RAJAGIRI COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS)
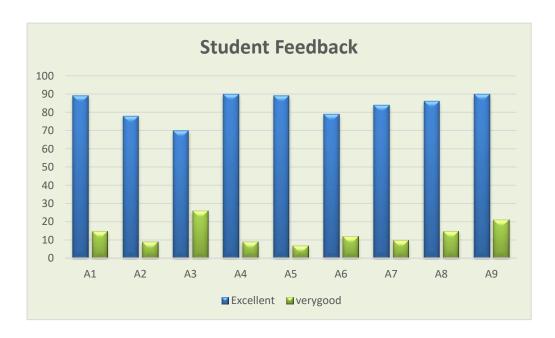
STRUCTURED FEEDBACK ANALYSIS 2019-20

Analysis of Structured Feedback from Students

Structured feedback on curriculum was collected from the students on the following areas.

A1. Coverage of the curriculum in catering to their professional needs

A2. Relevance of the courses in the curriculum and its contents

A3. Relevance of the curriculum in relation to latest technology or emerging trends

A4. Relevance of the assignments/seminars/projects in attaining the course outcomes

A5. Additional reading materials in terms of their usefulness

A6. Relevance of internship/field visits/projects in the curriculum

A7. Relevance of the value added courses offered

A8. Library facilities including online databases in terms of their usefulness

A9. Quality of other trainings offered

A total of 977 students gave their feedback. The analysis of the feedback is given below.
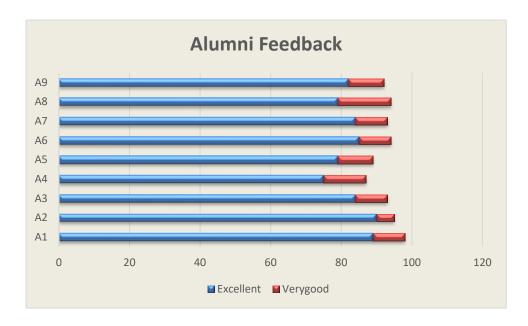
Structured Student Feedback

Analysis of Structured Feedback from Alumni

Structured feedback on curriculum was collected from the alumni on the following areas.

A1. Coverage of the curriculum in catering to their professional needs

A2. Relevance of the courses in in making students employable

A3. Relevance of the curriculum in relation to latest technology or emerging trends

A4. Relevance of the courses in attaining the required skills/competencies

A5. Relevance of internship/field visits/projects in the curriculum

A6. Usefulness of additional trainings received

A7. Relevance of the value added courses offered

A8. Library facilities including online databases in terms of their usefulness

A9. Quality of trainings received

A total of 153 alumni gave their feedback. The analysis of the feedback is given below.

Structured Alumni Feedback

Analysis of Structured Feedback from Employers

Structured feedback on curriculum was collected from the employers on the following areas.

A1. Conceptual clarity of candidates from the college

A2. Application skills of the candidates

A3. Job specific skills of the candidates

A4. General competencies of the candidates

A5. Soft skills of the candidates

A6. Relevance of the curriculum in developing industry expected outcomes

A7. Relevance of the curriculum in developing a proactive attitude in the candidates

A total of 20 employers gave their feedback. The analysis of the feedback is given below.
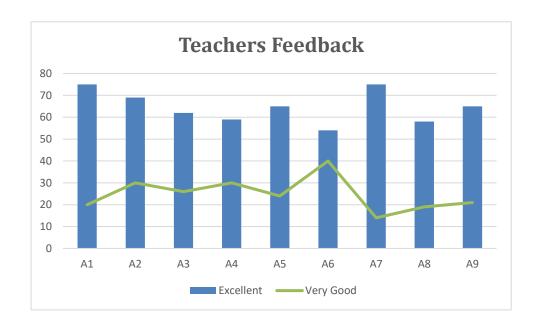
Structured Employer Feedback

Analysis of Structured Feedback from Teachers

Structured feedback on curriculum was collected from the Teachers on the following areas.

A1. Coverage of the curriculum and its contents

A2. Relevance of the courses in making students employable

A3. Relevance of the curriculum in relation to latest technology or emerging trends

A4. Relevance of the courses in attaining the expected programme outcomes

A5. Relevance of internship/field visits/projects in the curriculum A6. Facilities for delivering the course contents effectively

A7. Relevance of the value added courses offered

A8. Library facilities including online databases in terms of their usefulness

A9. Usefulness of trainings offered for effective teaching

A total of 78 teachers gave their feedback. The analysis of the feedback is given below.

Summary of descriptive feedback received from the stakeholders

The descriptive feedback from the different stakeholders has also been summarized. The summary is given department wise so as to be helpful in using the feedback for curriculum revisions.

