

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

INTERNAL QUALITY ASSURANCE CELL

FEEDBACK ANALYSIS FOR THE ACADEMIC YEAR 2019-20

Feedback was collected from the various stakeholders of the institution namely Academic peers, Alumni, Industry experts, Parents and Students.

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.


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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?

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

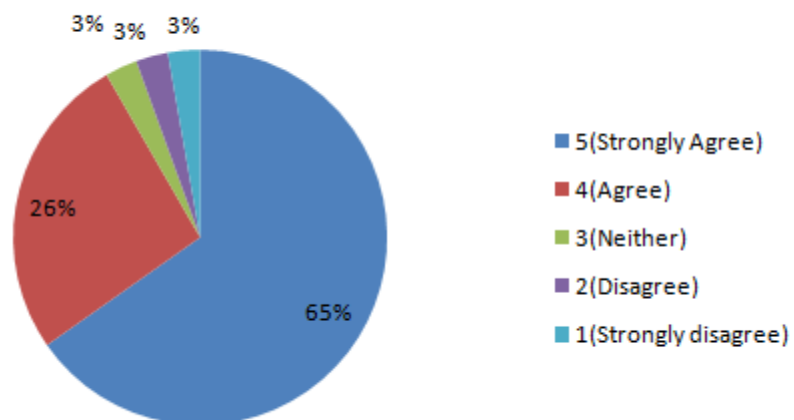
	M1	M2	M3	M4	M5
The sequence of courses in the Syllabus is logical?	3	3			3
Syllabus covers latest advancements?	3	3	3	3	
The credits allocated to the courses are ideal?	3	3	2		3
The objectives of each course give clarity to the content?	3	3	3		3
The courses prepare the students for core competencies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

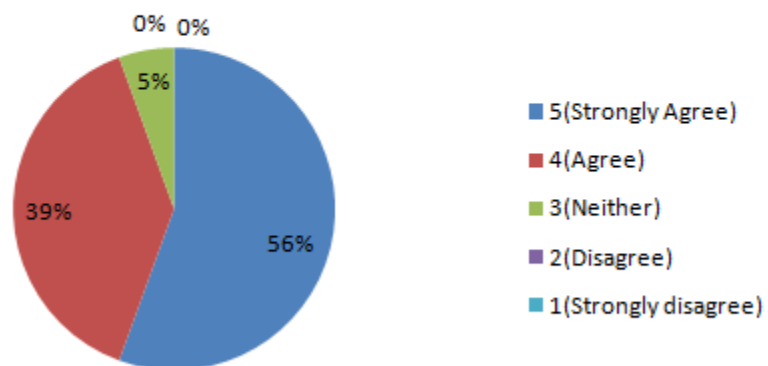
The detailed responses obtained for the various questions are as shown in figures below.


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Syllabus covers latest advancements?

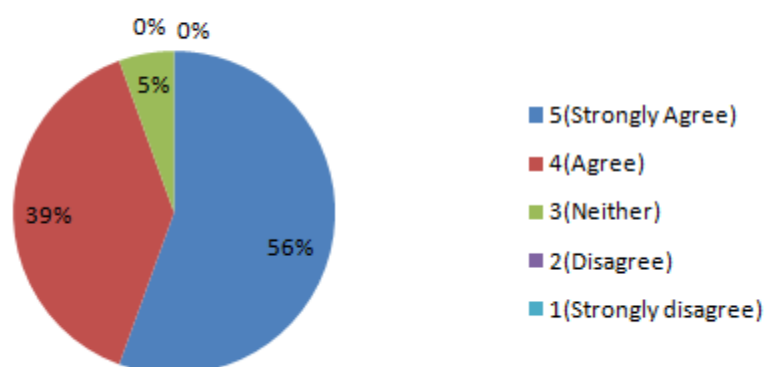


The credits allocated to the courses are ideal?

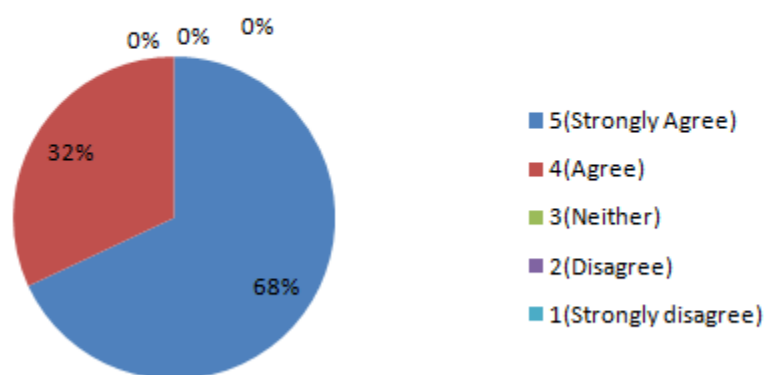


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The credits allocated to the courses are ideal?

