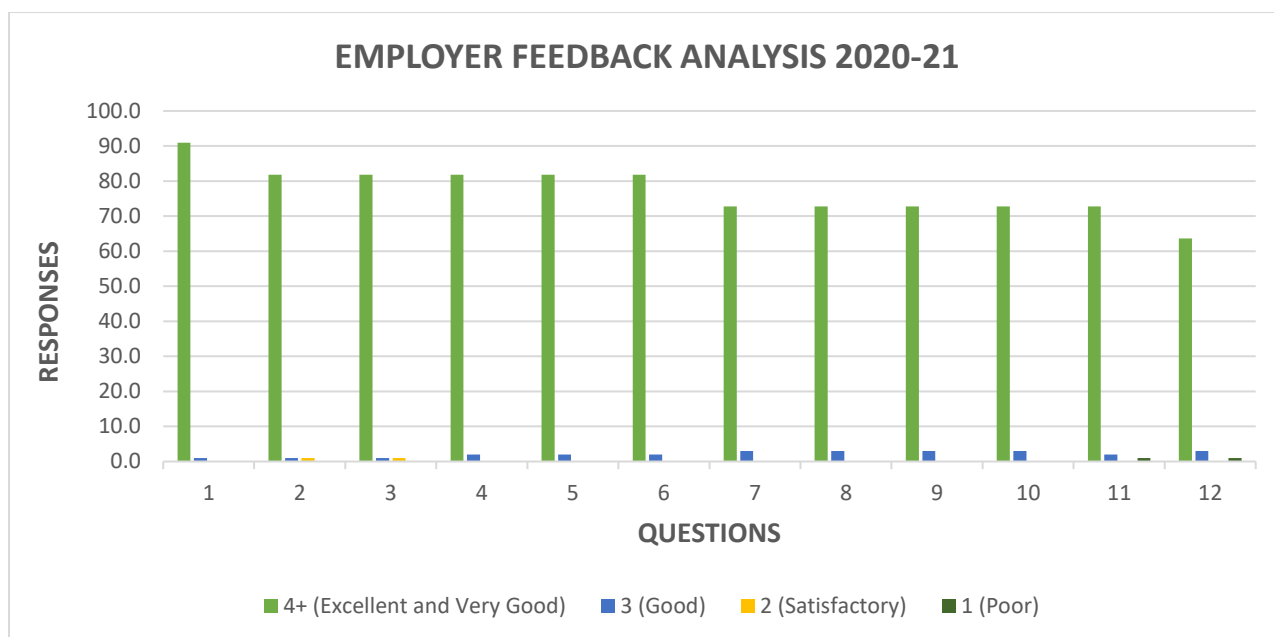 d) Availability of ICT tools for curriculum delivery

- **IDENTIFIED AREAS OF IMPROVEMENT AS SUGGESTED BY TEACHERS** –

  a) Some courses need extra efforts from students
  b) Some courses are not in sync with industry requirements
  c) Suggestions to include emerging research and practical applications

EMPLOYER FEEDBACK ANALYSIS

QUESTIONS <u>LISTED FROM HIGH PERFORMING QUESTIONS TO LOW-PERFORMING</u> QUESTIONS

1) How do you rate the learning experience of your Employee in terms of relevance to real life applications?

2) Whether the curriculum offered is in relation to your current professional standards?

3) Whether the institution is practicing latest teaching and learning methodologies?

4) How satisfied you are about your Employee pertaining to their communication and presentation skills?

5) Rate your Employee for their Ethics at work front and their professional values?

6) To what extent do you think that the curriculum includes courses/subjects which equips students with workplace-ready skills?

7) When you compare your Employee with other counterparts from other institutions, how satisfied are you with the performance of your Employee?

8) How satisfied are you about your Employee as a team member & a proactive person?

9) Rate the leadership skills inculcated in your employee.

10) Whether the design of the course offered provides scope for extra learning or self-learning?

11) Whether the institute incorporates employer inputs on latest industry requirements in designing add-on/certificate programs?

12) Whether the content of syllabus is sufficient to bridge the gap between academia and industry?

EMPLOYER FEEDBACK ANALYSIS 2020-21

Out of around 54 responses collected from employers of our students, the committee analysed the results and following are the findings –

- More than <u>75% of employers have given 5 (Excellent) and 4 (Very Good) rating</u> to questions related to –

  a) Teaching/learning methodology used in the institution
  b) Communication and presentation skills of their employees
  c) Work ethics of our students
  d) Readiness to learn new skills

