



PSG College of Arts & Science Coimbatore – 641 014

Report on Stakeholders' Feedback on Curriculum (Academic Year 2021-2022)

Preamble

Feedback is an important aspect that provides vital information for decision making for the future. In the process of updating, revising and redesigning of the curriculum, feedback from the stakeholders will help in understanding their expectations. Hence, feedback is collected with structured questionnaires at the end of every academic year from all stakeholders such as Students, Teachers, Alumni and Employers. The questionnaires used to collect the feedback consist of various parameters focusing on Curriculum Design and Syllabus Content.

The responses received from the stakeholders are analyzed in order to derive meaningful information and suggestions. A consolidated report is prepared based on the inputs from the stakeholders and necessary modifications are made in the Curriculum Structure and/or Syllabus subsequently.

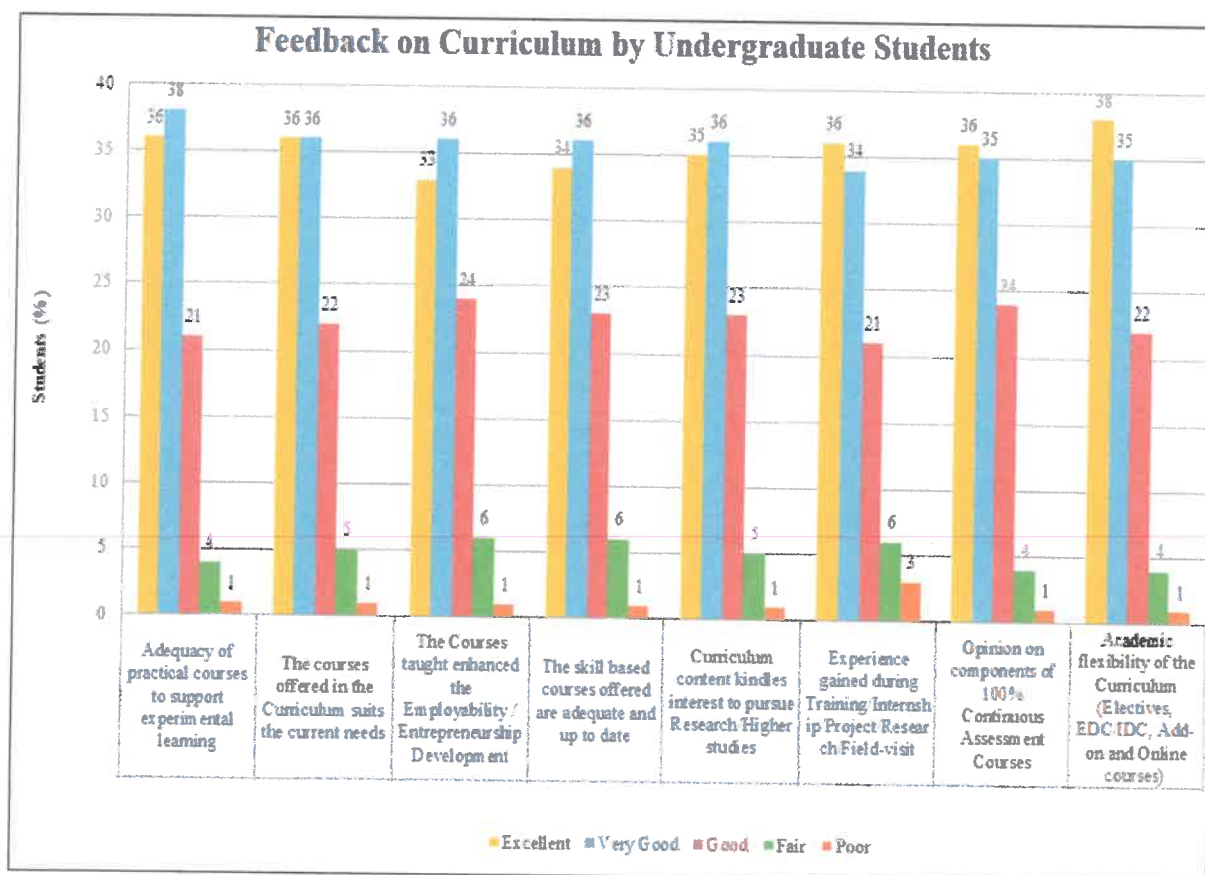
I. Feedback on Curriculum by Students

The structured questionnaire used for obtaining feedback from students highlighted parameters such as:

- Components included in the curriculum kindle the interest of students to pursue Research/Higher studies
- Opinion about experience gained during Training/Internship/Project/Research/Field-visit
- Adequacy of practical courses and skill-based courses
- Enhancement of employability/ entrepreneurship development
- Opinion about 100% Continuous Assessment courses
- Academic flexibility of the Curriculum in choosing Electives
- EDC/IDC (Extra Departmental Courses / Inter Departmental Courses)
- Add-on and Online courses

The responses were rated on a five-point scale with interpretation: 5=Excellent, 4=Very Good, 3=Good, 2=Fair and 1=Poor

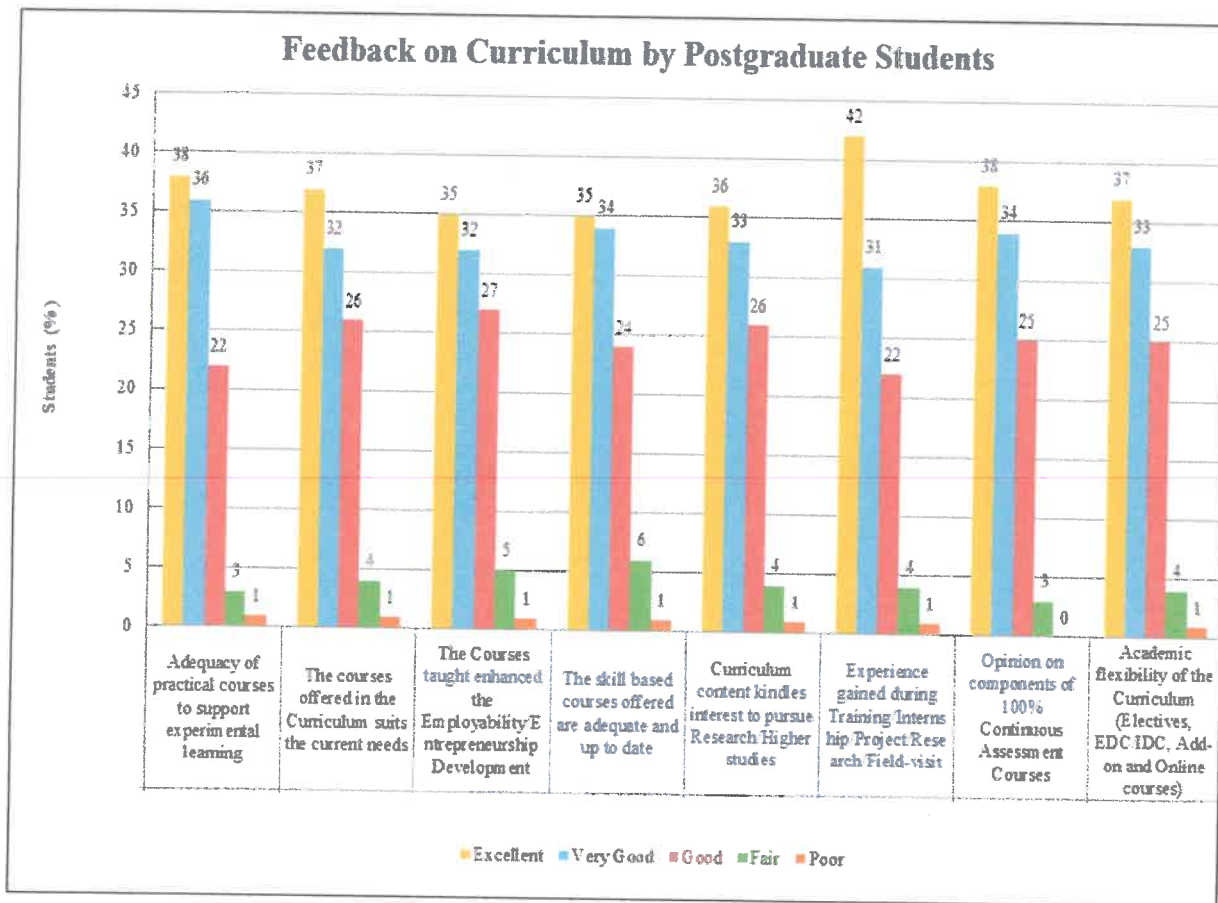
Feedback on Curriculum by Under Graduate Students (2019-2022 Batch):



