

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

INTERNAL QUALITY ASSURANCE CELL

FEEDBACK ANALYSIS FOR THE ACADEMIC YEAR 2018-19

Feedback was collected from the various stakeholders of the institution namely Academic peers, Alumni, Industry experts, Parents and Students. The Academic Peers (teachers), Alumni and Industry experts (Employers) provided their feedback at the end of every academic year. Feedback from students was obtained at the end of every semester.

The questions were mapped to the mission of the institution.

M1	Effectively imparting knowledge and inculcating innovative thinking.
M2	Facilitating skill enhancement through add on courses and hands on training.
M3	Doing original, socially relevant, high quality research.
M4	Facilitating appropriate co-curricular, extracurricular and extension activities.
M5	Instilling the spirit of integrity, equity, professional ethics and social harmony.

The detailed report of the feedback from the stakeholders are as provided below.


FEED BACK FROM ACADEMIC PEERS (TEACHERS)

The feedback from Academic peers on the curriculum were obtained to understand the framing of objectives, course content, credits, relevance to the latest technical advancements and global challenges in the concerned field. The questions were answered on a scale of 1 to 5.

Academic Peers

(1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree)

1. The sequence of courses in the Syllabus is logical?
2. Syllabus covers latest advancements?
3. The credits allocated to the courses are ideal?
4. The objectives of each course give clarity to the content?
5. The courses prepare the students for core competencies to face the global challenges?


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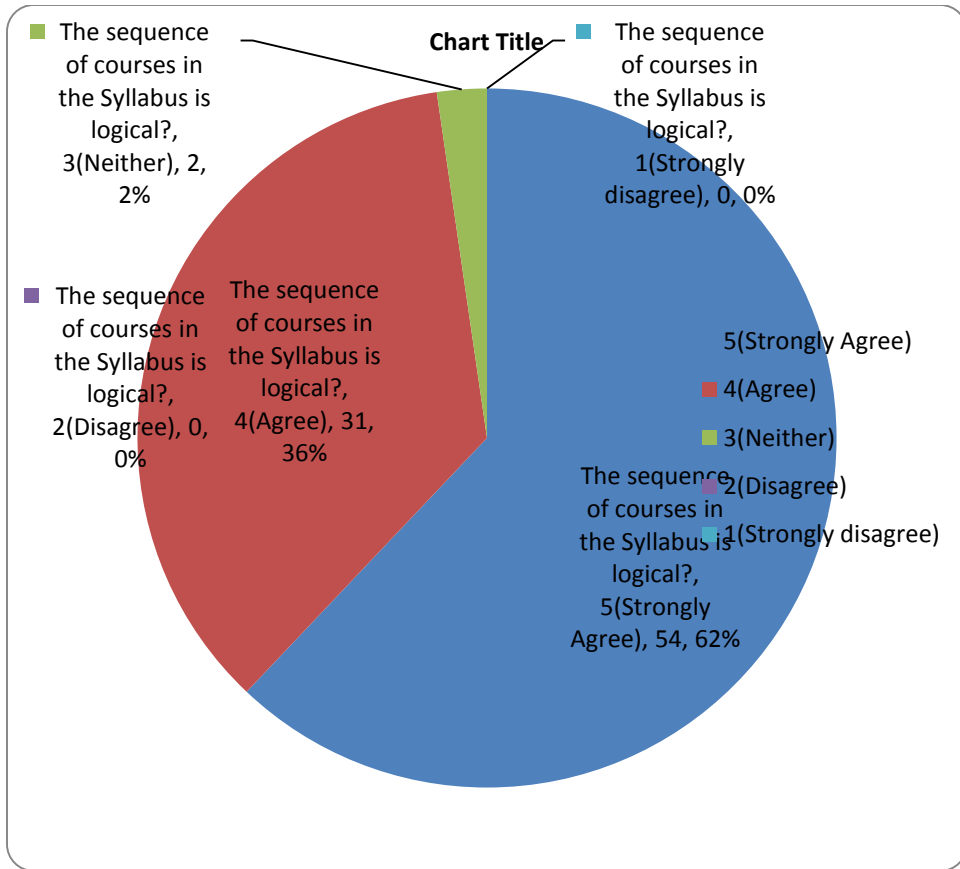
The mapping of the questions to the mission statements of the institution are as follows,

	M1	M2	M3	M4	M5
The sequence of courses in the Syllabus is logical?	3	3			3
Syllabus covers latest advancements?	3	3	3	3	
The credits allocated to the courses are ideal?	3	3	2		3
The objectives of each course give clarity to the content?	3	3	3		3
The courses prepare the students for core competencies to face the global challenges?		3	3	3	3
MAPPING SCORE	3	3	2.75	3	3

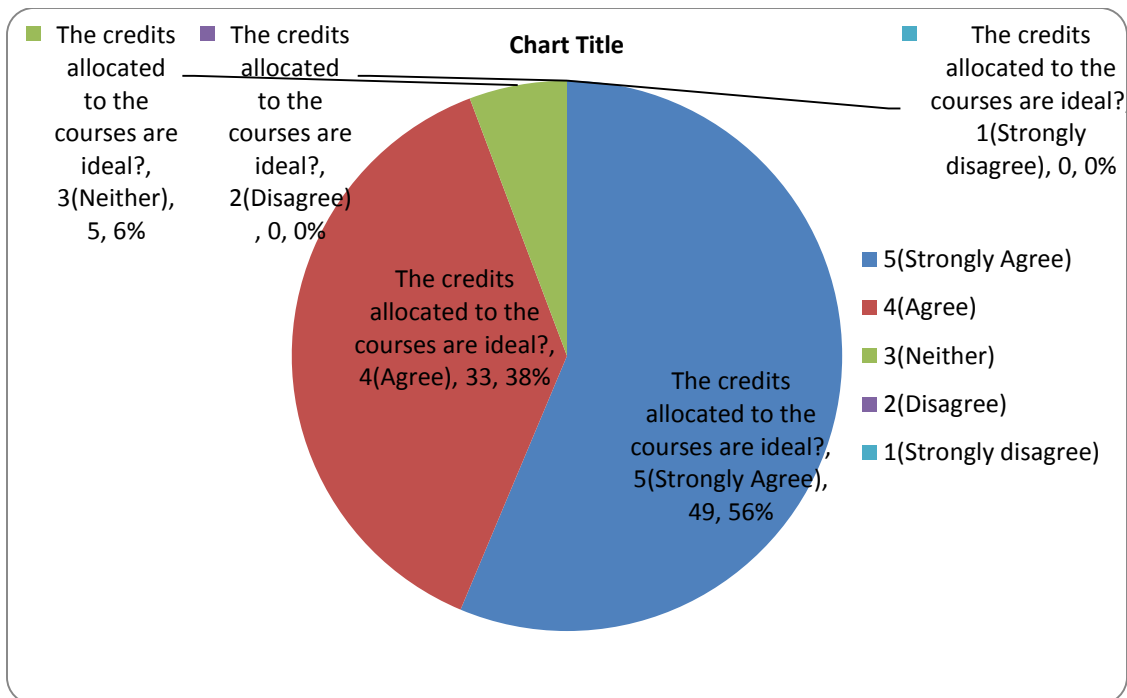
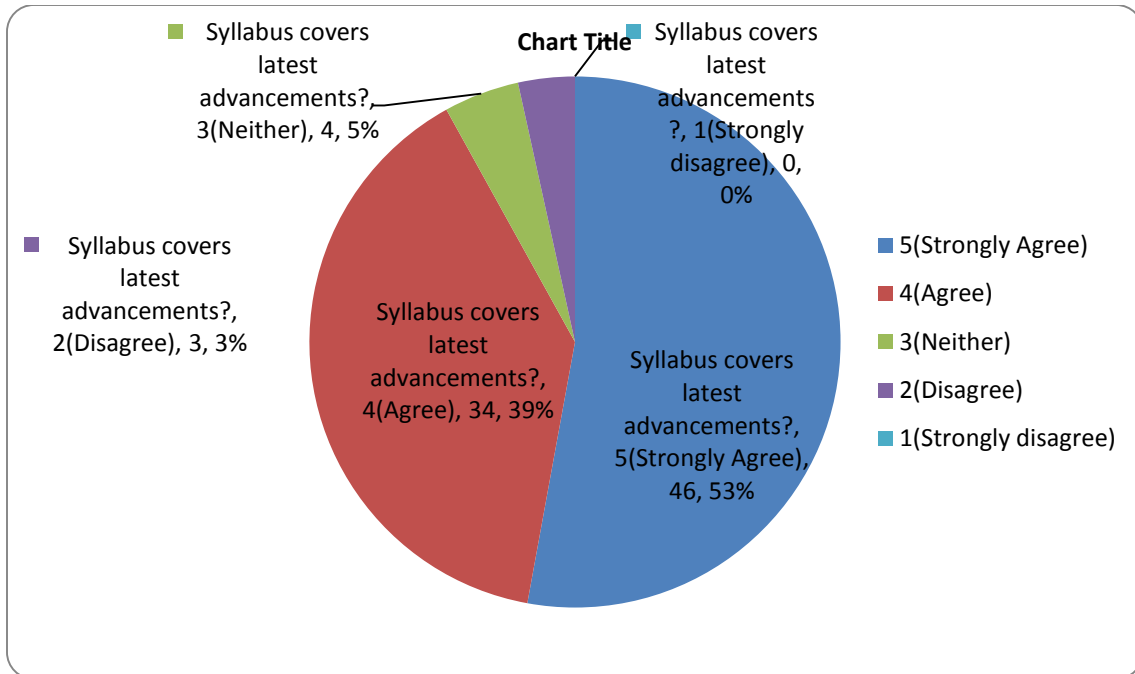
*3 indicates high correlation, 2 indicates medium correlation, 1 indicated low correlation and blanks indicate no correlation.