Department of Business Administration

Analysis of Alumni Feedback
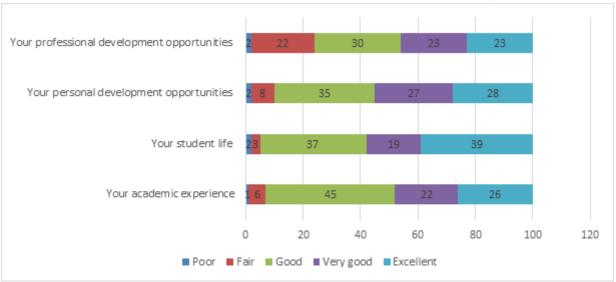
Overview of activities for academic year

Alumni Survey: - As for every educational institute their alumni plays an important role for developing the overall connection with industry. At the same time their views will help us to critically analyse different aspects of immersive learning experience provided by alumni. This survey is conducted to assess different views about the process of learning and development in Rajagiri through perception of alumni.

There were 80 alumni who were participated for the survey which consist of three different parts.The data collected from the survey were collected and analysed. The result from the data is represented below

Rate the quality of the following aspects at Rajagiri

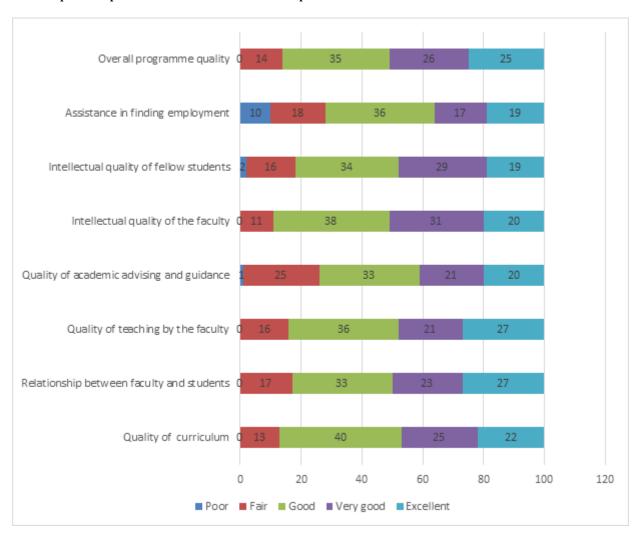This part of the survey is used for collecting information about different dimensions of learning process based on the experience of alumni. The results of the analysis are depicted below

Rate the following aspects of your management programme at Rajagiri

This question gives ideas for composition of different aspects during the learning and development process. The results are depicted below

Skills and Abilities – Importance to your current work

The objective of this question is collecting information regarding importance skill and abilities provided in Rajagiri during your current work. The results are displayed below.

	Not Important	Somewhat important	Very Important	Essential
Communication				
Communicating effectively one on one	0	10	22	67
Presenting technical and non-technical information	3	17	32	46
Writing (e.g. proposal, reports, articles)	2	17	28	52
Intrapersonal skills				
Problem solving	0	13	26	56
Incorporating ethical considerations into decisions	2	13	27	56
Being flexible and adaptable, responsive to change	0	8	24	66
Taking initiative	0	11	23	65
Critical thinking	0	11	27	61
Time management	0	12	24	62
Self-reflection and self-improvement	0	13	24	58

Teamwork				
Teaching or training groups of people	5	22	25	46
Mentoring/advising	3	21	28	47
Working with people from diverse backgrounds	2	16	26	55
Negotiating and compromise	6	16	23	54
Building a network	1	13	23	61
Leadership	2	15	22	59
Knowledge				
Staying current in my field	1	13	25	58
Use research methods to solve problems	12	31	21	35
Understanding and applying knowledge in broad context	2	19	25	53
Understanding knowledge across disciplines	1	17	31	47
Continuing learning	2	14	25	58
Adapting and using new technologies	1	14	25	59
Big picture and Systems thinking	2	17	27	51

Skills and Abilities – Development during your Rajagiri graduate programme

The objective of this question is collecting information regarding development of skill and abilities provided in Rajagiri. The results are displayed below.
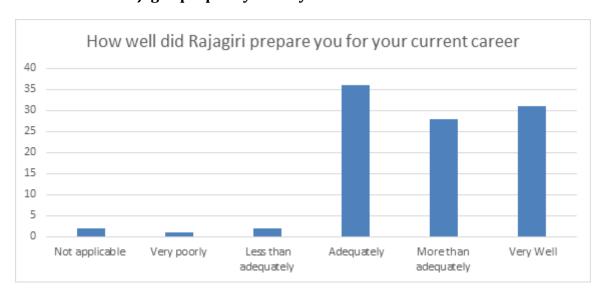
	Not at all	Very little	Somewhat	Great
Communication				
Communicating effectively one on one	0	10	27	60
Presenting technical and non-technical information	1	14	40	43
Writing (e.g. proposal, reports, articles)	2	15	45	36
Intrapersonal skills				
Problem solving	0	13	46	39
Incorporating ethical considerations into decisions	1	13	32	52
Being flexible and adaptable, responsive to change	0	9	35	54
Taking initiative	1	7	32	58
Critical thinking	1	11	39	47
Time management	0	9	31	58
Self-reflection and self-improvement	0	8	33	56