Feedback on curriculum was obtained from the 2019-2022 batches of Under Graduate students. Ninety four percent of the students were satisfied with the courses offered in the curriculum. They opined that the courses suited to the current needs of Industries and Professions. Ninety five percentage of the students felt that the practical courses in the curriculum to support experiential learning were adequate. Ninety three percentage of the respondents stated that the courses taught in the curriculum enhanced employability opportunities and supported entrepreneurial development. The respondents agreed that skill-based courses being offered were adequate and up-to-date. They also stated that the curriculum kindled interest in the learners to pursue research and higher studies. With regard to the experience gained during the training / internship / project / research / field visit component in

the curriculum, 91 % of the respondents expressed satisfaction. Ninety five percentage of students were happy with the components included in 100 % Continuous Assessment courses. The respondents were satisfied with the academic flexibility offered by the curriculum in choosing elective courses.

Feedback on Curriculum by Post Graduate Students (2020-2022 Batch):



Feedback on Curriculum form the Post Graduate students showed that 96% of them felt that the practical courses in the curriculum was adequate to support experiential learning. Ninety five percentage of the students opined that courses offered in the curriculum suited the current needs of the Industries and Professions. Ninety four percent of the respondents believed that the courses offered in the curriculum enhanced employability opportunities and supported entrepreneurship development. The respondents stated that the courses offered in the programmes were sufficient and were updated. Majority (95%) of the students believed that the curriculum structure and syllabus content were designed to kindle their interest to pursue research / higher studies. Regarding the experience gained during training / internship / project /

research / field visit, 95 % of the students stated that they were satisfied. Ninety seven percent of the students opined that the components of 100 % Continuous Assessment courses were satisfactory. Ninety five percent of the respondents appreciated the academic flexibility offered by the curriculum in choosing elective courses.

Suggestions given by the Students to improve Curriculum:

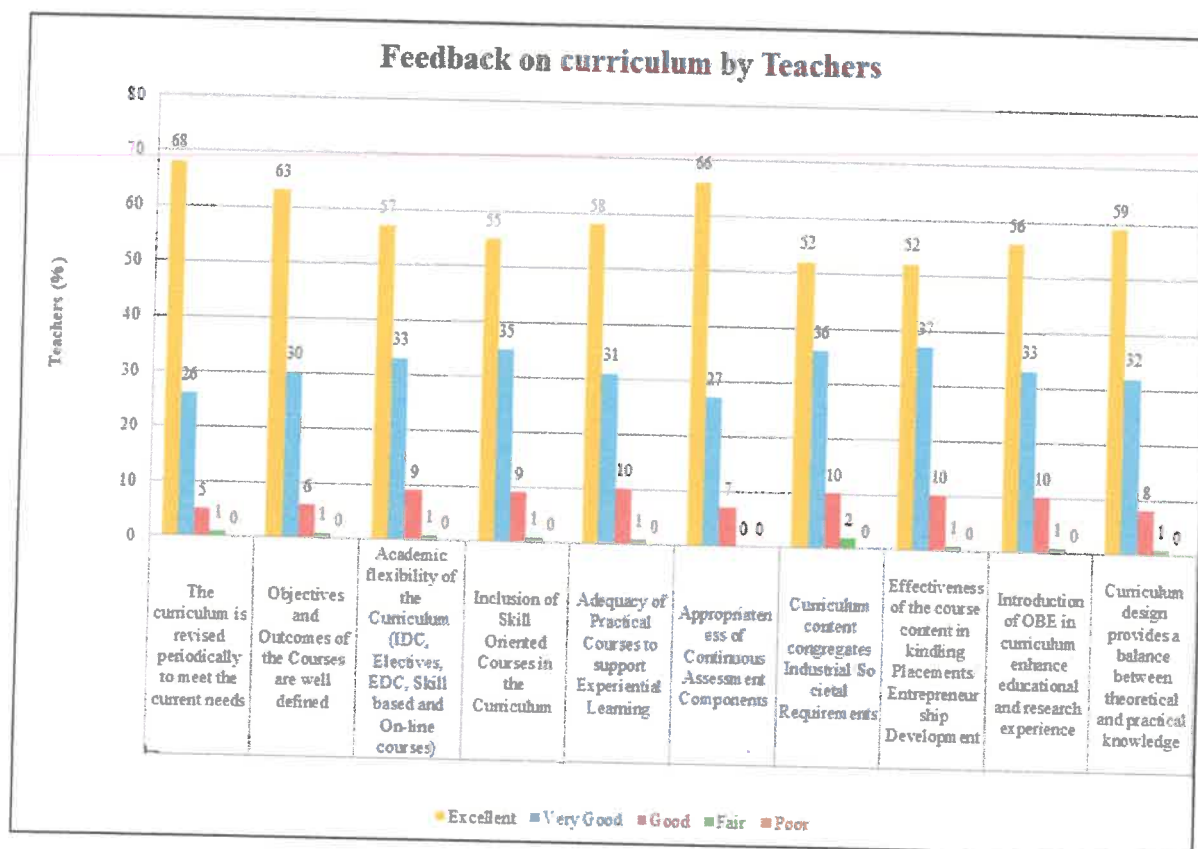
- Flexibility in choosing electives can be given
- Internship opportunities with longer duration can be provided
- Practical knowledge through Industrial Visits to be enhanced
- Increase Practical-oriented courses.
- Increase the duration of the internship at least to a month.
- Project work for final year students.
- Offer practical sessions for advanced topics like Artificial Intelligence and Machine Learning in the curriculum of Computer stream programs.
- Update the syllabus with the contents available in ICAI syllabus in the curriculum of Commerce programmes
- Design the programmes in a way that students can opt for diverse career opportunities.
- Introduce a new component/subject of Digital Media Marketing which shall cover the Digital Marketing courses at an intermediary level (Visual Communication and Electronic Media), in order to equip students to explore career opportunities in the rapidly booming Media Marketing.
- Include advanced and updated sewing techniques and tips in the curriculum of Costume Design and Fashion.
- Contact hour for mental and physical health improvement
- Question banks for all the subjects with Multiple Choice Questions to provide a chance for deeper learning.