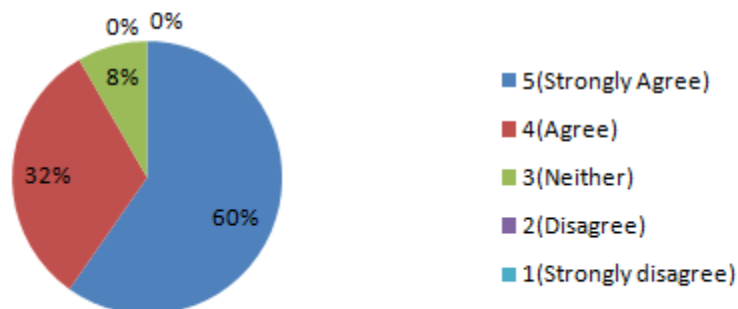


The objectives of each course give clarity to the content?



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The courses prepare the students for core competencies to face the global challenges?



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?	2.71
2	Syllabus covers latest advancements?	2.51
3	The credits allocated to the courses are ideal?	2.50
4	The objectives of each course give clarity to the content?	2.68
5	The courses prepare the students for core competencies to face the global challenges?	2.51


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FEEDBACK FROM INDUSTRY EXPERTS (EMPLOYERS)

The feedback for the curriculum was obtained from Industry experts to understand whether the curriculum enables the student to be industry ready. 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?

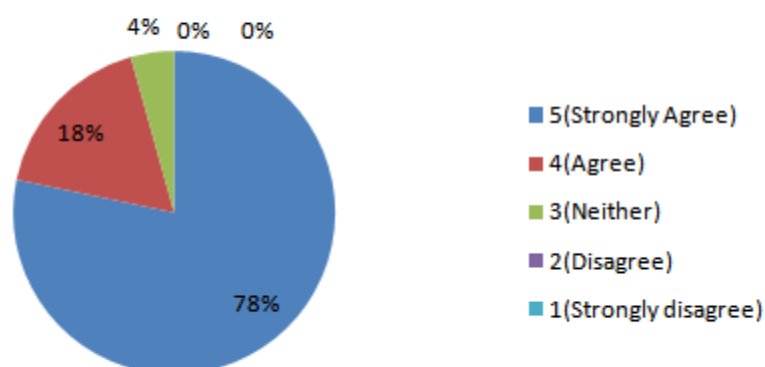
	M1	M2	M3	M4	M5
The syllabus caters to the basics and state of art technologies?	3	3	3	3	
The courses inculcate ethical and professional responsibilities?	3	2	3	3	3
The hands-on and elective courses are industry relevant?	2	3	3	2	
The Personality Development courses enable students to develop holistically?	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

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

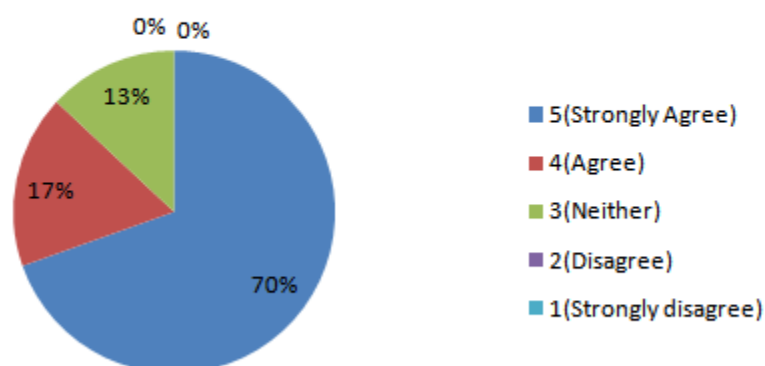
The detailed analysis of the feedback are as in the figures below,


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The syllabus caters to the basics and state of art technologies?