The detailed responses obtained for the various questions are as shown in figures below.

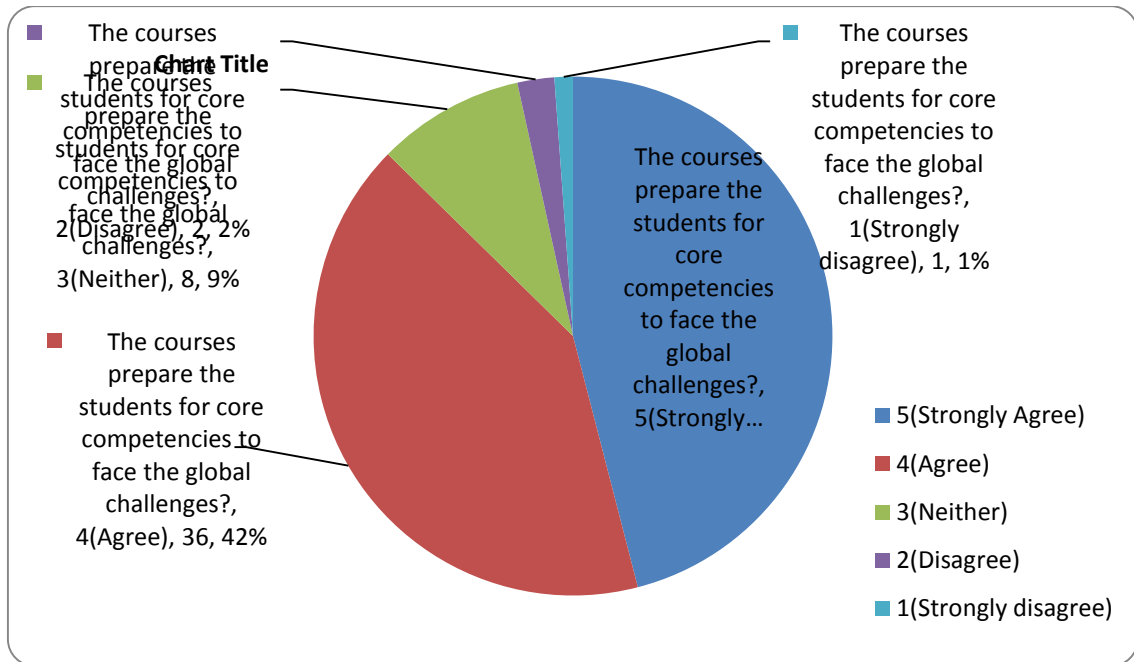
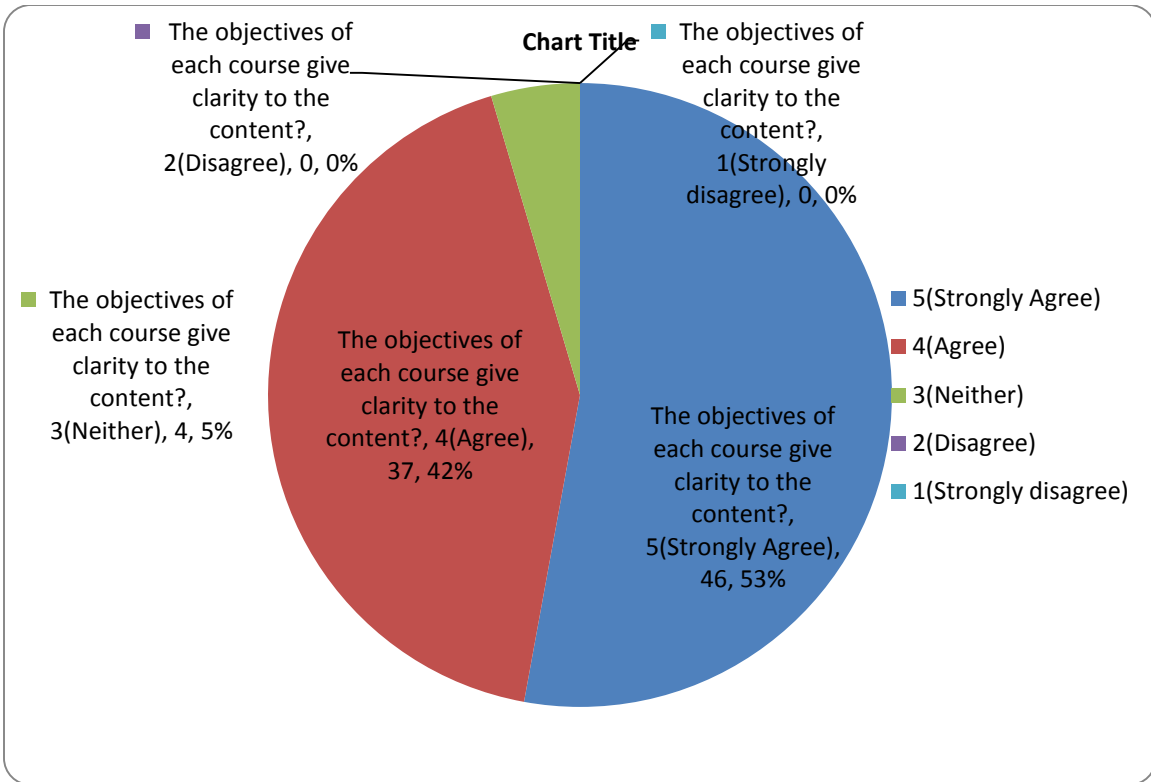

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Most of the peers agree that the courses are logically sequential, objectives have clarity and prepare students for global challenges. More elective courses can be added to increase the relevancy of courses to the latest technology.

The score obtained for the various questions are as tabulated in the table below,

S.No	Question	ATTAINMENT (SCALE OF 3)
1	The sequence of courses in the Syllabus is logical?	2.61
2	Syllabus covers latest advancements?	2.41
3	The credits allocated to the courses are ideal?	2.51
4	The objectives of each course give clarity to the content?	2.48
5	The courses prepare the students for core competencies to face the global challenges?	2.30



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FEEDBACK FROM ALUMNI

The alumni feedback included questions to understand the influence of curriculum in achieving their career goals. The alumni answered the following questions on a scale of 1 to 5.

Alumni

(1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree)


1. The relevance of the courses in relation to the Program is good?
2. The relevance of electives in relation to the Industry requirement is optimal?
3. The courses I studied are useful in my current job?
4. The course objectives give a clear idea on what to expect from the course?
5. The experiments / internships in the course were relevant to the real world?