Teamwork				
Teaching or training groups of people	3	13	34	46
Mentoring/advising	6	15	33	44
Working with people from diverse backgrounds	3	13	30	50
Negotiating and compromise	3	16	44	35
Building a network	3	9	34	51
Leadership	2	8	36	52
Knowledge				
Staying current in my field	2	11	37	48
Use research methods to solve problems	4	10	37	47
Understanding and applying knowledge in broad context	1	13	39	45
Understanding knowledge across disciplines	1	13	36	48
Continuing learning	1	10	41	46
Adapting and using new technologies	2	13	35	48
Big picture and Systems thinking	3	12	42	38

How well did Rajagiri prepare you for your current career

Improvement for next year

- New methods have to be introduced for pedagogy and instructional design.

- Simulation and capstone projects should be added to the methodology of teaching.

Recruiters Feedback

Recruiter Survey: -This survey is conducted for the purpose of collecting information regarding recruiter's perception about the teaching and learning process of institution in business environment. The survey was circulated among recruiters who finished the placement process in this institute.

Data on the current academic year 2019-20

The data was collected and analysed for collecting different information. The result is displayed below.

Recruiters Feedback

Category	Value
LEADERSHIP SKILLS	3.76
SUBJECT KNOWLEDGE	3.45
GENERAL AWARENESS	3.47
ETIQUETTE	4.39
ATTITUDE	4.3
COMMUNICATION	4
PROFESSIONALISM	4.23
BUSINESS ACUMEN	3.65

The report shows the area of concern is General Awareness and subject knowledge whereas recruiters appreciated Etiquette, Leadership Skills, General Awareness, Attitude, Professionalism, Communication, Business Acumen of students.

Value additions in the current year

1. The Aptitude Training for the senior batch students by Konfidence is revamped based on the Recruiters' Feedback from previous years.
2. Practice tests were released before each recruitment process, where Aptitude Test is included in the screening process.
3. GD/PI/Grooming sessions were provided by internal faculty members as well as external trainers.
4. Placement Committee Members visited companies for business acquisition and developing fresh associations.
5. Placement Committee Members have taken the initiative in sharing Business Updates [Domain Wise] weekly amongst the entire the student community.

Scope for improvement

1. Suggested to have training sessions on behavioural aspects as well to improve the quality of the students and to meet the broader needs of the organizations.
2. Continue Soft Skill Training programs.
3. Encourage more Live Projects with Credit Points
4. Newspaper reading to be continues even in second year to progress the Business Acumen area.
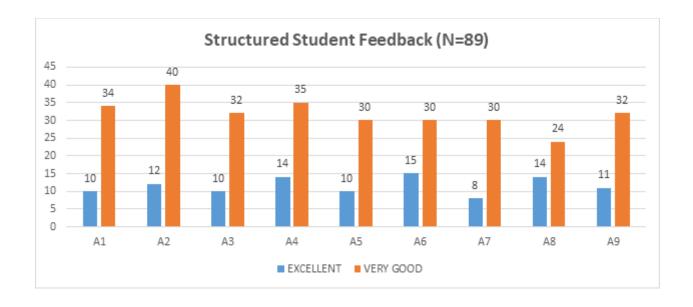5. Equip the students with the Traits of the Trade, to bring them above from the average bar of Corporate Slaves.

6. Teaching and Learning activities has to be reinvented to combat the challenges of the new Covid era.
7. To provide Digital Skills Training to embrace the transformation.
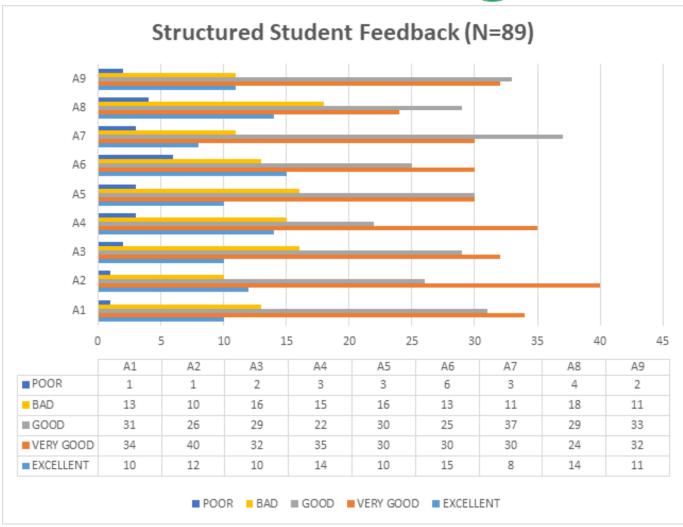
Analysis of Students Feedback

Structured feedback on curriculum was collected from the students on the following areas.

