

RAJAGIRI COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS)

STRUCTURED FEEDBACK ANALYSIS 2017-18



L. J. Amitha

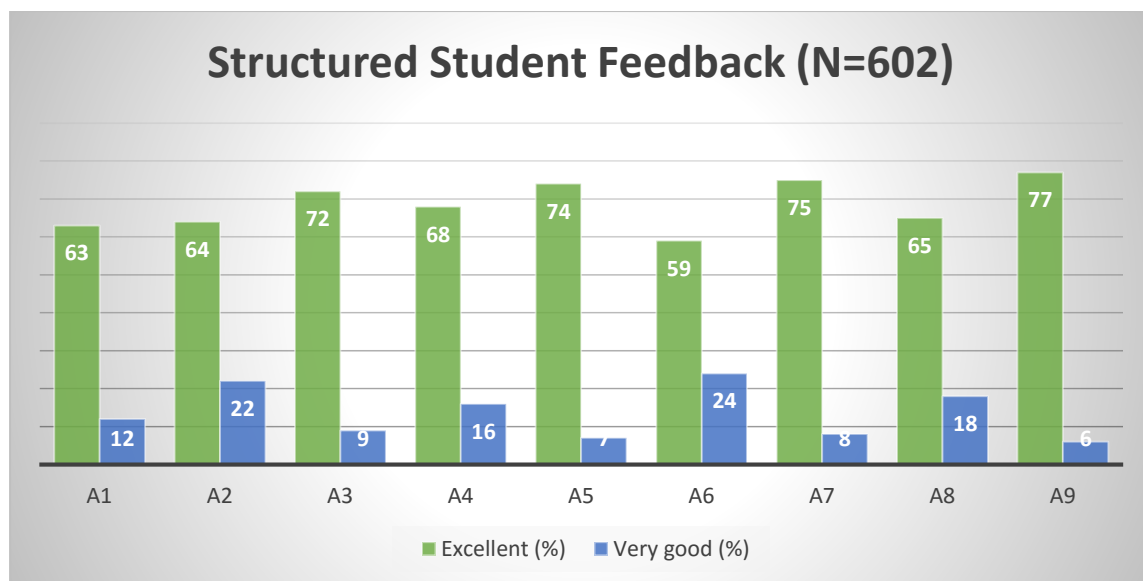
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Analysis of Structured Feedback from Students