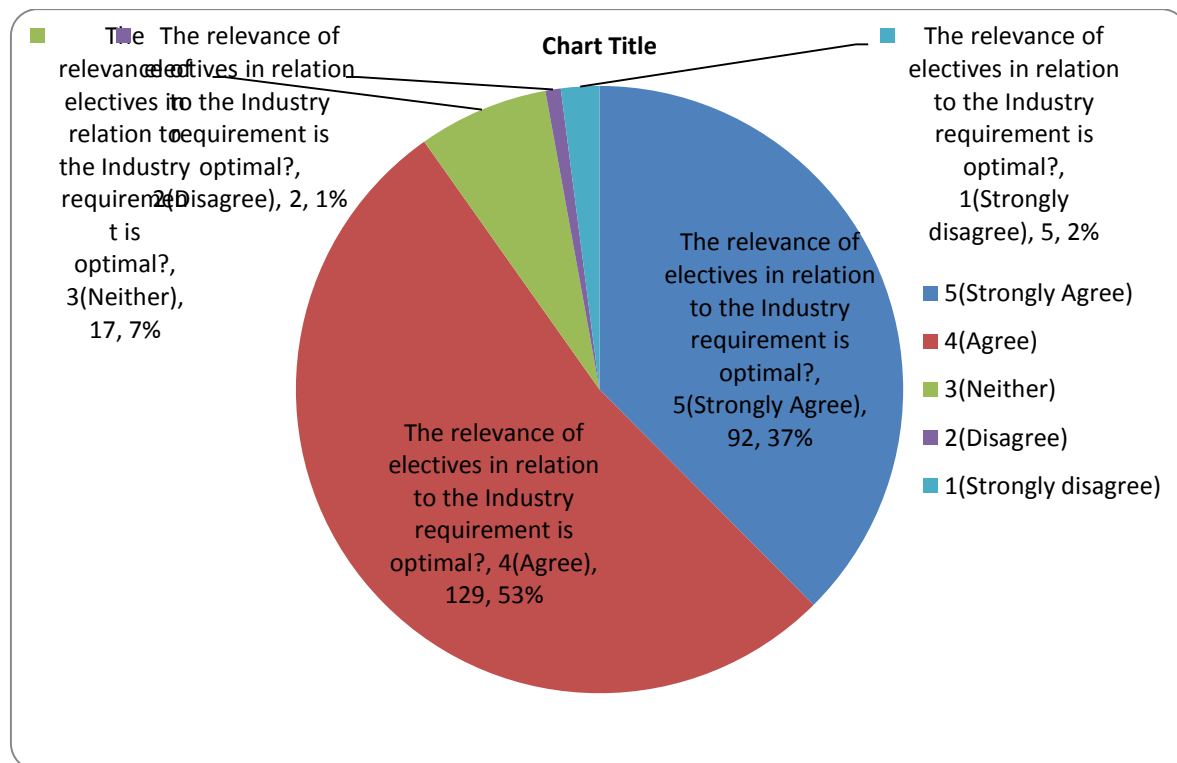
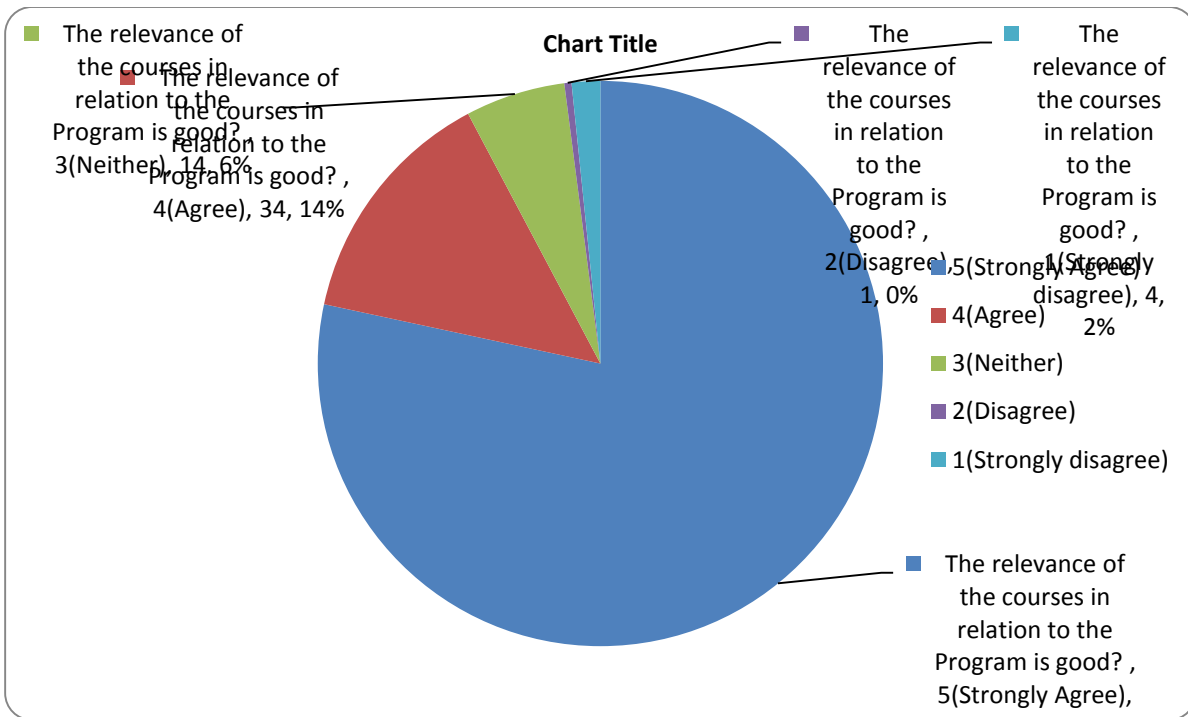
The mapping of the questions to the missions are as in the table below,

	M1	M2	M3	M4	M5
The relevance of the courses in relation to the Program is good?	3	3	3	3	3
The relevance of electives in relation to the Industry requirement is optimal?	2	3	3		3
The courses I studied are useful in my current job?	3	3	3	3	3
The course objectives give clear idea on what to expect from the course?	3	2			
The experiments / internships in the course were relevant to the real world?	3	3	3	3	2
MAPPING SCORE	2.80	2.80	3.00	3.00	2.75

*3 indicates high correlation, 2 indicates medium correlation, 1 indicated low correlation and blanks indicate no correlation.

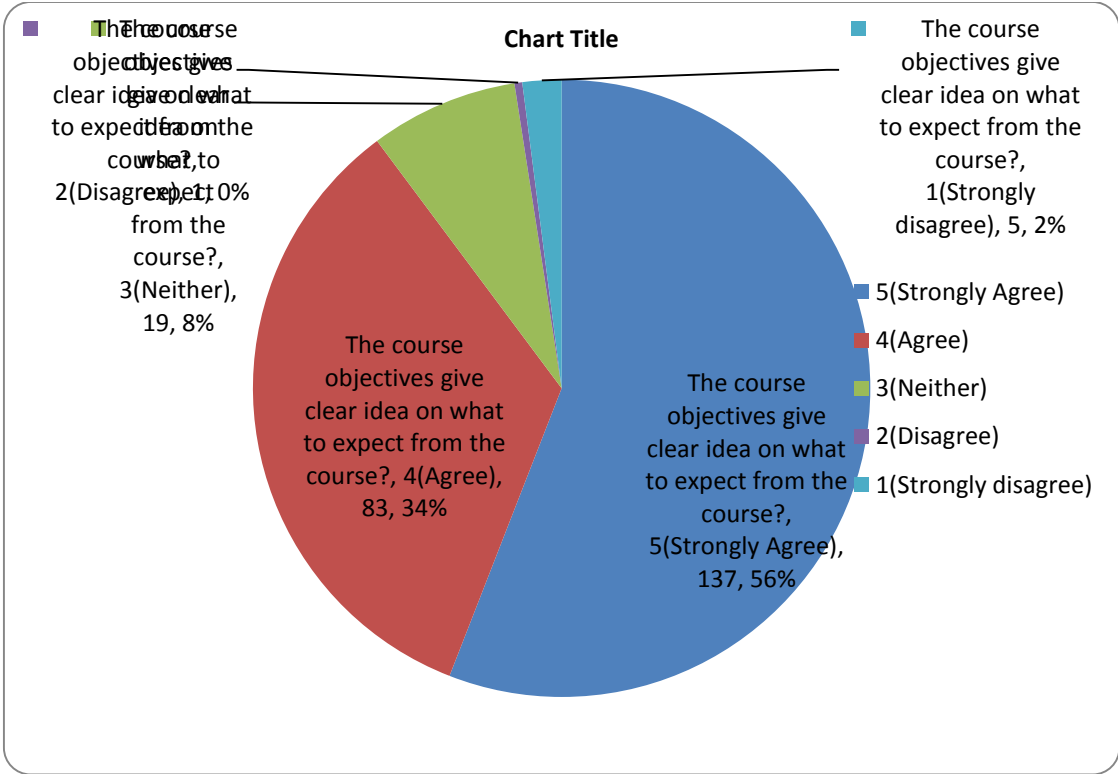
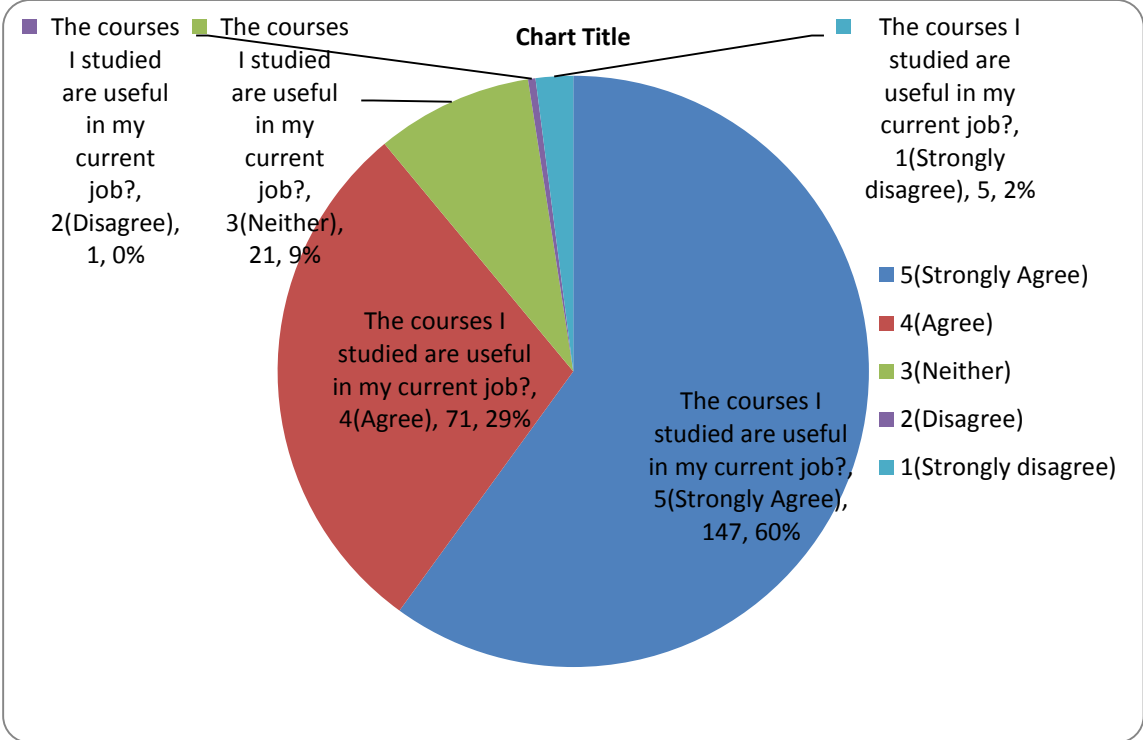
The detailed analysis of the feedbacks are as given below,