A1. Coverage of the curriculum in catering to their professional needs

A2. Relevance of the courses in the curriculum and its contents

A3. Relevance of the curriculum in relation to latest technology or emerging trends

A4. Relevance of the assignments/seminars/projects in attaining the course outcomes

A5. Additional reading materials in terms of their usefulness

A6. Relevance of internship/field visits/projects in the curriculum

A7. Relevance of the value added courses offered

A8. Library facilities including online databases in terms of their usefulness
A9. Quality of other trainings offered
A total of 89 students gave their feedback. The analysis of the feedback is given below.

Structured Student Feedback (N=89)

Structured Student Feedback (N=89)

	A1	A2	A3	A4	A5	A6	A7	A8	A9
POOR	1	1	2	3	3	6	3	4	2
BAD	13	10	16	15	16	13	11	18	11
GOOD	31	26	29	22	30	25	37	29	33
VERY GOOD	34	40	32	35	30	30	30	24	32
EXCELLENT	10	12	10	14	10	15	8	14	11

POOR   BAD   GOOD   VERY GOOD   EXCELLENT
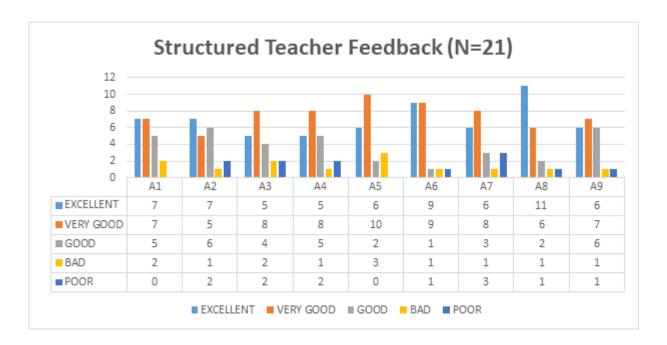
Faculty Feedback Analysis

A survey has been conducted among the faculty members of the Department of Business Administration to collect their feedback and suggestions on the programmes of the department. Faculty members have responded to the survey the structure of the questionnaire and analysis is provided below.

A1. Coverage of the curriculum and its contents

A2.   Relevance   of   the   courses   in   making   students   employable

A3. Relevance of the curriculum in relation to latest technology or emerging trends

A4. Relevance of the courses in attaining the expected programme outcomes A5. Relevance of internship/field visits/projects in the curriculum A6. Facilities for delivering the course contents effectively

A7. Relevance of the value added courses offered

A8. Library facilities including online databases in terms of their usefulness

A9. Usefulness of trainings offered for effective teaching

A total of 21 teachers gave their feedback. The analysis of the feedback is given below.

Structured Teacher Feedback (N=21)

	A1	A2	A3	A4	A5	A6	A7	A8	A9
EXCELLENT	7	7	5	5	6	9	6	11	6
VERY GOOD	7	5	8	8	10	9	8	6	7
GOOD	5	6	4	5	2	1	3	2	6
BAD	2	1	2	1	3	1	1	1	1
POOR	0	2	2	2	0	1	3	1	1

Structured Teacher Feedback (N=21)

- **Focus on general awareness of students and business knowledge**

  The business update, which is mandatory non credit course offered to the students was revamped slightly so that initially students will be given general awareness followed by nosiness knowledge. This will be followed by the introduction of Bloomberg Business week which will make the students aware of global economy and global business environment.

- **Subject knowledge**

  It was decided to use more application oriented learning in order to make the students understand the concepts. The application oriented pedagogy includes cases, simulation and application based projects.

- **Curriculum**

  A majority of the faculty are of the opinion that the current curriculum caters to the current needs and has been innovative and creative in nature. They also agree that the students have an improved value system and that the program utilizes state-of-the-art educational technologies to enhance learning. A drawback noticed was that the current curriculum does not foster global competencies.

Department of Computer Science

Analysis of Alumni Feedback

Alumni have reported gains in the areas of scientific temper, theoretical knowledge and social awareness. They also have developed good software development expertise along with technical and innovative skills. However, they have little or no opinion on whether they have picked up abilities like integrity, positive attitude and scientific temper.
From a program outcome perspective, students have clearly picked up design and development of solutions along with modern tool usage. They also have developed innovation and entrepreneurship skills and mindful about the society and environment at large.
Students have learnt about Information security tools and high level programming from a PSO perspective. They have good data analytics and software conceptualization and implementation skills as well.
An overwhelming majority of the students are of the opinion that the current curriculum is innovative and creative in nature. They also agree that they have an improved value system and that the program utilizes state-of-the-art educational technologies to enhance learning.

Analysis of Teachers Feedback

The faculty handling various subjects have felt that the topics can be reduced since the syllabi is vast. They also felt that more lab sessions are to be included so that students get more time in learning through doing. Some subjects need more recent topics to be included in the syllabi.

From a program outcome perspective, students have clearly picked up design and development of solutions along with modern tool usage. They also have developed innovation and entrepreneurship skills and mindful about the society and environment at large.

