

IQAC Feedback Report Analysis – Alumni

IQAC cell has conducted annual alumni feedback on 16/4/2017. The analysis of feedback is hereby forwarded to governing council for necessary action.

1. The instrument used for feedback is attached along with this report. The anonymous option was given to encourage honest responses. The first dimension on which report was collected was overall environment of institute. All alumni members found environment conducive for learning. Similarly, top management was found supportive by all alumni members.
2. All the alumni replied that there is relevance of Curriculum in profession along with this they emphasized on application base teaching.
3. Alumni members found entire infrastructure very encouraging in learning process.
4. 75% respondents felt that sufficient support for career development, research and support was provided by the institute. 25% respondents were neutral about support of college regarding career development.
5. 100 percent satisfaction was observed about ICT and library facilities. Though suggestions were regarding purchase of some special reference books.
6. Alumni found the syllabus relevant and commented positively about regular updates in syllabus. Alumni suggested to include e-commerce, e-transactions and e-marketing as part of core curriculum.

IQAC recommends to increase frequency of alumni meet. Also recommended is Alumni-Institute Interface for development of institute in form of financial support, placements and internship .

IQAC Feedback Analysis and Action taken Report – Students

IQAC Cell conducted feedback of students for the academic year 2016-17 and collected concrete, valid inputs from students as key stakeholders. The analysis of the feedback is forwarded to the governing council for necessary action.

1. Students are encouraged to respond to the feedback form as honest as they can and in a timely manner. The mechanism is designed in a such way that flexibility, anonymity, confidentiality, transparency etc. are maintained to the great extent.
2. Feedback is an important tool to understand the expectations for our students. Hence, the institute treat is as an area of improvement.
3. As teaching and learning are complementary to each other, the role of teacher plays significant role. Hence, students are asked to respond on the performance of respective subject teachers during particular semester of MBA course.
4. The effectiveness of teaching is measured on four key areas such as aptitude and subject knowledge of a teacher, teaching skills, professionalism and his / her personality and attitude. 78% students are satisfied with the present condition while 12% are neutral in terms of student satisfaction.
5. The infrastructure of institute which includes classrooms, library, cleanliness, LCD Projector, notice boards, provision of air-conditioners, green campus, tutorial rooms etc. are conducive to keep the students motivated and engaged for learning.
6. Command over subject, class management, language efficiency, body language, mode of interactions, students' engagements, teaching methods etc. covered.
7. Inputs in terms of strengths and areas of improvement of faculty are provided by the students.
8. The key areas of improvements suggested by the students include: Use of audio-visual aids, practice of MCQs from online exam point of view, providing question banks, practical approach of teaching, frequent interactions with students and placement coaching and assistance.

9. The direct and proactive involvement of students in various college events makes them confident as they learn, practice various technical and non-technical skills and be good at event management (Ex. Anchoring, registration, note-making, preparing backdrops).

Action Taken Report:

Based on the key inputs received as areas of improvement, the action plan is prepared and report is submitted. It covers following initiatives:

- a. Balanced pedagogies which include audio, video teaching aids; PowerPoint Presentations, role plays, debates, online resources, supplementary readings.
- b. Arrangement of faculty development programs (FDPs)
- c. Nominating faculty for various short-term courses, refresher training programs
- d. Provision of case studies, research papers and newspaper articles.
- e. Mock-Tests of online exam created as replica of university online exam. It helps in time-management, understanding the nature, weightage of questions, self-evaluation etc. Students practice them religiously.
- f. Academic Journals of each subject prepared and given to students for practice of written exams. Each journal has 25 questions. They write and submit within the deadlines.
- g. Latest updates on relevant topics (Ex. Union Budget for Finance Specialization students) are shared with them to keep them updated with current trends.
- h. Placement coaching (Mock-interviews, group discussions, expert lectures, aptitude sessions) provided.
- i. Mentoring sessions planned to increase students' interactions, understanding their concerns. Learning teams created boosting group/peer-learning.

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