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



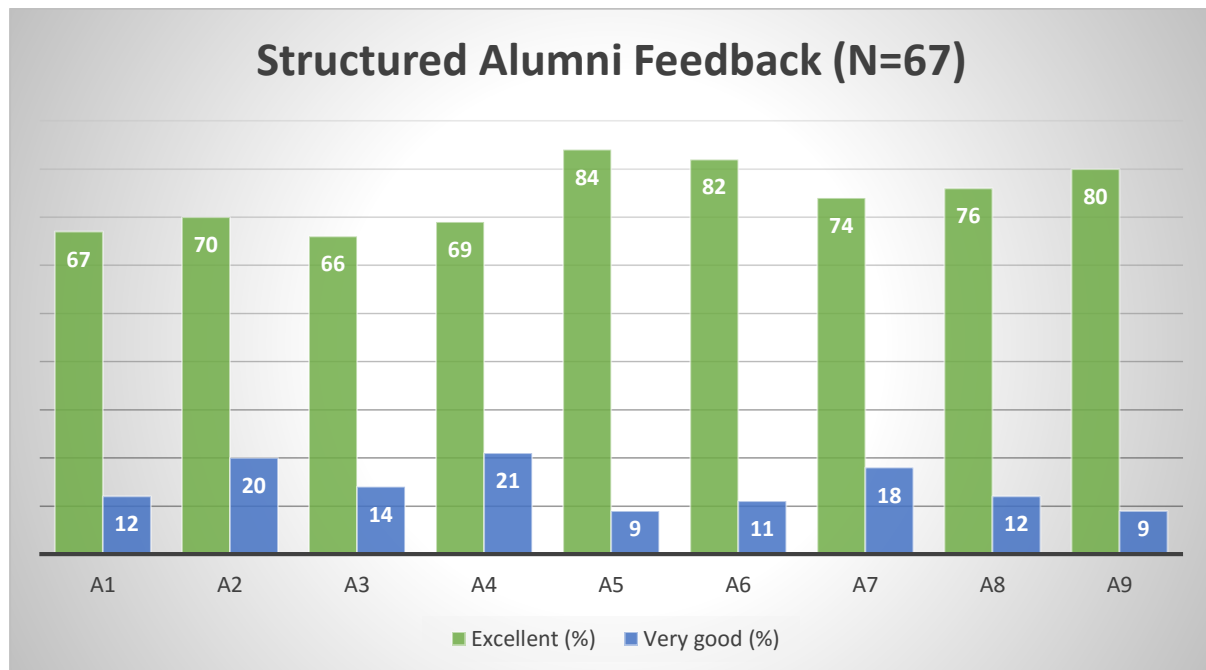

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Analysis of Structured Feedback from Alumni

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



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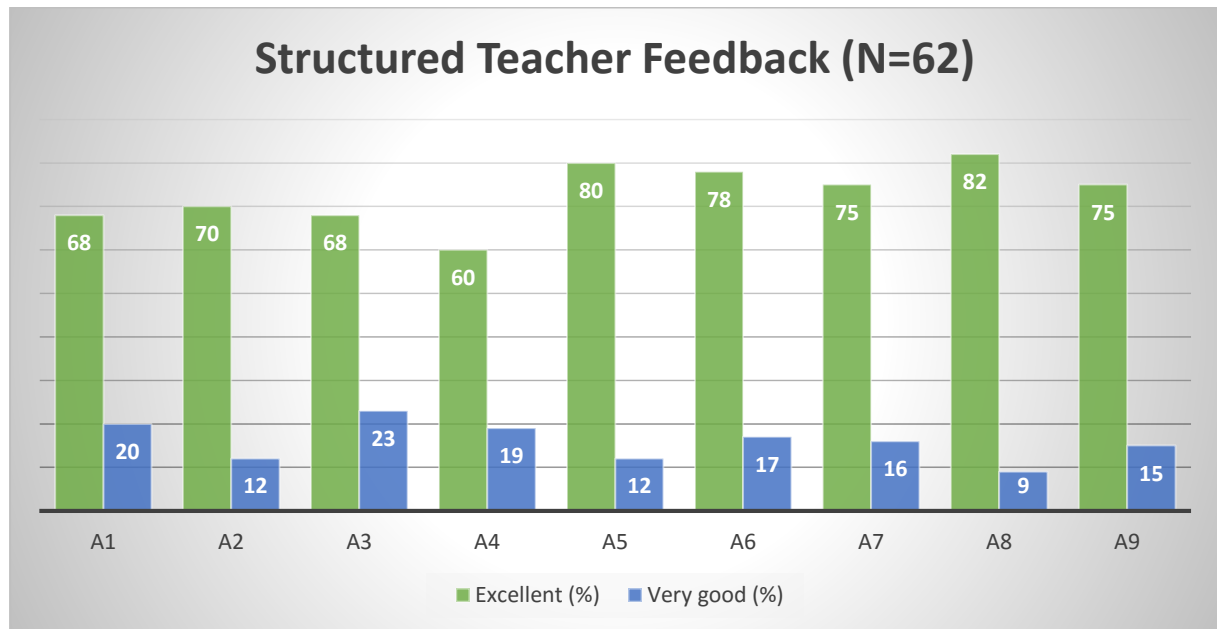
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Analysis of Structured Feedback from Teachers