Students have learnt about Information security tools and high level programming from a PSO perspective. They have good data analytics and software conceptualization and implementation skills as well.

An overwhelming majority of the faculty are of the opinion that the current curriculum caters to the current needs and has been innovative and creative in nature. They also agree that the students have an improved value system and that the program utilizes state-of-the-art educational technologies to enhance learning. A drawback noticed was that the current curriculum does not foster global competencies.

Analysis of Parents Feedback

An overwhelming majority of the parents are of the opinion that the current curriculum caters to their ward's needs and has been innovative and creative in nature. They also agree that their wards have an improved value system and that the program utilizes state-of-the-art educational technologies to enhance learning. A drawback noticed was that parents feel that the current curriculum does not foster global competencies.

They also have developed good software development expertise along with technical and innovative skills. However, they have little or no opinion on whether they have picked up abilities like integrity, positive attitude and scientific temper.

Parents also felt that students have clearly picked up design and development of solutions along with modern tool usage. They also have developed innovation and entrepreneurship skills and mindful about the society and environment at large.

Analysis of Employers Feedback

Employers have felt that they can see professionalism in their approach. They're reliable, and they keep their promises. If circumstances arise that prevent them from delivering on their promises, they manage expectations up front, and they are doing their best to make the situation right.

They also feel that spiritual values in the workplace increasingly discussed and applied in the business ethics literature, can be viewed from an individual. Specifically, organizational spirituality was found to be positively related to job involvement.

They are having an understanding and predicting behavior depending on requirement and situation. The way they are interacting with colleagues are getting more opportunities for them which can be seen provided essential intercultural competencies for effective global leaders is presented.

Department of Social Work

Stakeholder Feedback on Curriculum 2019-20

Feedback Summary-Alumni

About 81 alumni participated in the online survey. Majority of them were satisfied with the curriculum they underwent during their tenure in the college. Most of them found the syllabus provided as useful and relevant including the value added courses especially TALLY, PRA, SPSS, Transactional Analysis as well as the various platforms for the students. Some mentioned that classes by different professionals and international students helped gain more perspectives in social work. Some of the suggestions given by the alumni were,

- To make field placement supervision more strict and the requirements little more in-depth
- Including research articles or any general articles which can be related to a particular subject along with the daily sessions so that students could formulate their arguments well.
- To add advanced statistical tools
- Include more understanding of social work around the world to see how it differs in relation to the systems and governance.
- The choice based subjects in the BSW 6th semester could be replaced with courses that are more relevant or gaining importance eg. Mental health etc
- Connecting the social work students with the social work associations in India or in International levels."
- Campus placements, IELTS training for students planning to study abroad, skill training workshops
- Value added courses needs choices so that student can opt according to their taste
- The field work reports to be done online for usage of more technology
- Every course to be linked with a field component so that students will gain out of practical exposure
- Role play or mock setting sessions with every course where students can enact and discuss in each course -as a part of the course itself.

- Research should never be made mandatory in the third year, option should be given for internship with project or research.
- Open book examination could be tried in internal exams.
- Students could be taught one complementary course online by foreign faculty of foreign universities once a year.
- Include experience sharing of MSW graduates working in different settings/places
- More classroom discussions & application type questions for exams.
- As MSW covers a lot of subjects, in-depth learning of each subject doesn't always happen. Specialization based teaching/courses should at least begin from 2nd semester so that students get to have a deeper understanding of their respective fields. Syllabus should contain topics relevant for the respective specialisations.
- Knowledge on new/ongoing legislations and other current affairs should not be limited to the Swaraj sessions. Or the Swaraj sessions should be given more importance and weightage.
- Just like the training on SPSS, students should also be given training on Microsoft Excel for careers in various Governmental or CSR Projects, where knowledge and expertise in MIS management is inevitable.
- Orientation on different competitive examinations/career opportunities where MSWs can apply, like the post of scientist in ICMR for MSW graduates
- Value added courses for Project proposal writings and concept note preparation
- Ensuring the authenticity and qualification of the agency supervisor for proper guidance and supervision in fieldwork
- There should be some mechanisms to assess the field capability of students, not merely depending on field reports
- Adding a relevant media course in social work programmes for better responding to the current situations
- Workshops by practitioners in various aspects like program management, monitoring and evaluation, impact assessment etc.
- Encouraging students to select diverse field work places, like South, North areas of the country so as to understand the importance of understanding the differences
- Training on professional etiquette of how to compose an email, how to be professional in a virtual meeting

- A little more focus on the 'human resources' part of the curriculum might enable students to land employment opportunities in that area.
- Adding at least one opportunity to create any new possibilities in their own locality along with the Know Your Neighbourhood Programme would make it easy for the students to do well in the subsequent semesters

Feedback Summary- Student

About 69 students participated in the online survey. Students of all three programmes expressed their satisfaction with the current syllabi and training. Many of the students mentioned having more practical sessions in teaching learning. Other suggestions put forward by the students are,