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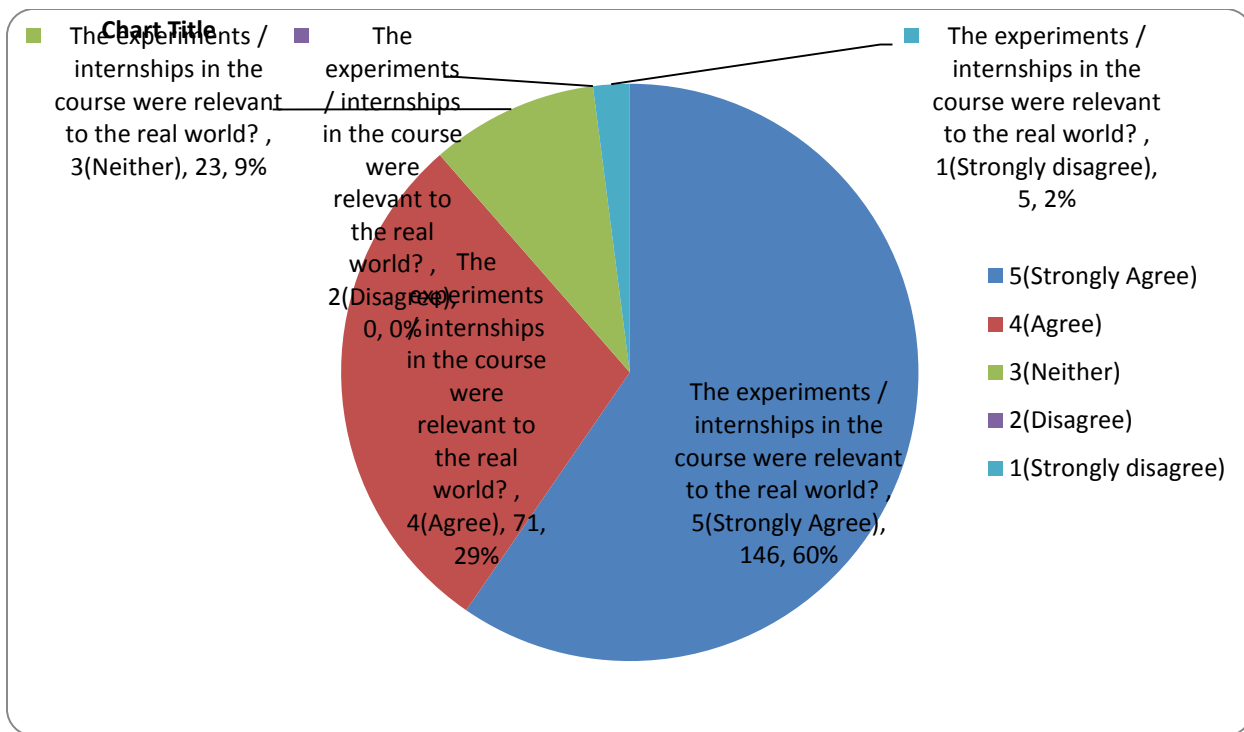


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Most of the alumni agree that the courses were relevant to their work. However a few of the alumni (2%) indicated the need to improve the employability skills in the curriculum. The attainment is as tabulated below.

S.No	Question	ATTAINMENT (SCALE OF 3)
1	The relevance of the courses in relation to the Program is good?	2.69
2	The relevance of electives in relation to the Industry requirement is optimal?	2.25
3	The courses I studied are useful in my current job?	2.47
4	The course objectives give clear idea on what to expect from the course?	2.43
5	The experiments / internships in the course were relevant to the real world?	2.46


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FEEDBACK FROM INDUSTRIAL EXPERTS (EMPLOYERS)

The feedback from industrial experts helped us to analyze the curriculum in terms of its relevance to the state of art technologies and employability skills. The various questions used for the analysis and its mapping with the mission are as follows,

Industry Experts

(1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree)

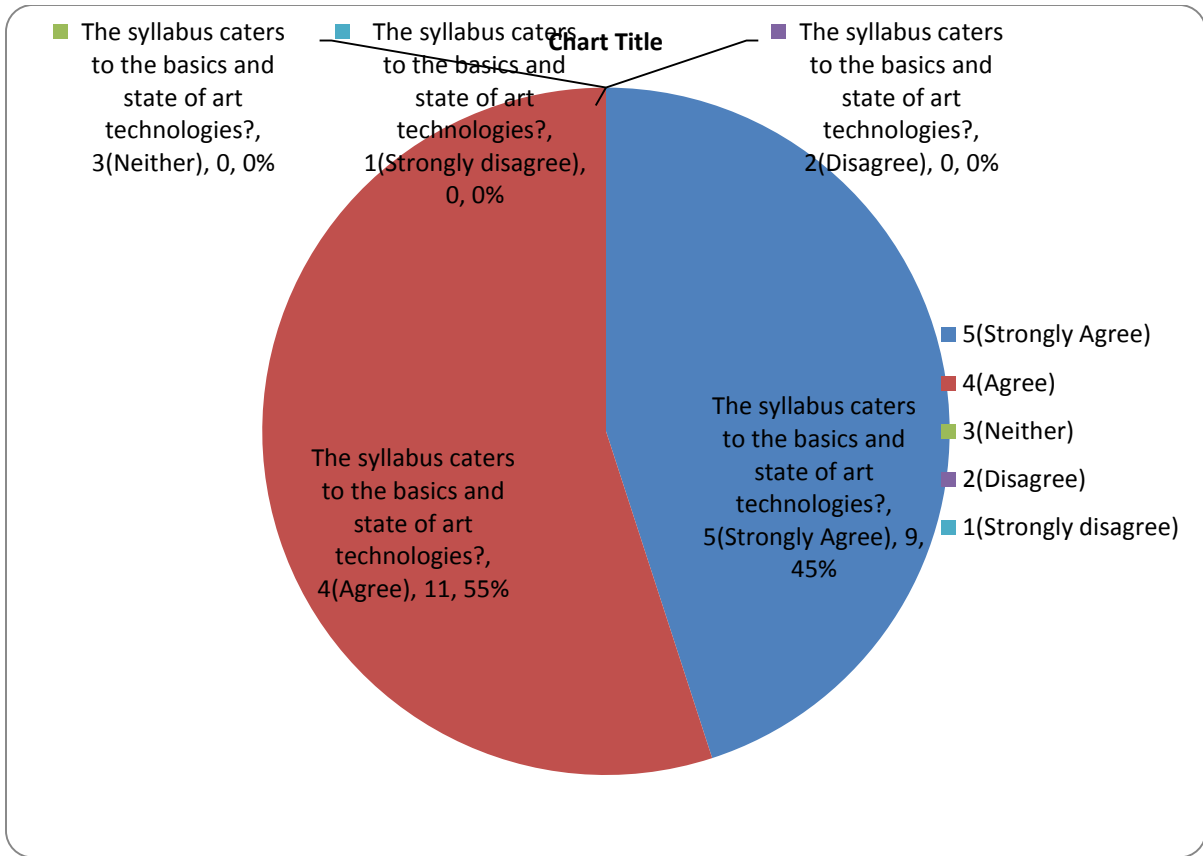
1. The syllabus caters to the basics and state of art technologies?
2. The courses inculcate ethical and professional responsibilities?
3. The hands-on and elective courses are industry relevant?
4. The Personality Development courses enable students to develop holistically?
5. The Program Outcomes and course Objectives are clearly stated?