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

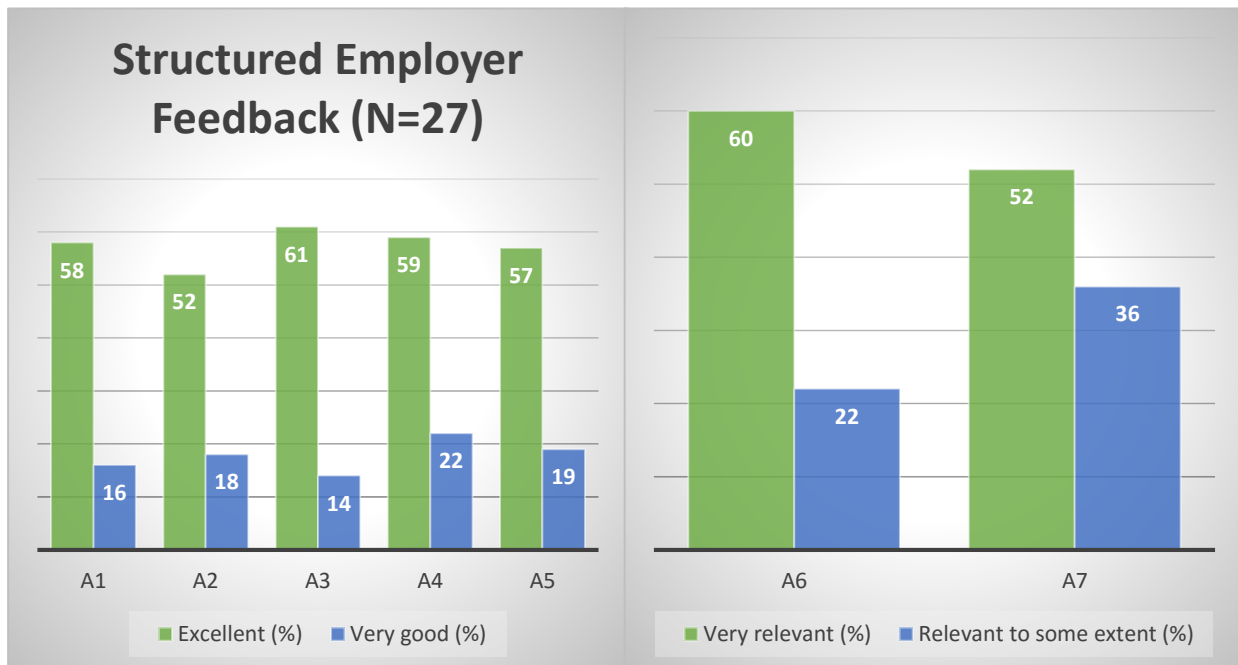


Analysis of Structured Feedback from Employers

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 27 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

Students suggested improving the industry interaction and rural camp programmes. The feedback from alumni suggested to add some programmes in the syllabus 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. Teacher feedback emphasized on having domain specific add on courses, strengthening core courses etc.

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 adding more life skills programs like Turning Point. The curricula should give importance to automated testing like Selenium also apart from programming. Students suggested introducing more extracurricular activities. They also expressed their concern regarding addition of recent technologies to meet the challenges of the Software Industry. Teachers expressed their concern about the curriculum in terms of the content of the syllabi. They felt that the Syllabi has to be revamped with more focus on recent trends in technologies and importance of activity oriented teaching. The curricula can be modified to include integrated courses so that the detailed syllabi can be covered.



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Department of Social Work

BSW students suggested cutting down the contents of the environment course in the 4th semester. They also suggested the enrichment course on office management to be more practical oriented. MSW students commented on the vastness of few courses which could be given as separate courses.

The alumni reported that the field work in different semesters provided a basic understanding of the contemporary practices in the domain, helped to develop skills to work with different clientele and increased their social sensitivity. They also suggested to add courses on disaster management, project management, counselling and social work with stigmatized groups etc. Teachers commented on the strengthening of the research course, reworking the syllabus on environmental studies to environmental social work, adding more skill based contents etc. Teachers also suggested to have an outcome based syllabus for the programmes. The employers commented on adding enrichment courses on practical skills required in an organizational setting like accounting, documentation, project writing, individual and group counselling 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. Teacher feedback was mainly on adding new courses like mentoring/coaching in organizations, Social Psychology for HR Managers etc in the curriculum.

Department of Library & Information Science

Library Science students suggested more skill based courses in the syllabus as theory course sessions are inadequate to practice skills and techniques. They suggested that



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more practical oriented study needed for to meet the competency in the profession. Both the employers and alumni suggested adding a skill based course on effective communication, documentation and professional grooming and etiquettes. The employers also suggested adding courses and practical training in task based assignments and risk management.

Department of Psychology

Main suggestions from the part of students were to provide more practical (Internships or clinics) in the curriculum. Some of them suggested Research training, Triple main/more specializations etc. Teachers suggested the addition of research methodology course for the BSc students, concurrent field placements and computerised psychometric practicals for the students.

Department of Commerce

The feedback from different stakeholders suggested adding more employability oriented add on courses for the students. The BBA students suggested having more industrial connect and updates.



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