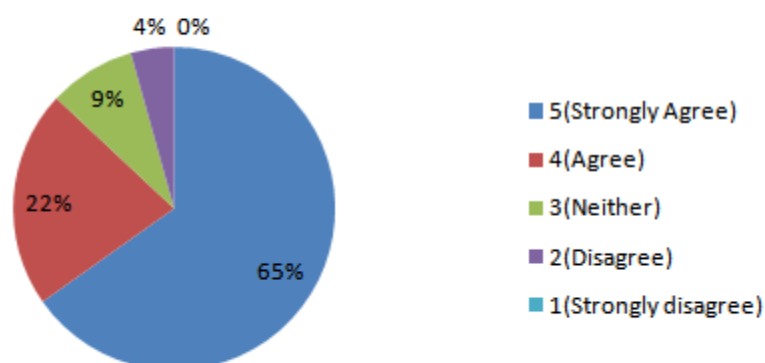


The courses inculcate ethical and professional responsibilities?

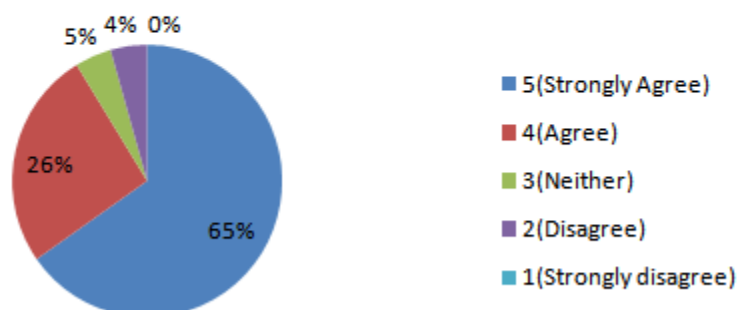




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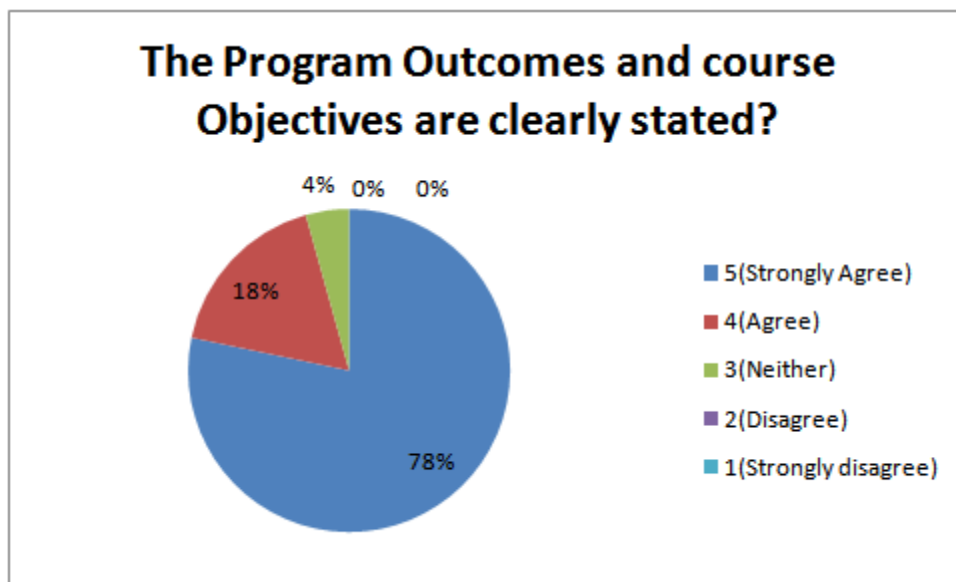
The hands-on and elective courses are industry relevant?



The Personality Development courses enable students to develop holistically?





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While most of the employers agree that the courses help in developing the students professionally with both the core competencies and state of art technologies, few of them indicate the need to improve the content by including more hands-on and industry relevant 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?	2.74
2	The courses inculcate ethical and professional responsibilities?	2.57
3	The hands-on and elective courses are industry relevant?	2.48
4	The Personality Development courses enable students to develop holistically?	2.52
5	The Program Outcomes and course Objectives are clearly stated?	2.74


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FEEDBACK FROM ALUMNI

The feedback for the curriculum was obtained from alumni to understand whether the Course content gives clarity and suits the current situation. 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,