	M1	M2	M3	M4	M5
The syllabus caters to the basics and state of art technologies?	3	3	3	3	
The courses inculcate ethical and professional responsibilities?	3	2	3	3	3
The hands-on and elective courses are industry relevant?	2	3	3	2	
The Personality Development courses enable students to develop holistically?	3	3	2	3	3
The Program Outcomes and course Objectives are clearly stated?	3				
MAPPING SCORE	2.80	2.75	2.75	2.75	3.00

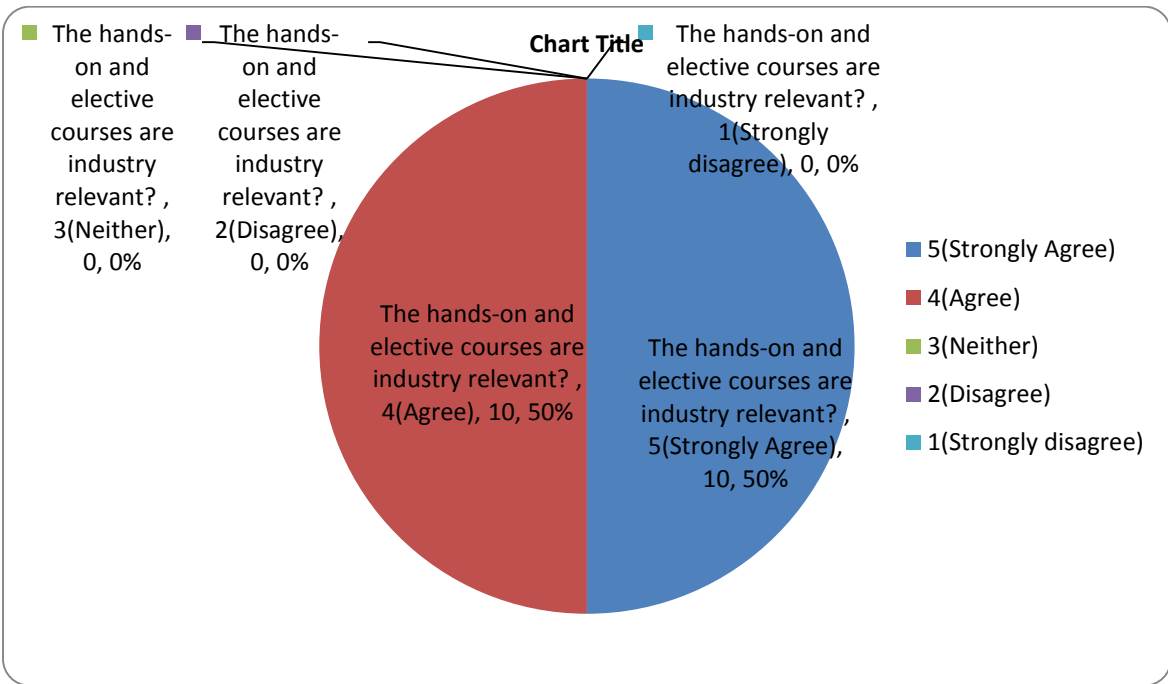
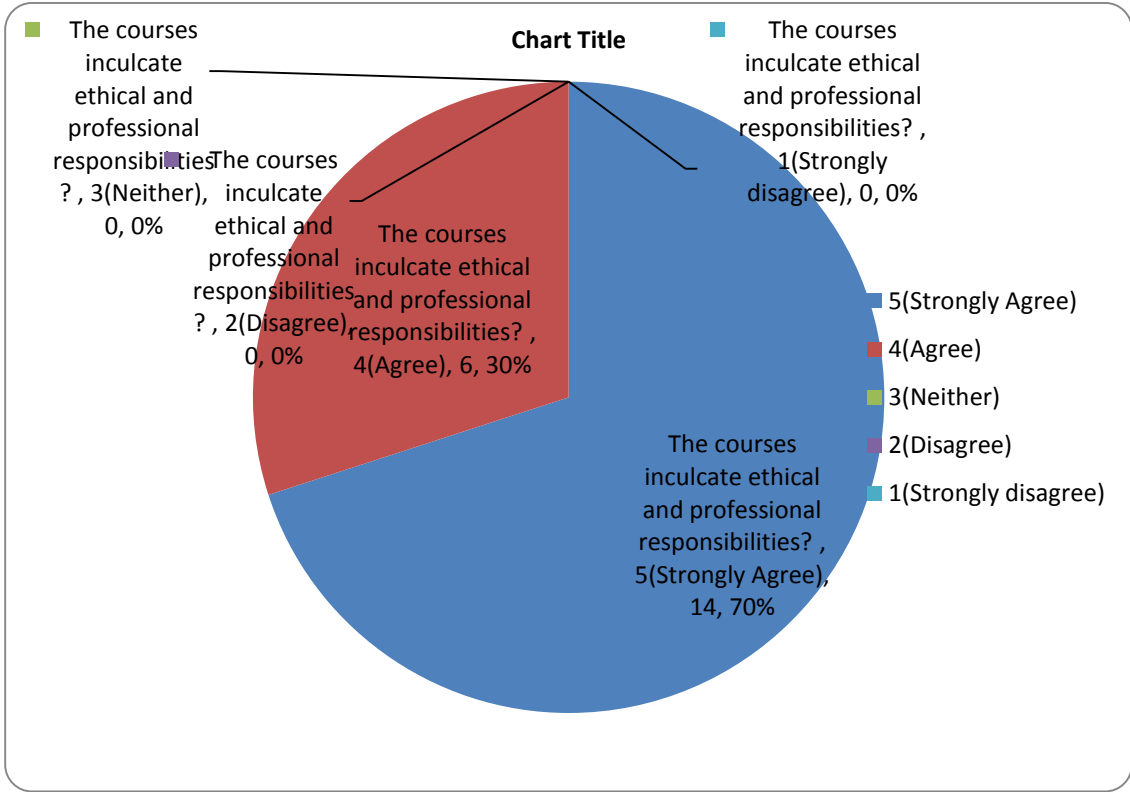
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The detailed analysis of the feedback are as in the figures below,


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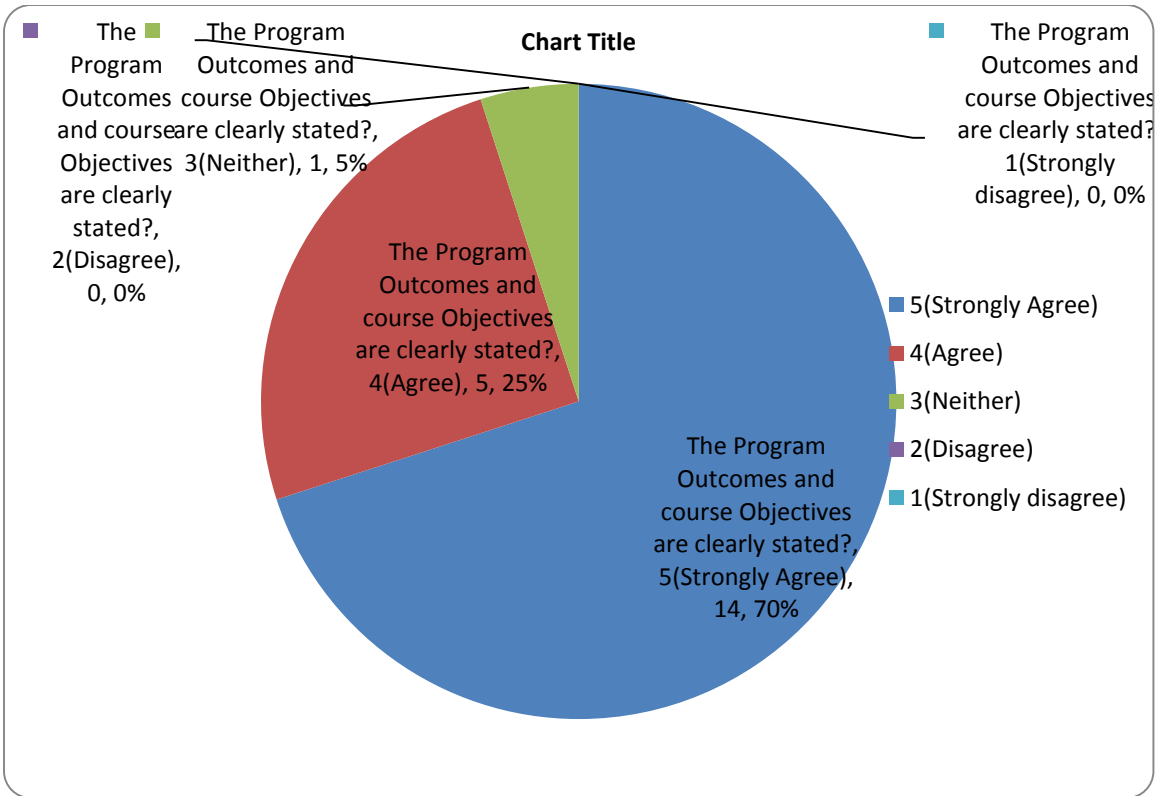
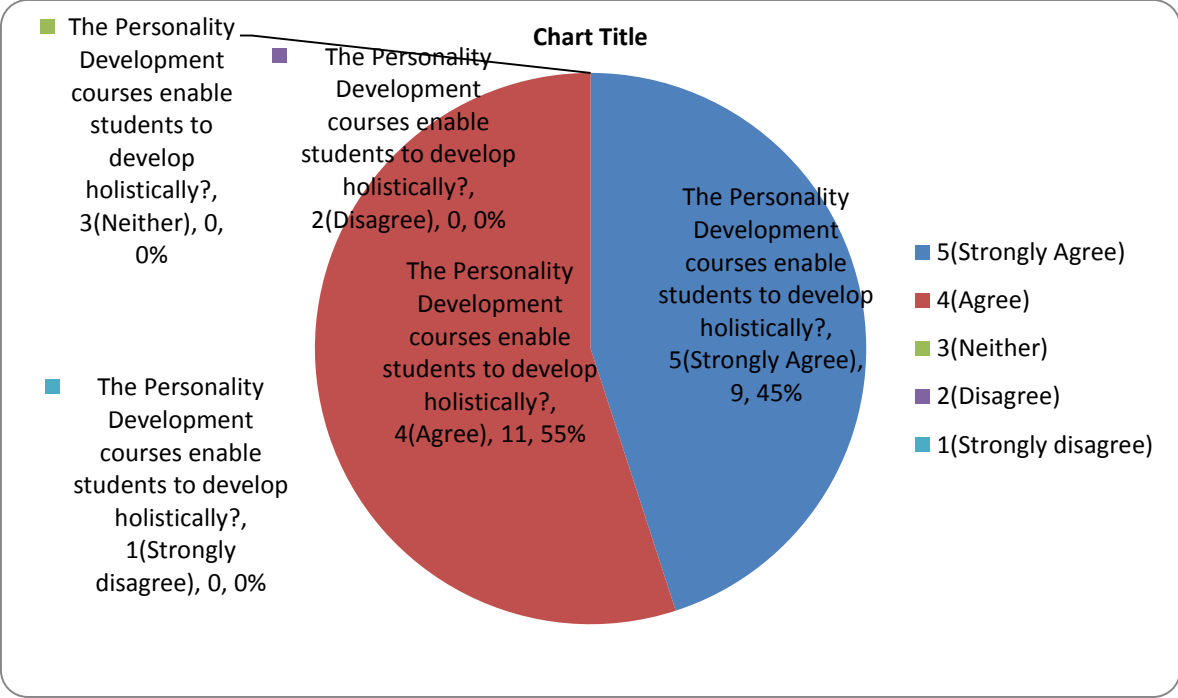