- Courses like administration and management in BSW can be put together into one paper to avoid repetition.
- More focus and practice to identify and differentiate different psychiatric disorders
- Guidance for understanding financial statements
- Library doesn't have content extending to all genders and sexual orientation except in online databases (no transgender)
- Sufficient time for field practicum and converting all field works as block placements replacing concurrent field work.
- More classes on SPSS and other Green technology use in Research, session on Gerontology and application of Social work as a profession
- Little more focus on CSR and HR related course or topics.
- More recent updates to be added in the syllabus, courses in collaboration with partner universities are needed

Feedback Summary -Teachers

All the teachers participated in the online survey. Teachers, in general, were highly satisfied about the facilities for teaching including online databases and trainings offered. Some of the suggestions put forward were,

- Syllabus needs to be revised in order to add more relevant courses while reducing the content overload
- Latest changes in each paper could be added in next syllabus revision

- More choice based courses can be included
- Technical skills to be given prominence like training on authoring tools, screen captures, mind maps etc, spreading across the skill papers
- Periodical evaluation of the curriculum is highly effective in adopting to the emerging needs.
- Include 'Abnormal psychology' as a common paper
- Bridge courses for the students that can be availed online, before they join in for the programme.
- A post graduate programme with clinical focus.
- Need to add entrepreneurship, more focus on practice skills in the curriculum
- Advanced ICT tools could be used for teaching learning processes in order to engage the students in online classrooms.

Feedback Summary- Employers

The employers who participated in the survey were satisfied with the current curriculum and the conceptual clarity, job specific skills and soft skills of the candidates from Rajagiri College. But they mentioned need of further improvement in their general competencies. Other suggestions were,

- Need to acquire latest trends and technologies
- More of application skills required
- Positive attitude with a mind set to learn more
- Leadership skills and self-motivation

Department of Library & Information Science

Feedback System for Curriculum development and Process:
Feedback has pivotal role in the incremental process of learning and teaching. Providing feedback from stakeholders is a significant means of improving development in academic teaching-learning process. It involves the provision of knowledge about various aspects of curriculum like employability, skill development and entrepreneurship etc. and the regional, local, national and global needs of the curriculum. The main purpose of feedback on curriculum is designed to determine a learner's level of understanding and skill development in order to plan the next steps towards achieving the learning intentions or goals through curriculum revision. During the period

2019-2020, structured feedback has been taken on online from different stakeholders. The process involves- obtaining structured feedback, consolidating the report of structured feedback and Stakeholder feedback Analysis done and decisions on recommended actions in the Boards of Studies.

Feedback from various stakeholders: Students, Teachers, Employers, Alumni and Parents for design and review of syllabus-

Sl.No	Programme	Stakeholders Feedback	
1	BLISc	Alumni	• More training in Library is essential
		Students	• Practical classes for open sources Softwares is very much needed
		Teachers	• Need to include more club activities for improving the extracurricular skills
2.	MLISc	Alumni	• Research Centre is need of era for the development of research in the field of Library and Information science.
		Students	• Weekend training in the live lab (Library)
		Teachers	• More practical projects to be included. • Need to include more task based assignments in Library. • Add more ICT related Topics. • Club the syllabus with latest Technology.

Action taken:

- Started the preliminary steps for starting Research centre.
- Training in RCSS libraries for more practical enabled sessions for the awareness of all the library activities
- Carrier guidance coaching for moulding the students in practical way.

Action Plan:

- To mould the students to be able to foster global competencies.
- To start training on ICT enables training in weekends

Suggestions put forward by the Teachers are,

- Need to include more task based assignments in curriculum

- More Practical Projects to be included

- Add more ICT related topics

- Club the syllabus with latest technology. Remove irrelevant contents. Aviod repeatin of topics. Provide more stress to practical knowledge.

- Excellent

- suggestions put forward by the Student are,

- Getting training on library circulation counter

- Dissertation work should be analysed by the HOD before the final submission, syllabus should contain subjects which cater to todays demand in the field of library

- It will be good if practical sessions are also included rather than theory classes, because it will be most useful for us while entering a profession. As a Library and Information Science student, we need to deal with circulation section, technical section, maintenance section and so on. So it will good if we get a training regarding those as we missed our internship due to the COVID-19 pandemic.

- It's better to update the syllabus based on the latest technology and add more practical classes.

- Including practical sections in library circlation section and training of library softwares will be useful for the future

- Practical class for koha is needed.

Department of Psychology

The teacher feedback emphasized having courses on qualitative and quantitative research, strengthening the psychopathology courses and skill promotion course. BSc students suggested more hands-on experience in the clinical aspects. MSc students suggested that the programme should include more clinically oriented practice/experience. Major suggestions from the part of PG students were on specializations other than clinical to be offered. All the stakeholders have suggested providing more advanced and application level instructional strategies apart from the theoretical way of study.