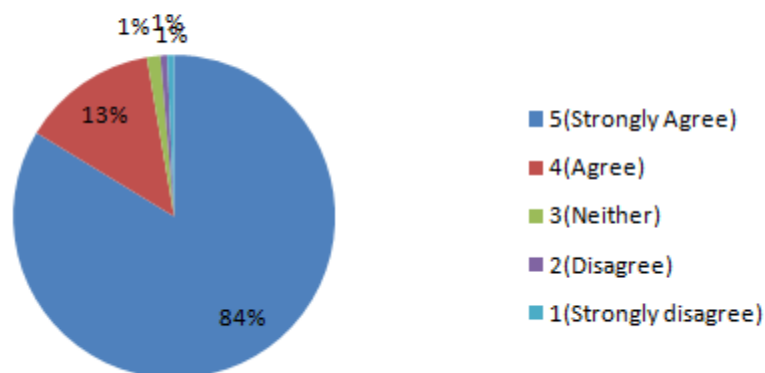
	M1	M2	M3	M4	M5
The relevance of the courses in relation to the Program is good?	3	3	3	3	3
The relevance of electives in relation to the Industry requirement is optimal?	2	3	3		3
The courses I studied are useful in my current job?	3	3	3	3	3
The course objectives give clear idea on what to expect from 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.

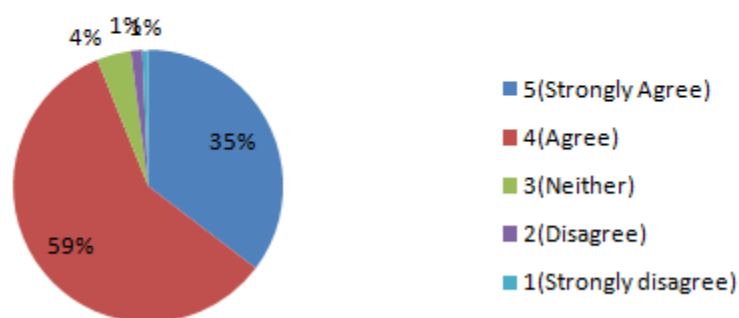
The detailed analysis of the feedbacks are as given below,



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The relevance of the courses in relation to the Program is good?

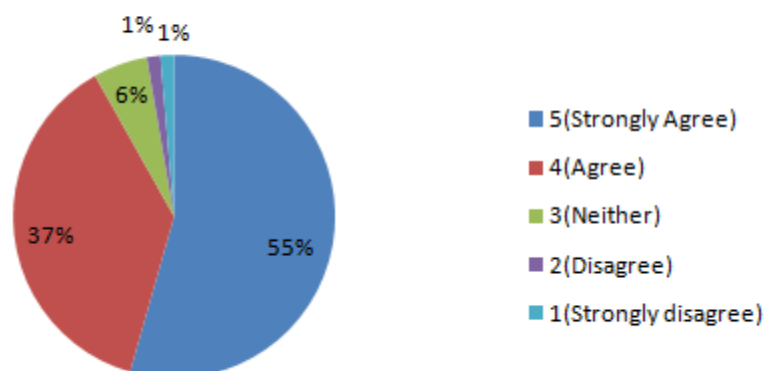


The relevance of electives in relation to the Industry requirement is optimal?

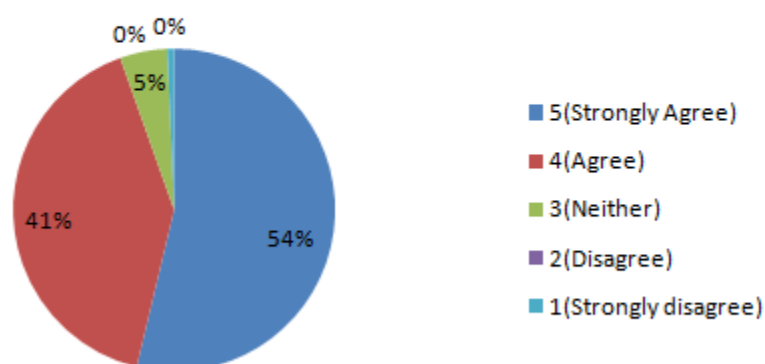



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The courses I studied are useful in my current job?

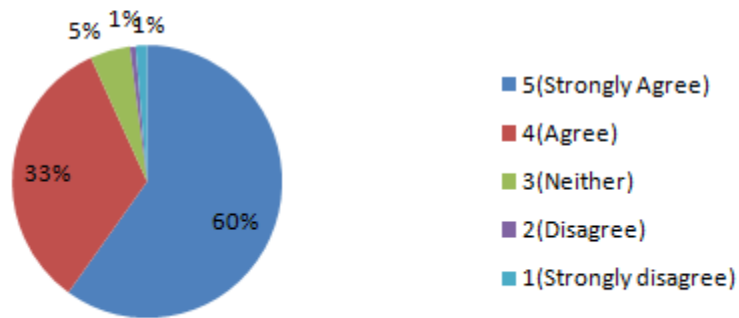


The course objectives give clear idea on what to expect from the course?