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Most of the employers agree that the courses help in developing the students professionally with both the core competencies and state of art technologies. The attainment is tabulated below,

S.No	Question	ATTAINMENT (SCALE OF 3)
1	The syllabus caters to the basics and state of art technologies?	2.45
2	The courses inculcate ethical and professional responsibilities?	2.70
3	The hands-on and elective courses are industry relevant?	2.50
4	The Personality Development courses enable students to develop holistically?	2.45
5	The Program Outcomes and course Objectives are clearly stated?	2.65



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FEEDBACK FROM PARENTS

The feedback from parents enabled us to understand the influence of curriculum in development of students to responsible graduates in the society. The various questions asked to parents and their mapping with the mission statements are as follows,

Parents

(1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree)

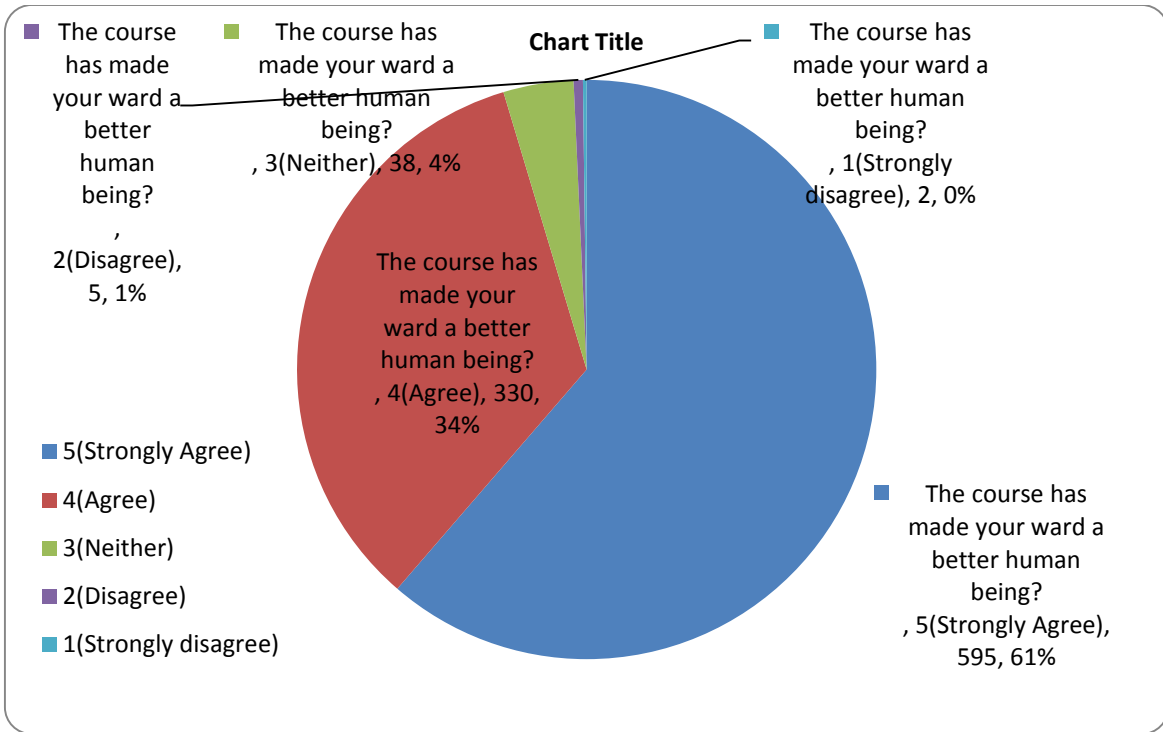
1. The course has made your ward a better human being?
2. The credits allocated to the courses are ideal?
3. The courses have prepared your ward to face the global challenges?
4. The program would enable your ward to progress in career?
5. The syllabus has equipped your ward towards nation building?

	M1	M2	M3	M4	M5
The course has made your ward a better human being?	3	3	3	3	3
The credits allocated to the courses are ideal?	3	3		2	2
The courses have prepared your ward to face the global challenges?	2	3	3	3	3
The program would enable your ward to progress in career?	3	3	3	3	3
The syllabus has equipped your ward towards nation building?	3	3	3	3	3
MAPPING SCORE	2.8	3	3	2.8	2.8

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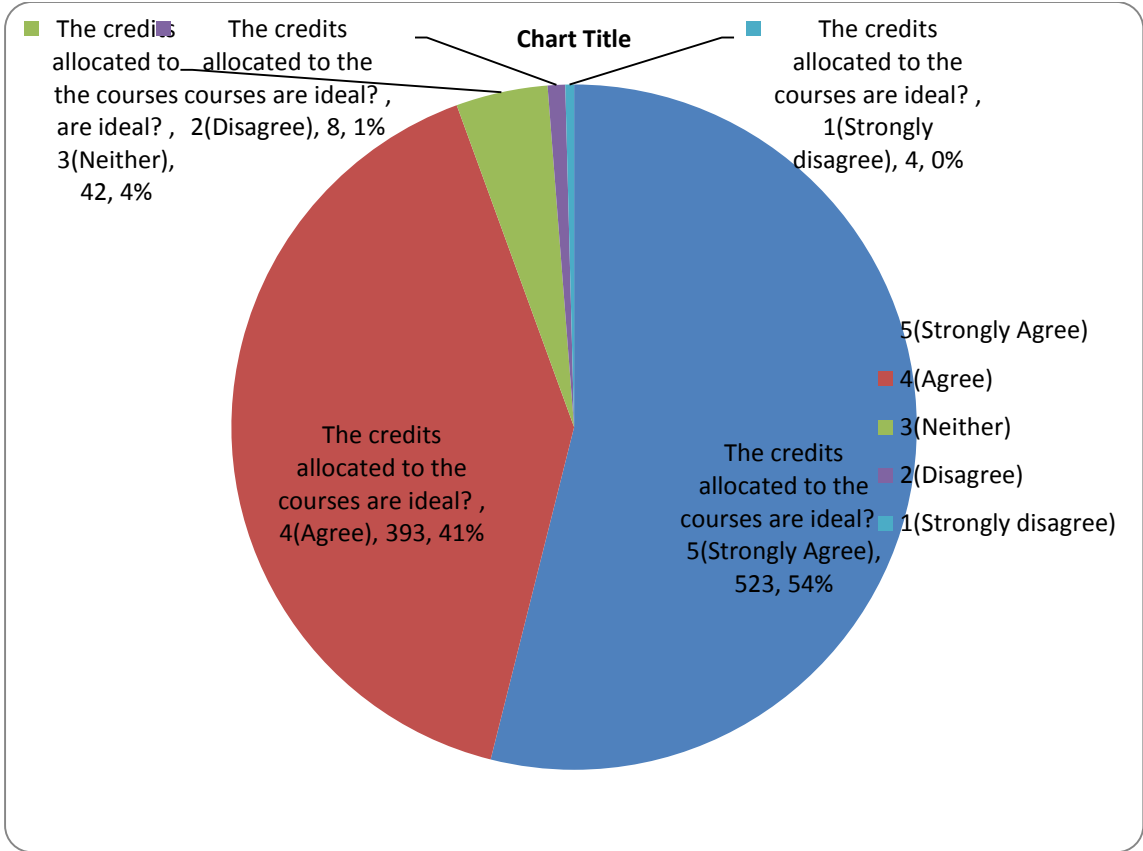
The detailed report is as shown in the figures below,


