

**RAJAGIRI COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS)**

**STRUCTURED FEEDBACK ANALYSIS 2018-19**



*L. J. Amitha*

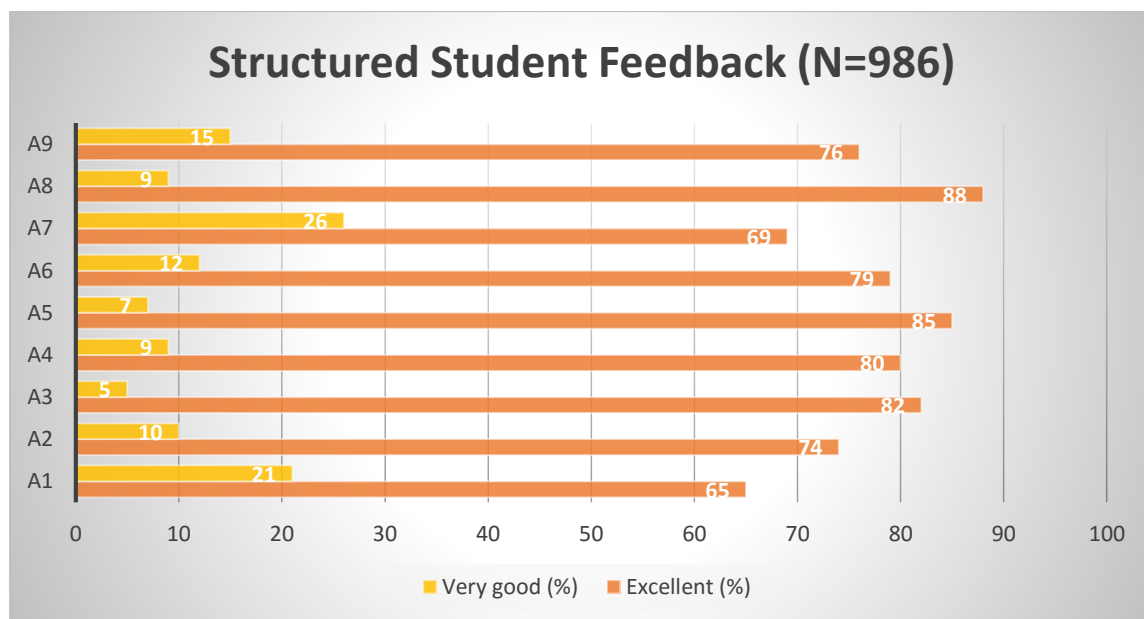
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## Analysis of Structured Feedback from Students

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 986 students gave their feedback. The analysis of the feedback is given below.



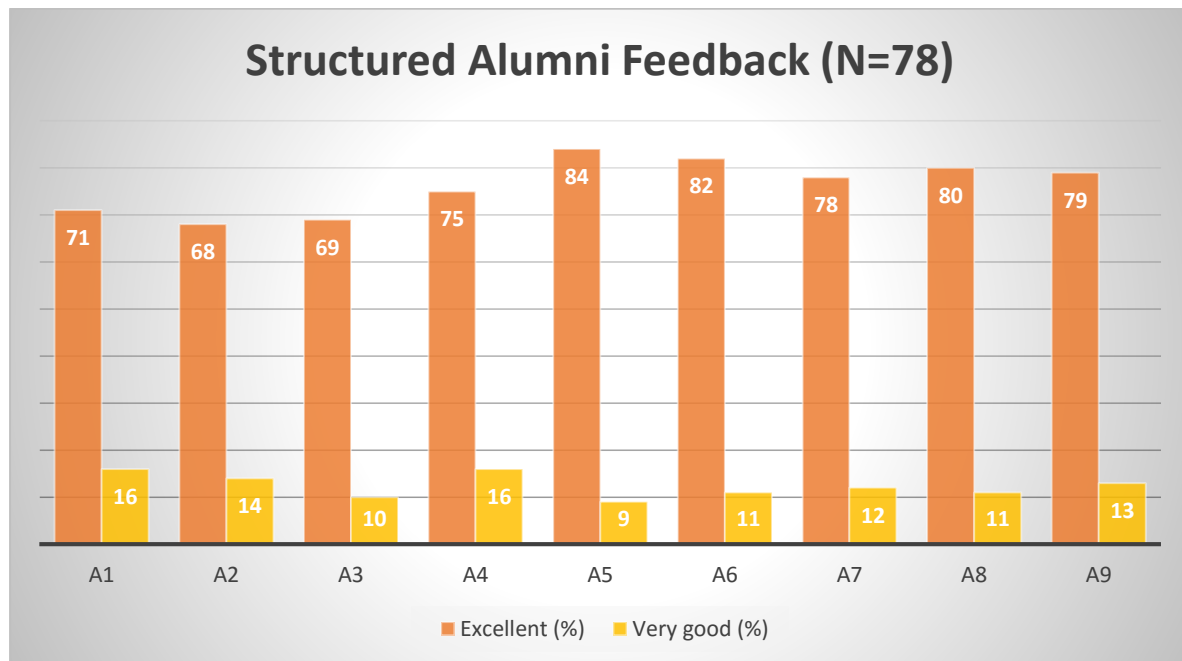
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## Analysis of Structured Feedback from Alumni

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 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 78 alumni gave their feedback. The analysis of the feedback is given below.