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The experiments / internships in the course were relevant to the real world?



Most of the alumni agree that the courses were relevant in their careers. 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?	2.80
2	The relevance of electives in relation to the Industry requirement is optimal?	2.27
3	The courses I studied are useful in my current job?	2.44
4	The course objectives give clear idea on what to expect from the course?	2.48
5	The experiments / internships in the course were relevant to the real world?	2.51


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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?

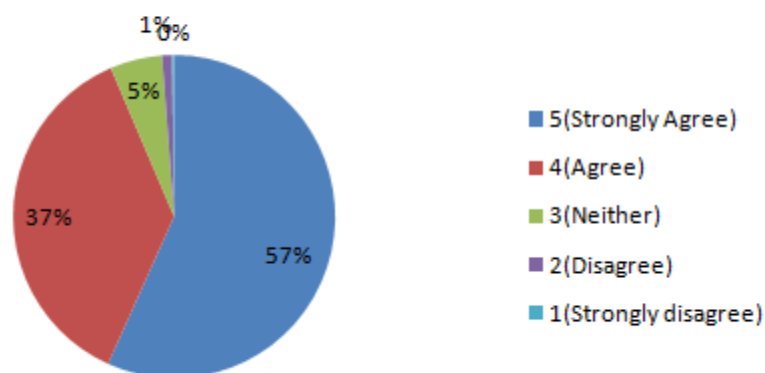
	M1	M2	M3	M4	M5
The course has made your ward a better human being?	3	3	3	3	3
The credits allocated to the courses are ideal?	3	3		2	2
The courses have prepared your ward to face the global challenges?	2	3	3	3	3
The program would enable your ward to progress in career?	3	3	3	3	3
The syllabus has equipped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

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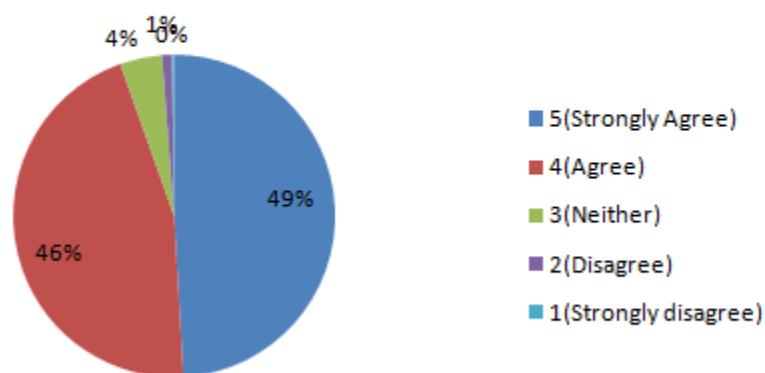
The detailed report is as shown in the figures below,


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The course has made your ward a better human being?

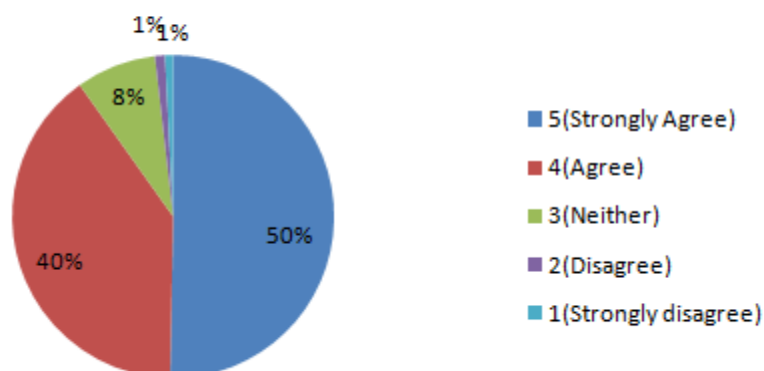


The credits allocated to the courses are ideal?

