

RAJAGIRI COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS)

STRUCTURED FEEDBACK ANALYSIS 2016-17



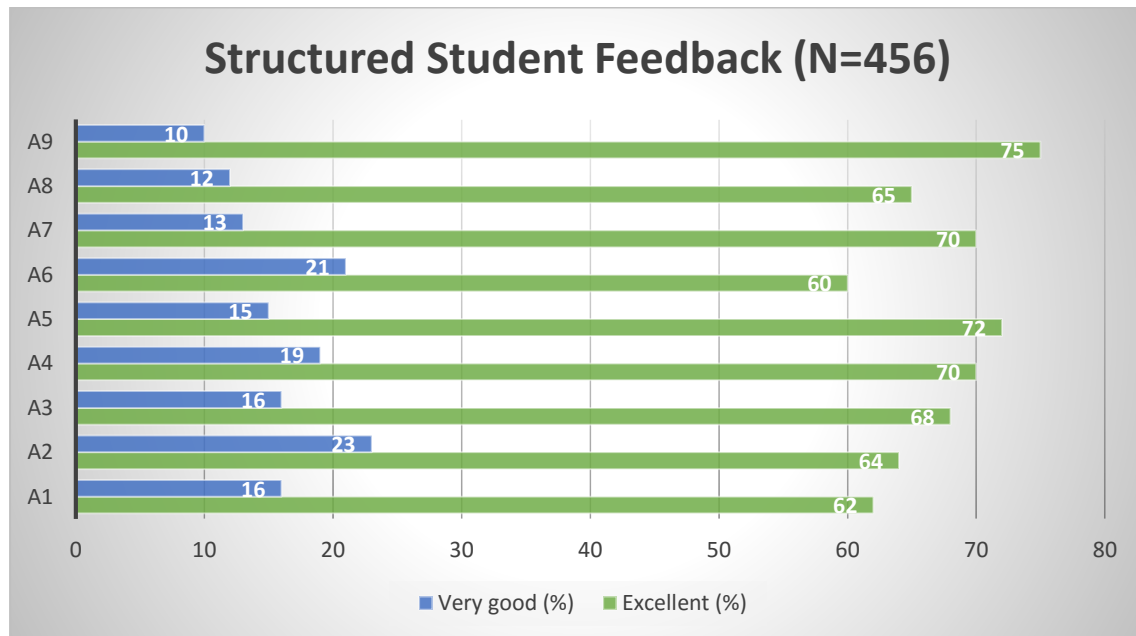
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Analysis of Structured Feedback from Students

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



R. J. J. J.

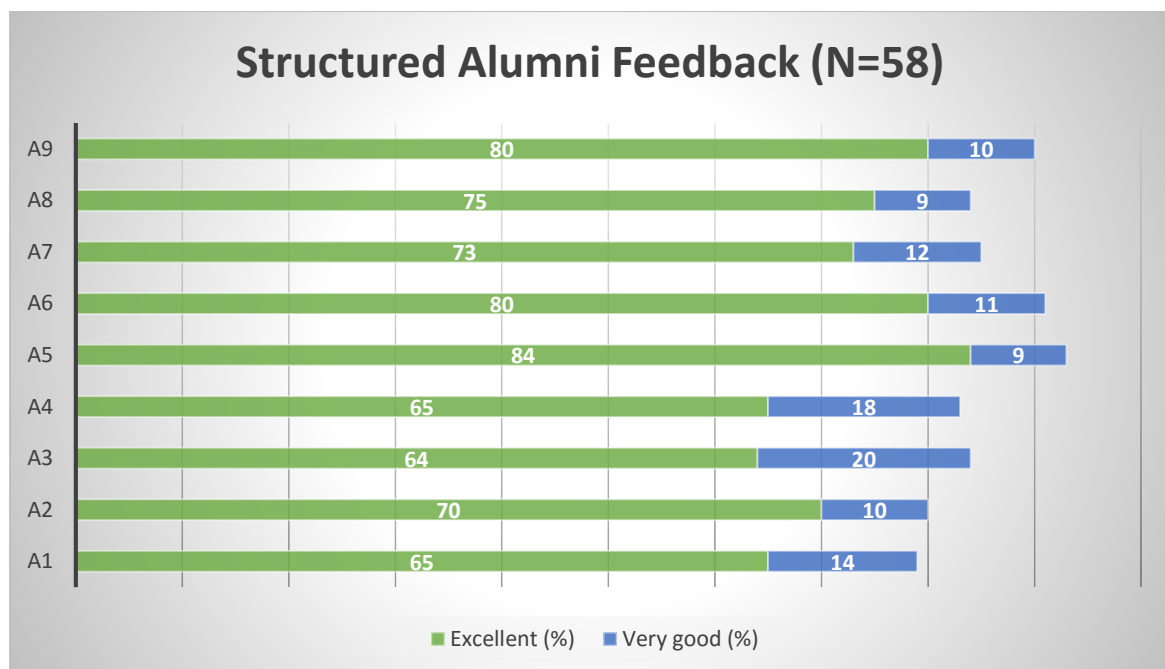
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Analysis of Structured Feedback from Alumni