II. Feedback on Curriculum by Teachers:

The feedback from Teachers about the curriculum was collected using a structured questionnaire and the responses were rated on a five-point scale. The questionnaire included the following parameters:

- Periodical revision of the curriculum

- Defining of Objectives and Outcomes in the Curriculum
- Adequacy of practical courses
- Academic flexibility of the curriculum in permitting choice of IDC, Electives, EDC, Skill based and On-line courses
- Appropriateness of Continuous Assessment Components
- Integration of Industrial/Societal Requirements in Curriculum content
- Effectiveness of the course content in kindling Placements/ Entrepreneurship Development
- Enhancing educational and research experience through the introduction of OBE curriculum
- Balance between theoretical and practical knowledge in the Curriculum Design



Ninety nine percent of the Teachers stated that the curriculum is revised periodically to meet current needs of the Industries and Professions. They also expressed that the objectives/outcomes of courses are well defined. Ninety nine percent of the teachers opined that

academic flexibility of the curriculum for permitting students to choose elective courses was adequate. Ninety nine percent of the teachers were satisfied with inclusion of skill-oriented courses in the curriculum. Ninety nine percent of the faculty members felt practical courses in the curriculum were adequate to support experiential learning. All of the faculty members opined that the Continuous Assessment components were appropriate and curriculum was effective in kindling placement and entrepreneurship opportunities. Ninety eight percent of the faculty members agreed that the curriculum content is in line with the industrial/societal requirements. Ninety-nine percent of the faculty members conveyed that the introduction of OBE in curriculum enhanced educational/research experience of the learners. Ninety nine percent of the teachers agreed that there was a balance between theoretical and practical knowledge in the curriculum design.

Suggestions given by the Teachers to improve Curriculum:

- Industrial Visits at regional level, relevant to the subject can be provided in any of the semesters
- Introduce Retail Laboratory to experiment retailing ideas
- Offer corporate readiness training – Systems Applications and Products in Data Processing (SAP) Laboratory for various functional departments.
- Encourage Part-time jobs for experiential learning or extra credits.
- Include of Choice-based Domain Training Program in the curriculum of Management Sciences programmes.
- Include Artificial Intelligence in retailing sector in the curriculum of Management Sciences programmes.
- Institution can have partnership with industries for Internship opportunities
- Include Statistical Package for Social Sciences (SPSS) and Analysis of Moment Structures (AMOS) in the syllabus to meet the industrial expectations (Commerce).
- Skill-based and entrepreneurship development courses to be included.
- Experts from relevant industries to be invited as academic experts to deliver concepts of curriculum.
- Include Business Research Methods course to impart basic research knowledge.
- Offer Artificial Intelligence and robotics related courses in the curriculum of the Food Processing domain.