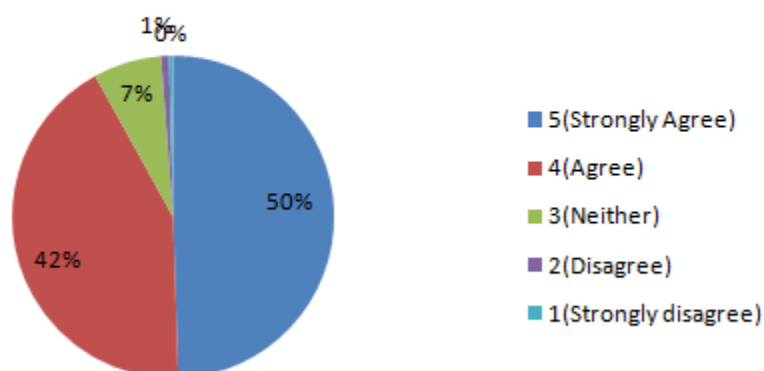


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**The courses have prepared your ward
to face the global challenges?**

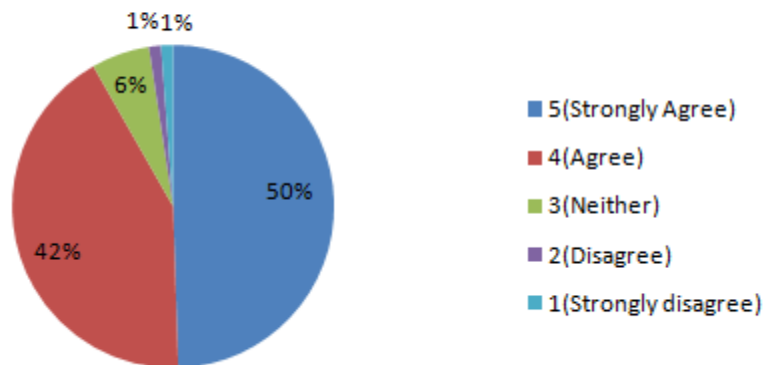


**The program would enable your ward
to progress in career?**



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The syllabus has equipped your ward towards nation building?



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?	2.49
2	The credits allocated to the courses are ideal?	2.42
3	The courses have prepared your ward to face the global challenges?	2.39
4	The program would enable your ward to progress in career?	2.40
5	The syllabus has equipped your ward towards nation building?	2.39

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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).

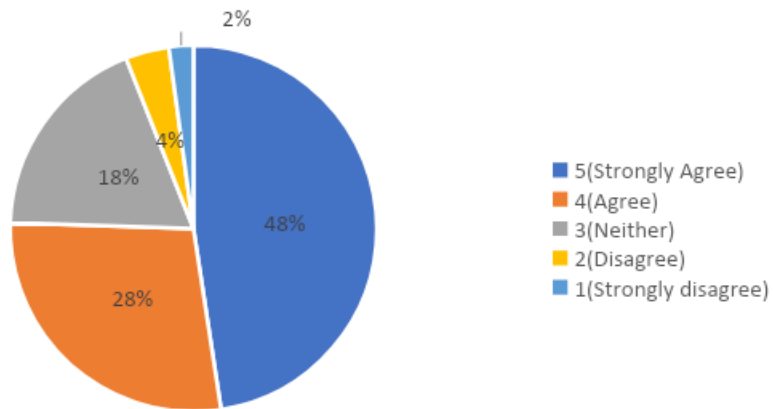
	M1	M2	M3	M4	M5
Did you understand the basic objective of the course?	3	3	2		3
Availability of prescribed learning materials?	3	3		3	3
Is the effort required by the student optimal?	3	3	3	2	
Relevance of the course to current industrial practices?	2	3	3		3
Overall, how satisfied are you with the course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

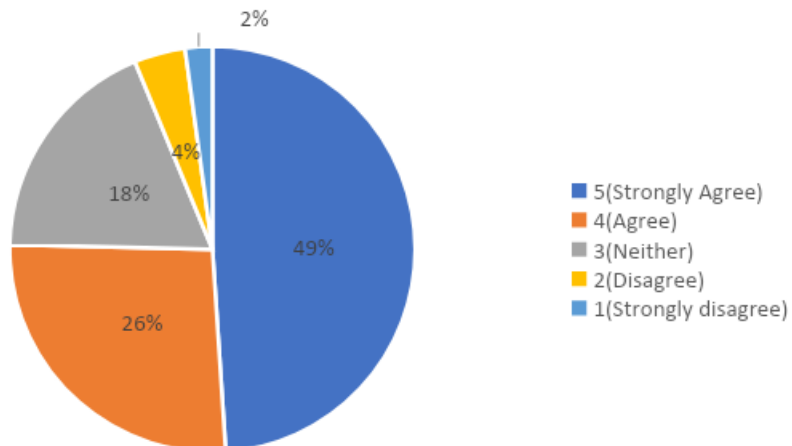
The feedback from the students are as shown in the figures below.


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Did you understand the basic objective of the course?