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



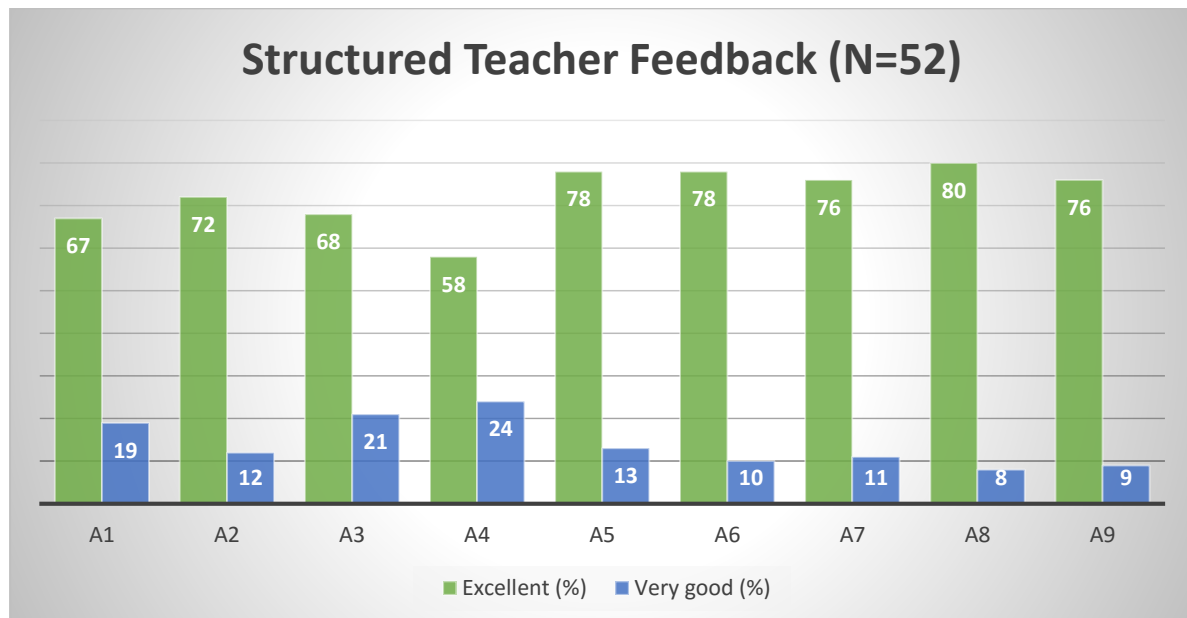

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Analysis of Structured Feedback from Teachers