Other suggestions put forward by the students are,

- More focus on application side of theories. Also consideration of the syllabus to the current happenings would also be of much interest to the students.

- The MG university syllabus has to be updated. Many of the contents are outdated.

- more interactive classes instead of students teaching certain areas through ppts

- Need more clinical exposure, seminars

- More career oriented workshops could be conducted to get an idea about the different fields in psychology and its scope in india and abroad.

- More internships offered by college

Suggestions put forward by the Alumni are,

- Try to give more training on the clinical picture of a disorder with their treatment methods. And please also give extensive training in counseling.

- Entrance coaching would be a good option

- The overall learning process was good

- Gaining knowledge about successful psychologists (recent years) working through different walks of psychology can help the prospective students know more about psychology as a divine profession.

Suggestions put forward by the Teachers are,

- More focus on specialisation

- A career guidance programme can be included along with the curriculum. I think most of the students dont have much idea regarding the various areas of specialization in psychology and which all institutions offering different courses MPhil PhD Net after the ongoing course they are pursuing..I feel that the curriculum itself should clarify various paths in which each student can flourish according to their capabilities and interests..

- It would be better if application skills are assessed from the Bachelors level.

- Require indian psychology perspectives Clinical psychopathology paper can be divided into two instead of one for smooth teaching and learning

Department of Commerce and Professional Studies

Annual feedback on existing curricula of B.Com & BBA programmes of the department were taken from alumni, students, teachers and employers through an online google form survey. Alumni feedback was taken from the last 3 year passed out batches. Student feedback was taken primarily from the outgoing batches of all programmes. A summary of the feedback received is given below.

Structured Feedback from B.Com Exit Feedback (2016-19)

Exit feedback of B.Com programme was collected after their sixth semesters. The core area of feedback was on the academic and non-academic experience of the students. Data were collected from 142 respondents using a structured questionnaire, which was send via Google form. The results of feedback are discussed below.

55 per cent of the respondents strongly agree that the training they received at Rajagiri has equipped them to face future career responsibilities. 60.28 per cent of the respondents opined that the curriculum framework offered for B.Com programme was rated good. 78 per cent of the respondents stated that the quality of teachers available at Rajagiri was rated good. The majority (90 %) of the respondents opined that teachers are available for any academic and non-academic consultation. Only 20 per cent respondents feel that there needs improvement in co-curricular activities organized by the department. 33 per cent of the respondents revealed that the personal development programmes organized by the department are good. 55.01 per cent of the respondents expressed that the training given for various entrance examination is satisfactory. 90 per cent of the respondents rated that the mentoring process in Rajagiri as good. Only 15.23 per cent of the respondents opined that there needs improvement in the additional training programmes given to them. 85 per cent of the respondents revealed that the department has planned their project work in a very good systematic manner. Concerning examination matters, the majority (79.04%) of the respondents is having positive feedback. Majority of the respondents opined that library and lab facilities provided at Rajagiri can be rated very good. It was observed that the placement activities and assistance provided to

students are satisfactory. 16.19 per cent of respondents opined that there needs improvement in the hostel facilities provided to them. The majority (74.28%) of the students are satisfied with the administrative support provided by the college office.

70 per cent of the respondents opined that the induction programme offered was good. 89 per cent students opined that the platform of SPLENDORE was very good and helped them in their personal development. 95 per cent of the respondent's feels that Kalypso has significantly contributed to their personal development.89 per cent respondents revealed that ACSR was a good platform for their co-curricular activities. Majority of the students opined that their final year tour was very well organized. 93 per cent of the respondents revealed that Rajagiri has greatly supported them in getting groomed professionally.

68 per cent of the respondents disclosed that the add-on courses helped them to build curiosity on the subjects. 55.67 per cent of the respondents revealed that the topics covered in add on courses are in line with the industrial requirements. 51 respondents expressed that the add on courses offered enhanced their skill base in the area of their interest. 65 per cent of the respondents expressed that the add-on courses helped them in building fundamentals in their respective domain. Majority of the respondents opined that add-on courses will foster them to better employment opportunity. 8.57 per cent of the respondents revealed that there needs improvement in providing exposure to recent trends in the industry. 75 per cent of the respondents are highly satisfied with the course facilitators of add on courses. 80 per cent of the respondents opined that add on courses organized in a systematic way throughout the programme.

Curriculum Framework- Satisfactory level on Key components (In percentage)

Programme	Futuristic	Learner Centric	Value-Based	Employability	Industry -required Skillset	Ethics

B.Com Model I: Finance and Taxation	65	90	67	88	55	76
B.Com Model I: Computer Application	62	84	65	78	65	68
B.Com Model II: Finance and Taxation	68	82	55	80	52	75
BBA	65	89	67	77	48	62

Source: Primary Data.

Structured Feedback from Industry

Feedback of B.Com/BBA programme was collected during the month of June from Team Leaders and managers working in industry and entrepreneurs. The area of feedback was confined to the quality of the academic programme . Data were collected from 17 respondents using a structured questionnaire, send via Google form. The results of feedback are discussed below.