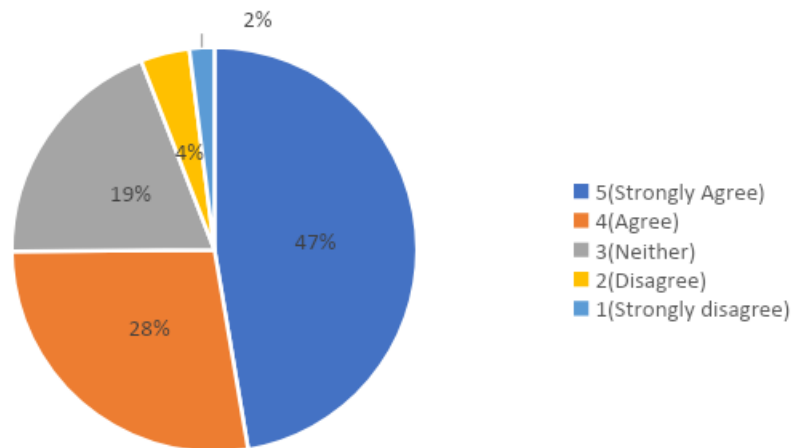


Availability of prescribed learning materials?

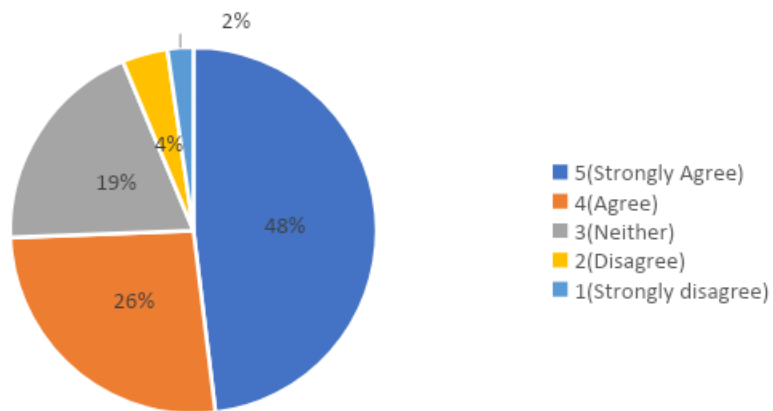


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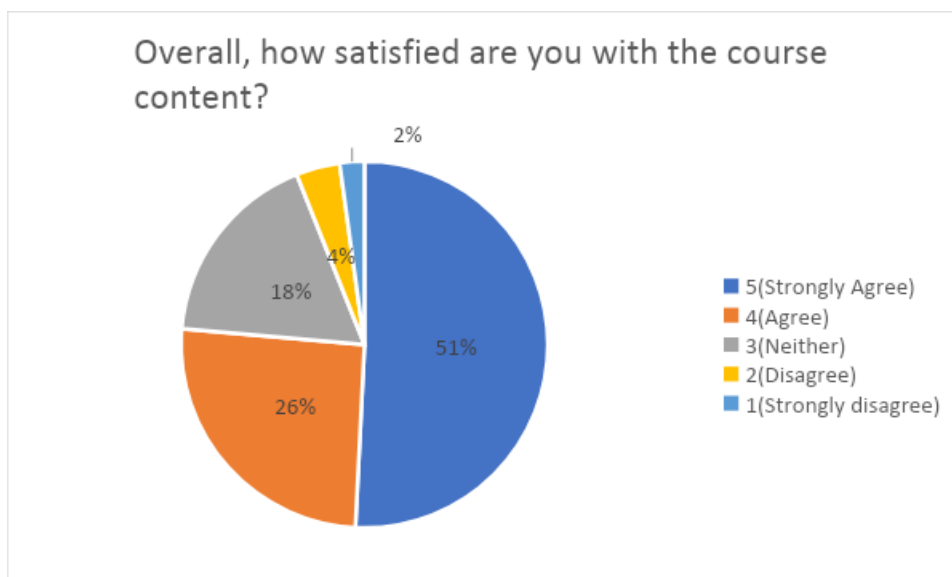
Is the effort required by the student optimal?



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.