- **<u>IDENTIFIED AREAS OF IMPROVEMENT</u> <u>AS SUGGESTED BY EMPLOYER</u>** -
  a) Since the syllabus prescribed from the university is not updated regularly, value-add certificate courses can be provided to students to bridge the gap between industry and academia.
  b) When designing the add-on courses, inputs can be taken from employers
  c) Students can be encouraged to take up online courses
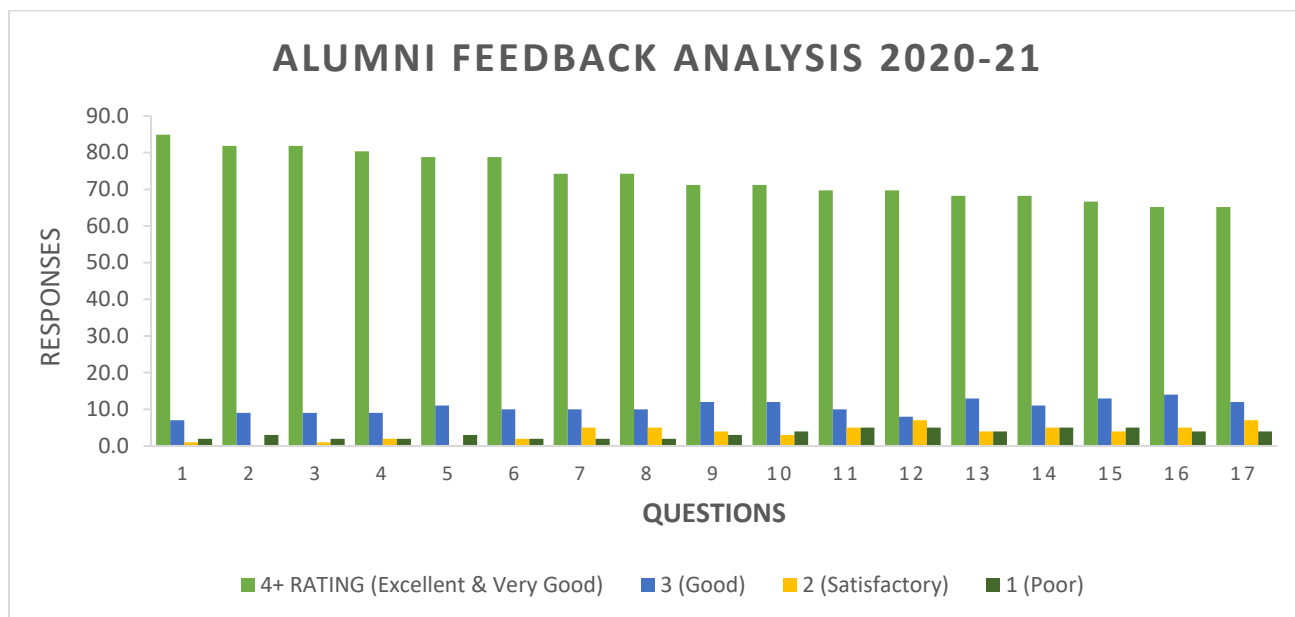 d) Workshops can be organized that focusses on team building and leadership skills

ALUMNI FEEDBACK ANALYSIS

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

1) The curriculum encourages collaboration among the students through group assignments, discussions, or projects.

2) 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.

3) When you compare yourself with other counterparts from other institutions, are you satisfied with the course structure, delivery, and other facilities in your institution?

4) Whether the institution is practicing latest Teaching and learning methodologies?

5) Whether the Institute supports and contributes for overall development of students?

6) Practical project work in the curriculum helps in faster understanding of the theoretical concepts.

7) Whether the design of the course offered provides scope for extra learning or self-learning?

8) Your involvement in academic council meeting of the institution

9) Is the curriculum diverse enough to support the varied job roles available in the market?

10) Does the curriculum foster a startup/entrepreneurship mindset?

11) Whether the institute involves alumni in conducting program specific Industrial visits?

12) Does alumni mentor for Student projects?

13) Do you think the feedback given byways is incorporated into the curriculum if valid?

14) Whether the institute involves alumni in offering industrial internships?

15) Whether the institute involves alumni in designing bridge courses?

16) Whether the institute incorporates alumni inputs on latest industry requirements in designing add-on/certificate programs?

17) Whether the content of syllabus is sufficient to bridge the gap between academia and industry?

ALUMNI FEEDBACK ANALYSIS 2020-21

Legend: ■ 4+ RATING (Excellent & Very Good) ■ 3 (Good) ■ 2 (Satisfactory) ■ 1 (Poor)

Out of around 189 responses collected from alumni of all the programmes, the committee analysed the results and following are the findings -

- More than <u>75% of employers have given 5 (Excellent) and 4 (Very Good) rating</u> to questions related to –

  a) Involvement of students in activities like group discussions, projects etc.
  b) Life skills and soft skills training by institution
  c) Techniques used for curriculum delivery
  d) Support from teachers towards their overall development
  e) Practical assignments for better understanding of concepts

- **IDENTIFIED AREAS OF IMPROVEMENT AS SUGGESTED BY ALUMNI**-
  a) Since the syllabus prescribed from the university is not updated regularly, value-add certificate courses can be provided to students to bridge the gap between industry and academia.
  b) When designing the add-on courses, inputs can be taken from potential alumni

c) Alumni can be involved in mentoring students for their university projects

d) Students can be asked to study case-studies of start-ups and entrepreneurship workshops can be organized

e) Alumni who are entrepreneurs can be involved in providing internship

f) Alumni inputs can be taken for designing bridge courses.