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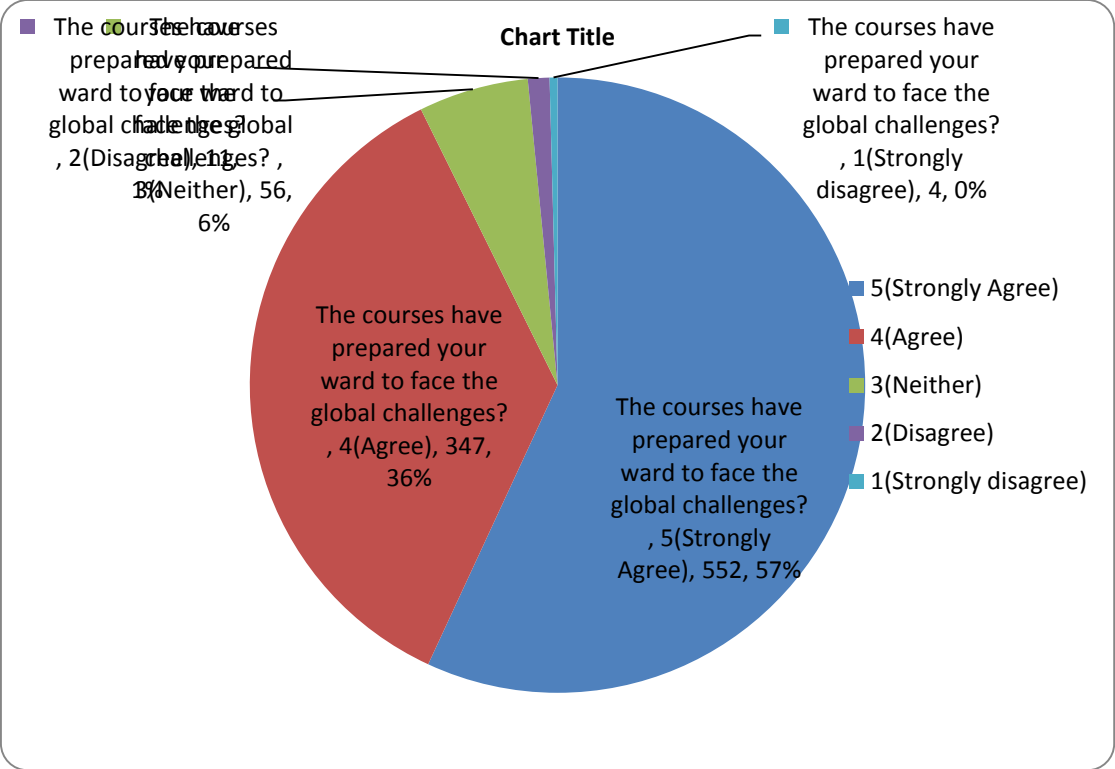
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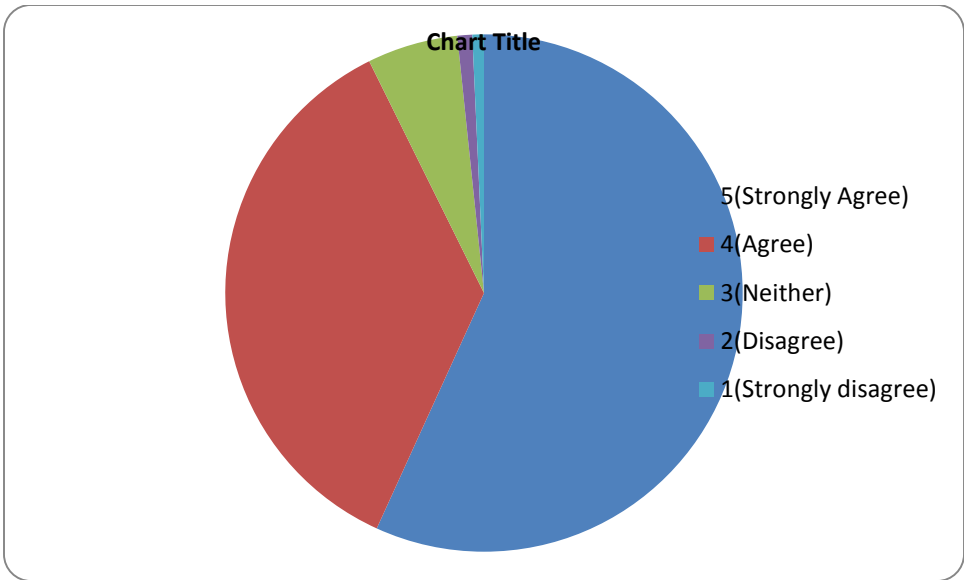
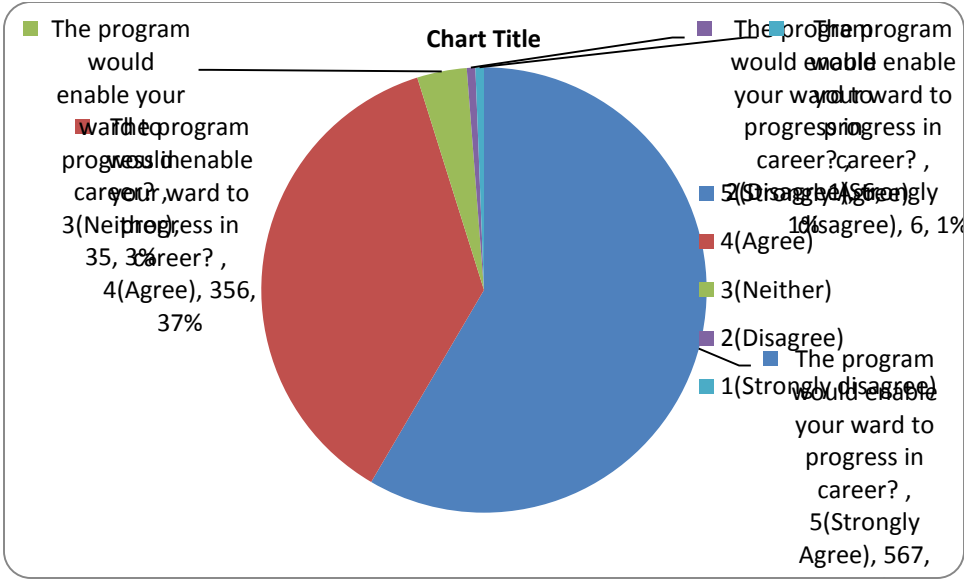


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The parents agree that the courses made their children to be better human beings and individuals. The attainment is as follows,

S.No	Question	ATTAINMENT (SCALE OF 3)
1	The course has made your ward a better human being?	2.56
2	The credits allocated to the courses are ideal?	2.47
3	The courses have prepared your ward to face the global challenges?	2.48
4	The program would enable your ward to progress in career?	2.52
5	The syllabus has equipped your ward towards nation building?	2.48



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FEEDBACK FROM STUDENTS

The feedback from students was obtained to understand if the courses are easy for them to understand, availability of reading materials and course content. The students rated for all the courses they studied in that particular semester. The five questions that were relevant to the curriculum are as follows,


1. Did you understand the basic objective of the course?
2. Availability of prescribed learning materials?
3. Is the effort required by the student optimal?
4. Relevance of the course to current industrial practices?
5. Overall, how satisfied are you with the course content?

The students answered the questions in a scale of 1 to 5 (1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree).

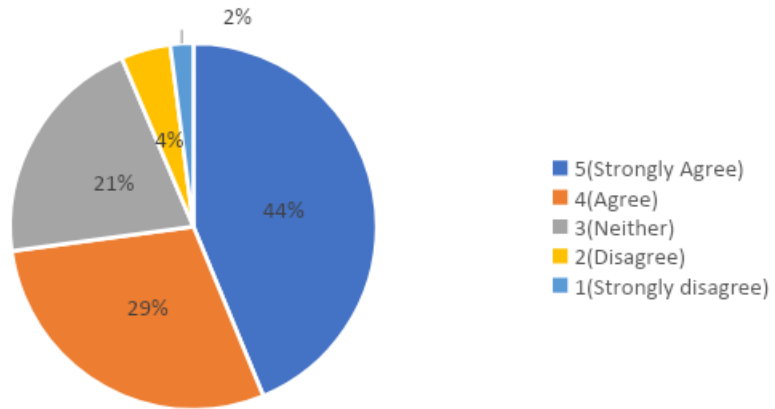
	M1	M2	M3	M4	M5
Did you understand the basic objective of the course?	3	3	2		3
Availability of prescribed learning materials?	3	3		3	3
Is the effort required by the student optimal?	3	3	3	2	
Relevance of the course to current industrial practices?	2	3	3		3
Overall, how satisfied are you with the course content?	3	3	3	3	3
MAPPING SCORE	2.80	3.00	2.75	2.67	3.00

*3 indicates high correlation, 2 indicates medium correlation, 1 indicated low correlation and blanks indicate no correlation.