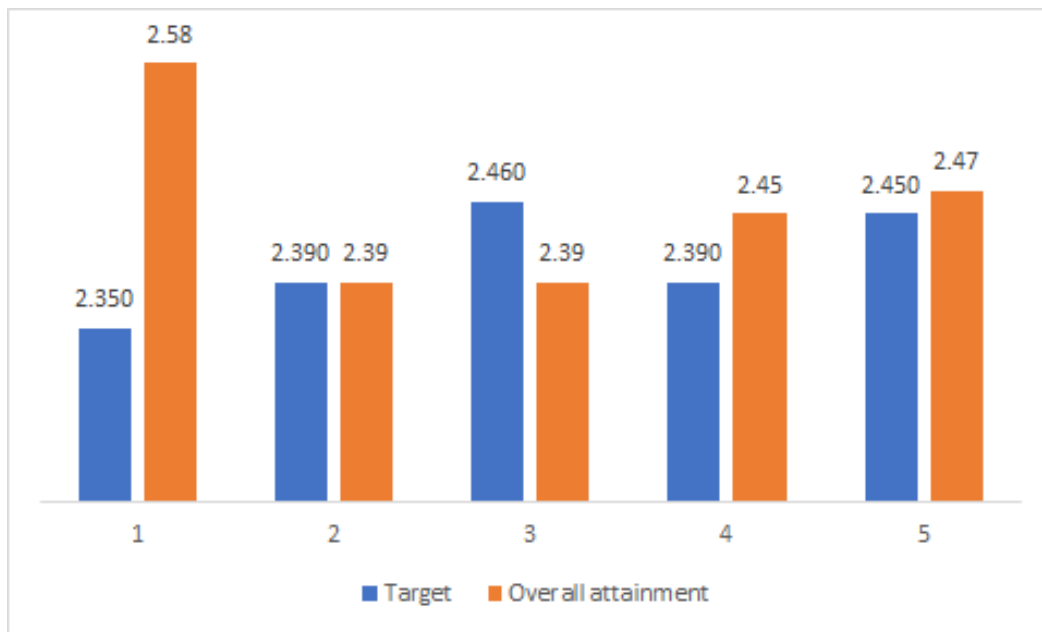
	M1	M2	M3	M4	M5
Maximum Attainment	2.76	2.81	2.89	2.81	2.88
Target (85% of Maximum)	2.35	2.39	2.46	2.39	2.45

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	2.71	2.51	2.50	2.68	2.51
Alumni	2.80	2.27	2.44	2.48	2.51
Industry Experts	2.74	2.57	2.48	2.52	2.74
Parents	2.49	2.42	2.39	2.40	2.39
Students	2.17	2.18	2.16	2.16	2.21
Overall attainment	2.58	2.39	2.39	2.45	2.47

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


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Feedbacks indicate the achievement beyond target towards the attainment of the mission of the institution. Improvements need to be made on project and research related activities to enhance the research output of students.

ACTION TAKEN REPORT

Department	Feedback	Action Taken
Civil Engineering	1. The Syllabus and curriculum are well planned and adhering to UGC norms. 2. Offering of value added courses (UACS) are benefitting the students by enhancing their employability	Employability oriented Value Added courses in association with Industry is being conducted
Computer Science and Engineering	The course and syllabus are oriented towards overall development of the learner	As the Curriculum is designed in such a way that it caters to the overall development of the learner, other Departments are oriented about the same.
Bio Engineering	The Co -PO mapping has to be reworked as the all the Cos are mapped with all Pos, but this is not correct. The first four Pos known as the basket Pos will maximum cover all the Pos	A new software for "Outcome Based Education" has been purchased and FDP is conducted to make all the faculty members well versed in CO-PO mapping. All the courses would be revamped
English	The PG syllabus may be lightened	The Board of Studies will look into it and do the needful
Business Administration	1. Additional industry specific courses like Logistics and supply chain management, Business Data Analytics Cyber security and Hospitality and travel management can be considered 2. Orientation and bridge courses can be included to enhance students performance 3. Online courses can be integrated into the program.	The Board of Studies would incorporate the 4 courses in the curriculum along with others The duration of bridge courses would be increased 20-40% of the courses can be done through Swayam


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Biochemistry	New job oriented course may be conducted	The Board of Studies will look into it and do the needful
Ocean Engineering	Knowledge outcomes to be mentioned in syllabus	The Board of Studies will look into it and do the needful
Hotel and Catering Mangement	To enable the students comprehend the subject of H&CM better – Industrial visit/ Field trips may be made regularly to sites such as cloud kitchens, Brewery/ winery, caunting . etc	Due to Covid, field trips are not possible. Virtual visits are being planned
Mass Communication	Multimedia lab need to be concentrated for upgradation of software as well as increase the number of computer systems from (30) to 50. Because the number of entries are more.	The upgradation is under process


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