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

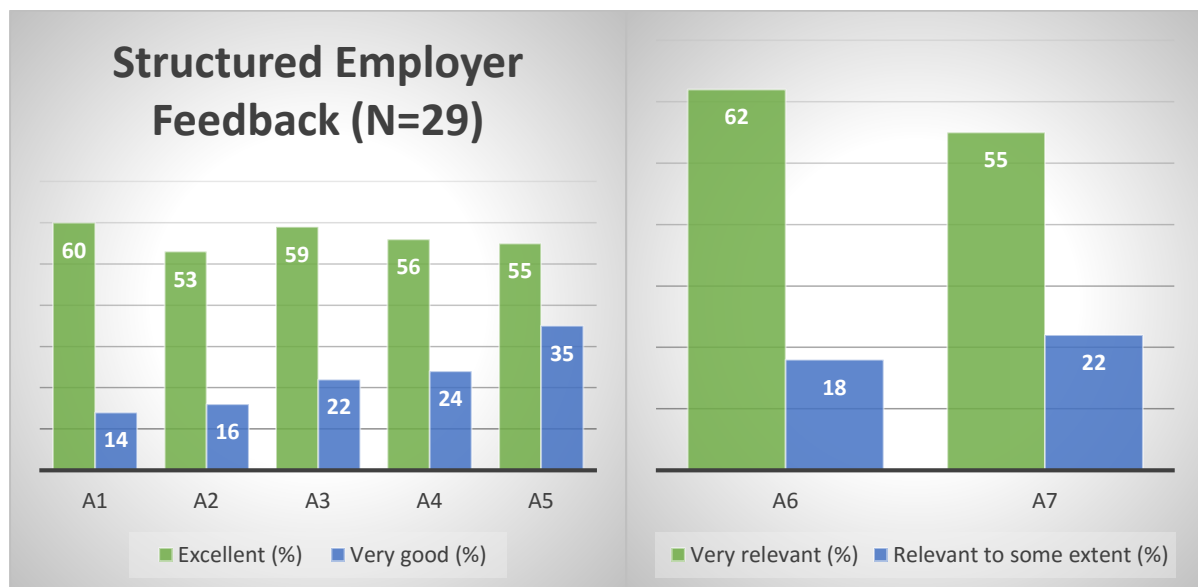


Analysis of Structured Feedback from Employers

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 29 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 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 modifying the curriculum based on expected Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

Department of Computer Science

Most of the employers felt that the students should be strong with the basics of Programming so that they can become good programmers. Their curriculum also should focus on making them more adaptable to the new paradigms. The curriculum should ensure that the students have more exposure to the recent trends in technology. The Alumni suggested more life skills programs to improve their interpersonal skills and communication. The curriculum should give importance to other fields of study like designing, testing, analyst and administration apart from programming. Students expressed their concern in including recent technologies to meet the challenges of the Software Industry. The curriculum should also encourage students to participate in Technical Fests conducted by other colleges. Teachers felt that the syllabus has to be revamped with more focus on recent trends in technologies, importance of activity oriented teaching as well as integrated courses.



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Department of Social Work

BSW students suggested cutting down the contents of the management course. MSW students suggested more skill based courses in the syllabus. The alumni reported of several courses which have been very useful to them in practice. They specially appreciated the field work component and the variety of settings they worked as part of the field practicum. Courses suggested by the alumni for adding in the syllabus include counselling skills and practice, basics of financial management, disability and CSR. The employers suggested adding courses on basic accounting skills and training in team work and statistical analysis for both BSW and MSW students. Teachers suggested having facilities for recorded sessions of counselling in the PGDCSW class room so as to gain more practical skills in counselling.

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 emphasized having dissertation and its viva voce in the curriculum and also industry visits.

Department of Library & Information Science

Library Science students suggested more skill development and employability based courses in the syllabus as theory course sessions are inadequate to practice skills and techniques. They also suggested that more practical oriented study /field work needed to meet the competency in the Library profession. The alumni suggested starting add on course on improving the research skill and management of e-resources. Both the employers and alumni suggested adding a skill based course on English communication, documentation and professional competency development. The employers also suggested training in Stress Management and soft skills.



R. J. Amitha