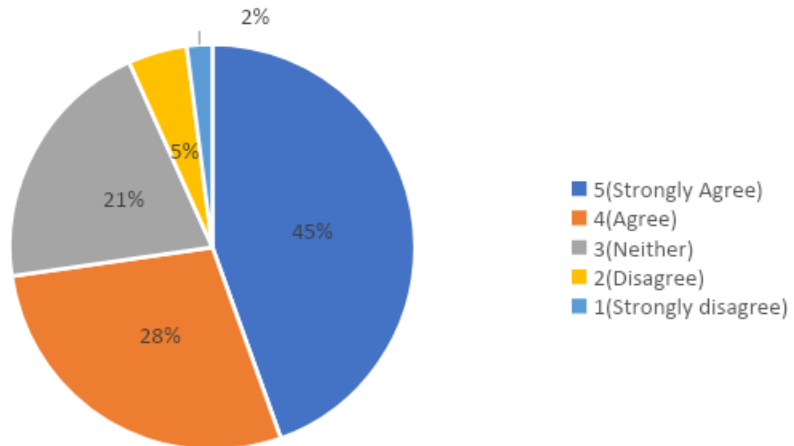
The feedback from the students are as shown in the figures below.


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Did you understand the basic objective of the course?

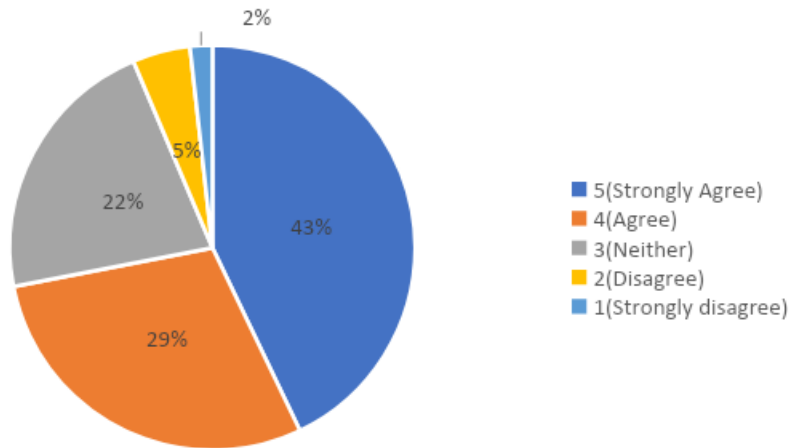


Availability of prescribed learning materials?

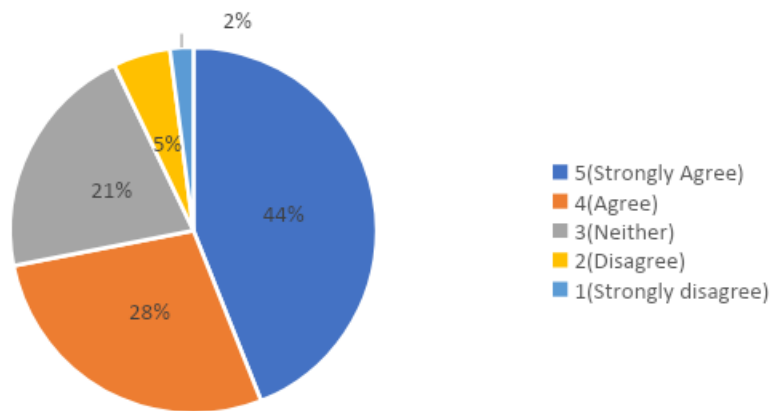


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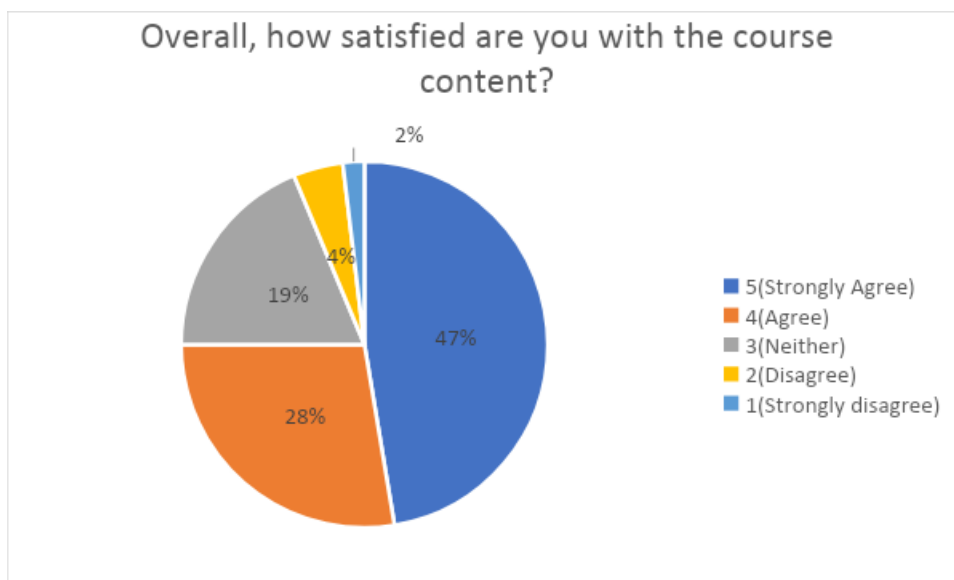
Is the effort required by the student optimal?



Relevance of the course to current industrial practices?



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About 5% of the students have difficulty in learning materials and relevancy of courses. The attainment obtained from the feedback is as follows,

S.No	Question	ATTAINMENT (SCALE OF 3)
1	Did you understand the basic objective of the course?	2.10
2	Availability of prescribed learning materials?	2.11
3	Is the effort required by the student optimal?	2.08
4	Relevance of the course to current industrial practices?	2.10
5	Overall, how satisfied are you with the course content?	2.16


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ANALYSIS OF FEEDBACK AND ACTION TAKEN REPORT

Feedback from the various stakeholders indicate that the courses are industry relevant and improves the core competencies in students. The allocation of credits, efforts required by students, availability of materials and development of students into professionals are well achieved.

The average scores obtained from the various stakeholders were analyzed to understand the attainment of the objectives of the institution. The target was fixed to be 85% of the maximum level of attainment. Maximum attainment was calculated by averaging the maximum scores of attainment of all the stakeholders.

	M1	M2	M3	M4	M5
Maximum Attainment	2.76	2.81	2.89	2.81	2.88
Target (85% of Maximum)	2.35	2.39	2.46	2.39	2.45

The attainment of the feedback by the stakeholders are summarized below. The overall attainment is computed by averaging the attainments from the various stakeholders.

	M1	M2	M3	M4	M5
Academic Peers	2.61	2.41	2.51	2.48	2.30
Alumni	2.69	2.25	2.47	2.43	2.46
Industry Experts	2.45	2.70	2.50	2.45	2.65
Parents	2.56	2.47	2.48	2.52	2.48
Students	2.10	2.11	2.08	2.09	2.16
Overall attainment	2.48	2.39	2.41	2.40	2.41

The comparison chart below indicates that about 85% of target was achieved towards the mission of the institution.


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ACTION TAKEN

Department	Feedback	Action Taken
Civil Engineering	More value-added courses may be included. This value-added course needs to be handed by Industrial person.	More number of value-added courses has been conducted for the students by Industrial Experts
Biomedical Engineering	Objective type questions (MCQ's) can be introduced in all courses.	MCQ questions have been introduced
Bioengineering	Advised to allow the student register online courses and give credit to that	20% of the courses can be done through Swayam / NPTEL and the credit can be transferred
Microbiology	The course structure and syllabus are in line with the prescribed format (UGC)	The curriculum has been mapped with Industry requirements and a revamp has been made
Biochemistry	UG syllabi with mini project and paper presentation will be useful for the students.	Mini project and paper presentation has been incorporated within the syllabi
Ocean Engineering	<p>1. Co -Po mapping has to be updated for all subjects. 6 CO's for every subject should be introduced and 2 course objecting should be introduced.(CO - Course Outcomes and PO – Program Outcomes)</p> <p>2. Some subjects should be encouraged to 3 credits. HOD to take necessary action Minimum core subjects should be updated to 4 credits.</p> <p>3. Knowledge level (K1 – K5) has to be adapted in question papers</p> <p>4. CO-Po mapping for all subjects should be updated. Six (6) outcomes for all subjects to be updated</p>	CO-PO mapping has been updated for all the courses. Knowledge level mapping would be carried out from next year onwards
Hotel and Catering Management	<p>1. Objective type questions should be introduced for UG and diploma courses.</p> <p>2. More importance should be given for Industrial visit has it</p>	<p>Objective questions have been introduced</p> <p>It is mandatory for the students to go on Industrial Visit</p>

	helps the students to get better understanding of the subjects. 3. Allied papers can be simplified.	BoS to look into it
Commerce	1. Curriculum of commerce and related programs are on par with that of established institution 2. Allocation of credits to course is mode as UGC norms Not Required 3. Curriculum is been updated according current scenario in periodically so as to developments in the commerce field	The best practices in Commerce Curriculum are shared with other Departments
Physics	I have gone through the syllabus and curriculum for B.Sc Physics, really it is good.	The best practices in Physics Curriculum are shared with other Departments



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