Purpose of the study.

The findings of the study will aid in the preparation of curriculum, syllabus and academic planning.

Curriculum Framework- Satisfactory level on Key components (In percentage)

Programme	Syllabus	Learner	Futuristic	Value-	Employability	Global	Industry	Ethics	Environment

	(Updated in par with Industry)	Centric		Based	Specific	Competency	-required Skillset		of Sustainability
B.Com Model I: Finance and Taxation	68	90	60	45	65	68	55	70	75
B.Com Model I: Computer Application	62	80	48	61	60	65	65	72	70
B.Com Model II: Finance and Taxation	68	80	56	30	80	70	52	71	75
BBA	45	88	60	35	55	55	48	65	80

Source: Primary Data.

It was observed that Syllabus of BBA Programme is inevitable and should undergo rigorous revision in the next academic year 2021-22 ,incorporating contents in par with Industry, Industry-required Skillset, Value-Based & Employability. It was observed that more focus has to be given for updating syllabus in par with industry, Contents meeting future requirements of students, Employability, Value based courses, and Industry required Skillset.

Structured Feedback from Alumni

Feedback of B.Com/BBA programme was collected on 26 January 2021 from Alumni, Department of Commerce and Professional Studies , Rajagiri College of Social Sciences

(Autonomous), from respective batches of 2018,2019 and 2020. The area of feedback was confined to the quality of the academic programme . Data were collected from 17 respondents using a structured questionnaire, send via Google form. The results of feedback are discussed below.

Purpose of the study.

The findings of the study will aid in the preparation of curriculum, syllabus and academic planning.

Curriculum Framework- Satisfactory level on Key components (In percentage)

Programme	Global Competency	Enhance Skill Set	Helps to build Entrepreneur Traits	Imbibe Ethical Value	Meet Industrial Requirement	Meeting the Expectation
B.Com Model I: Finance and Taxation	62.5	50	47	58.8	45	36
B.Com Model I: Computer Application	55	55	45	52	46	38
B.Com Model II: Finance and Taxation	60	52	60	58	50	45
BBA	64	55	65	62	52	55

Source: Primary Data.

More focus should be given to build entrepreneur traits among students of B.Com Model I: Finance and Taxation and B.Com Model I: Computer Application with Business and to give much importance for enhancing the expected quality of industry by incorporating value-added programme in par with industrial requirements to calibrate corporate performance with required skill set. Department has to work towards meeting the expectation of students by collecting timely feedbacks via alumni interactions from time to time and should give students

ample opportunity to undergo for internships, Social sensitization programs and skill-oriented programme.

Structured Feedback from Teachers

Feedback of B.Com/BBA programme was collected on 24 April 2020 from teachers , Department of Commerce and Professional Studies , Rajagiri College of Social Sciences (Autonomous. The area of feedback was confined to the quality of the academic programme . Data were collected from 28 respondents using a structured questionnaire, send via Google form. The results of feedback are discussed below.

Purpose of the study.

The findings of the study will aid in the preparation of curriculum, syllabus and academic planning.

Structured feedback on curriculum was collected from the Teachers in the following areas.

1. Coverage of the curriculum and its contents .

2. The relevance of the courses in making students employable .

3. The relevance of the curriculum in relation to the latest technology or emerging trends .

4. The relevance of the courses in attaining the expected programme outcomes.

5. The relevance of internship/field visits/projects in the curriculum .

6. Facilities for delivering the course contents effectively.

7. The relevance of the value-added courses offered.

8. Library facilities including online databases in terms of their usefulness.

9. The usefulness of training offered for effective teaching.

Feedback Summary

All the teachers participated in the online survey. Teachers, in general, were highly satisfied with the facilities for teaching including online databases and training offered. Some of the suggestions put forward were,

• The syllabus needs to be revised to add more relevant courses while reducing the content overload.

• Latest changes in each paper could be added in next syllabus revision.

• More choice based courses can be included.

- Periodical evaluation of the curriculum is highly effective in adopting to the emerging needs.

- Need to include more social sensitization programme.

- Bridge courses for the students that can be availed online, before they join in for the programme.

- A post-graduate programme with clinical focus.

- Need to add entrepreneurship, more focus on practice skills in the curriculum.

- Advanced ICT tools could be used for teaching-learning processes to engage the students in online classrooms.

- Need to include more Add on programmes like CMA(India),CS and Skill specific add on.

Department of Personnel Management

The students suggested promoting more application level and decision making activities rather than text book learning. The feedback from alumni suggested adding programmes in the existing curriculum to enhance problem solving skills, critical thinking and adaptability.   The employers suggested adding latest policies and programmes in the syllabus to enhance the aptitude skill and soft skill of students along with general awareness and leadership skills. Teachers suggested adding courses like competency based HR practices and people analytics, information processing and databases, leadership development etc in the curriculum.