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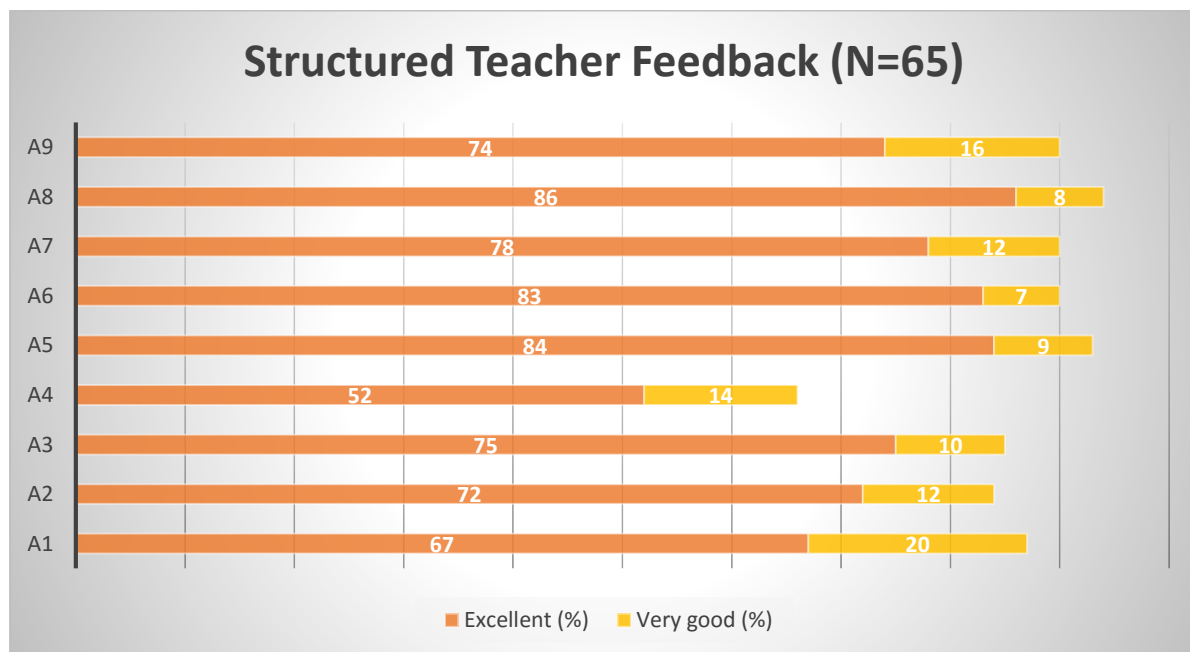
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## Analysis of Structured Feedback from Teachers

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 65 teachers gave their feedback. The analysis of the feedback is given below.



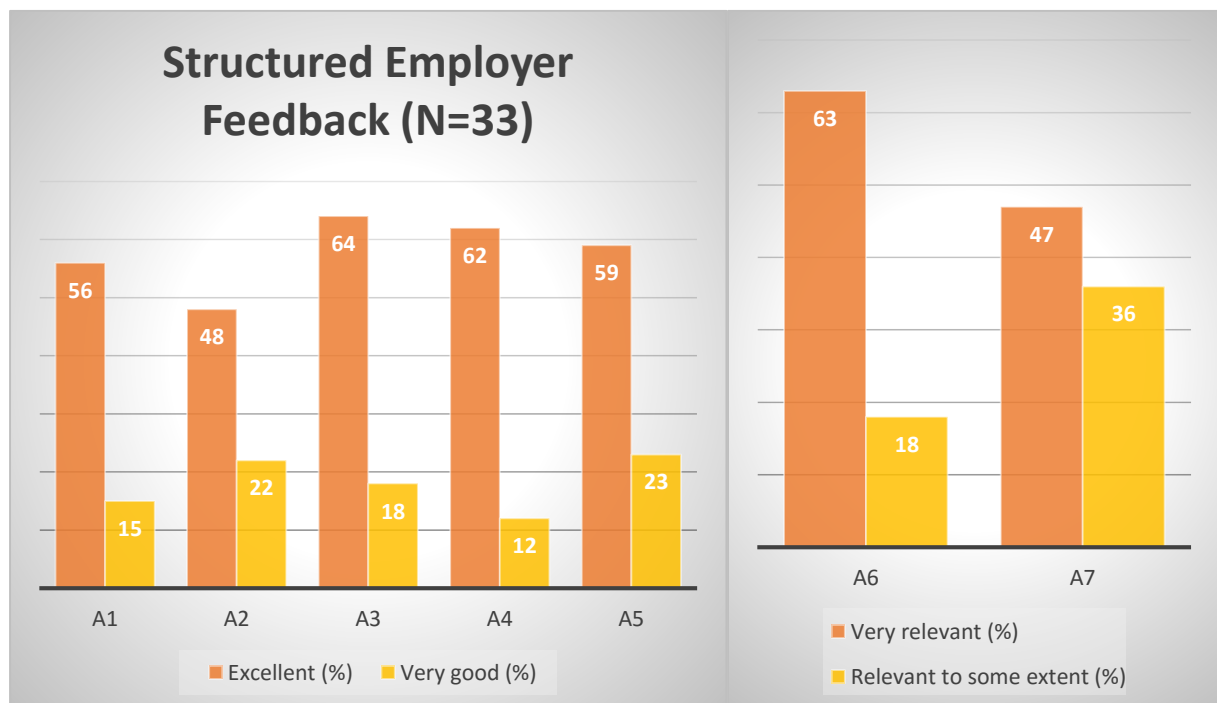
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## Analysis of Structured Feedback from Employers

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 33 employers gave their feedback. The analysis of the feedback is given below.



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## 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

The feedback from alumni suggested to add additional programmes in the curriculum to enhance problem solving skills, critical thinking and adaptability. Teacher feedback was mainly on combining few courses, changing some of the specialization courses as well as on strengthening the research component of the programme. 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.

### Department of Computer Science

The employers of various organizations suggested that the students need to be made thorough with the basics of Programming as part of their curricula so that they can become good programmers. Their curricula also should focus on making them more adaptable to the new paradigms. The curricula should ensure that the students have more exposure to the recent trends in technology. The Alumni suggested focusing on enabling integrity, positive attitude and entrepreneurship skills. They also suggested to concentrate on developing good data analytics and software conceptualization and implementation skills. The students mainly expressed their concern in including two core theory papers namely, Artificial Intelligence and Computer Security to meet the changing demands of the software Industry. Teachers have expressed their concern about the curricula in terms of the vastness of the topics for the subjects and the alignment of the topics in the five modules. They felt that the Syllabi has to be revamped with more focus on NBA recommendations on outcome based education. The curricula can be modified to include specializations for the subjects so that it helps students with a specific skill such as development, testing, design etc.



## **Department of Social Work**

BSW students commented on the vastness of the topics dealt in management basics for social welfare administration and environmental studies, which they suggested to cut down. Students also suggested Web Designing as a value added course rather than as a four credit paper. Students also commented on the repetition of certain topics in a few courses, which they suggested to remove. MSW students suggested more skill based courses in the syllabus as theory course sessions are inadequate to practice skills and techniques. PGDCSW students commented on the repetition of theories in different first semester courses.

The feedback from alumni mainly emphasized on the relevance of theory inputs as well as the variety of field experiences they received during the period of study. They also gave suggestions on adding contents like PRI funds, recent govt programmes like Jalanidhi, NRHM; addition of courses like counselling for BSW students, skill based courses for MSW for developing core skills of social work, Positive Psychology etc. Teachers suggested reordering contents in a few courses, adding entrepreneurship for BSW students, upgrading research course and courses on rural development and social work practice with children. Employer feedback was mainly oriented on skill development of the students in terms of formal writing skills, fund raising techniques, project writing etc.

## **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.



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### **Department of Library & Information Science**

The employers, alumni and students of both B.Lib.I.Sc and M.Lib.I.Sc suggested incorporating more hands on training in library management soft wares and online research tools in the curriculum and teaching-learning process, student exchange programmes and soft skill training. Teachers suggested including latest technologies and innovations in the curriculum especially ICT and Research oriented. M.Lib.I.Sc alumni suggested that department should take initiative to start PGDLAN, MPhil and research centre for the development of LIS research. Students recommended starting add-on courses for improving the research skills while teachers suggested measures to enhance research and publication as well as to include more competency based interdisciplinary and multidisciplinary approaches in curriculum.

### **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.

### **Department of Commerce**

The feedback from different stakeholders suggested adding relevant and novel courses to enhance employability and entrepreneurial skills of the students. The BBA students suggested having more industrial connect and updates.



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