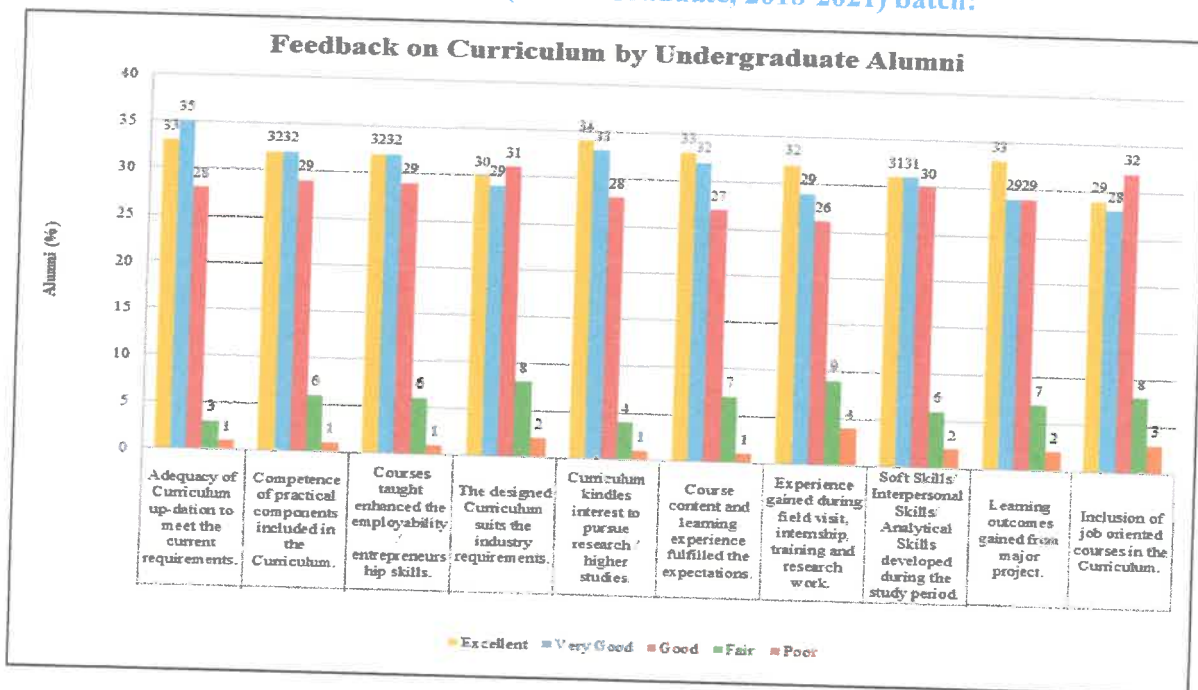
- Include more multidisciplinary courses and concepts in the syllabus of all the programmes
- Self-study courses can be introduced in the curriculum
- Including Field work or internships in the curriculum for English and Tamil programmes.

III. Feedback on Curriculum by Alumni:

The feedback from Alumni was collected using a structured questionnaire. Opinion of the alumni regarding the following aspects were sought:

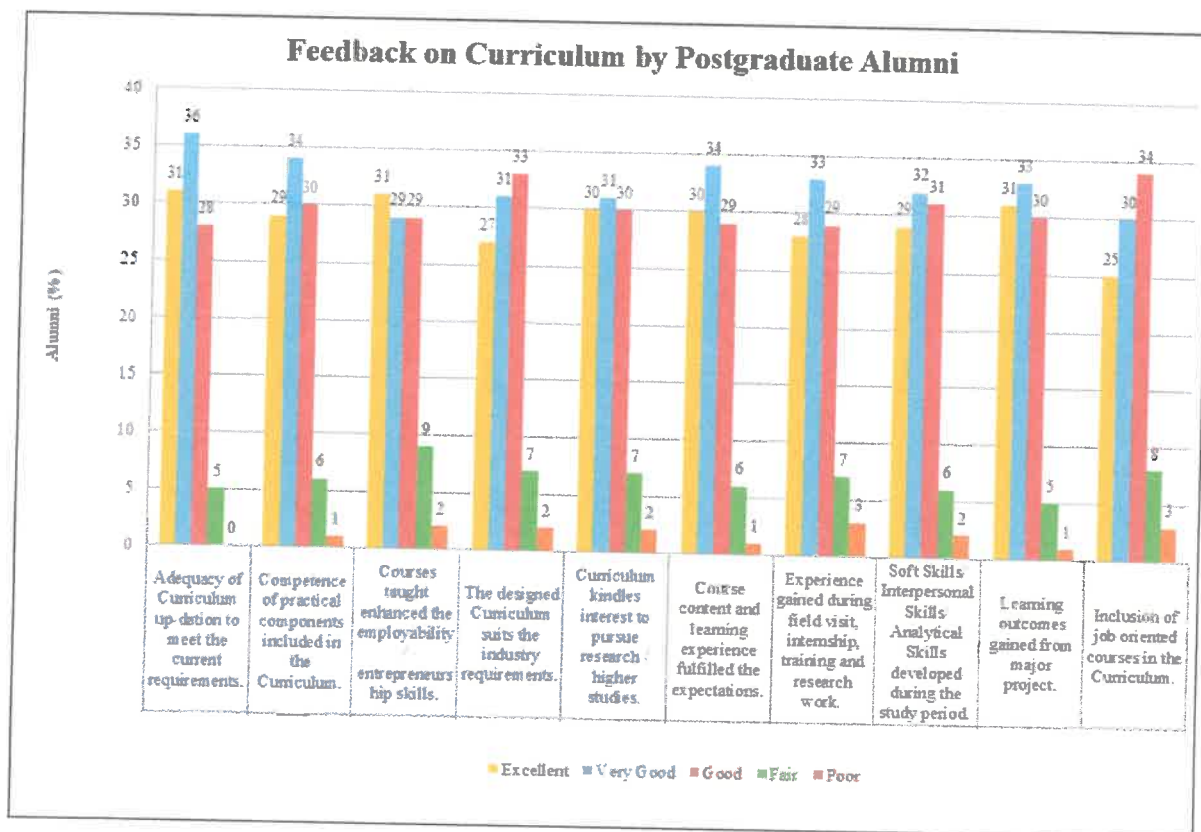
- Updation of Curriculum
- Competence of practical components
- Curriculum supporting industrial, employability, entrepreneurship and higher studies requirements
- Course content and learning experience as per the expectations
- Opinion about experience gained during Training/Internship/Project/Research/Field-visit
- Soft skills / Interpersonal skills / Analytical skills developed,during the study period
- Outcome of Major Project
- Inclusion of job-oriented courses in the Curriculum

Feedback on Curriculum by Alumni (Under Graduate, 2018-2021) batch:



Ninety six percent of the Alumni felt that the Curriculum was updated to meet the current requirement of Industries and Professions. Around ninety three percent of the respondents were satisfied with the competence of practical components included in the curriculum. Ninety three percent of the Alumni stated that the courses taught enhanced their employability and entrepreneurship skills. Ninety percent of the respondents stated that the curriculum design suited the industry requirements to a great extent. Ninety five percent of the Alumni revealed that the curriculum kindled their interest to pursue research and higher studies. Eighty seven percent of the alumni respondents said that the course content and the learning experience fulfilled their expectations. According to 87% of Alumni, the experience gained during field visit / internship / training and research work was satisfactory. Ninety two percent of the Alumni respondents stated that they were able to develop Soft skills / Interpersonal skills / Analytical skills during their study period. Learning outcomes gained from major projects were satisfactory for 91% of the Alumni. Eighty nine of the respondents opined that adequate number of job-oriented courses were included in the curriculum.

Feedback on curriculum by Alumni (Post Graduate, 2019-2021) batch:



According to 95% of the Alumni, curriculum was updated sufficiently to meet the current requirements of industries and professions. Ninety three percent of the alumni respondents were contented with the relevance of practical courses in the curriculum. Eighty nine percent of the respondents believed that the courses taught in the curriculum enhanced their entrepreneurship and employability skills. Ninety one percent of the respondents opined that the curriculum design suited the current industry requirements. For 91% of the Alumni respondents, the curriculum was able to kindle interest to pursue research and higher studies. The course content and learning experience had fulfilled the expectations of 93% of the respondents. Ninety percent of the respondents were satisfied with the experience gained during field visit, internship, training, and research work. Among the alumni respondents, 92% were able to develop Soft skills / Analytical skills / Interpersonal skill during the period of study. Learning outcomes gained from the major project was adequate for 94% of the respondents. Eighty nine percent of the alumni respondents were satisfied with the number and content of the job-oriented courses included in the curriculum.

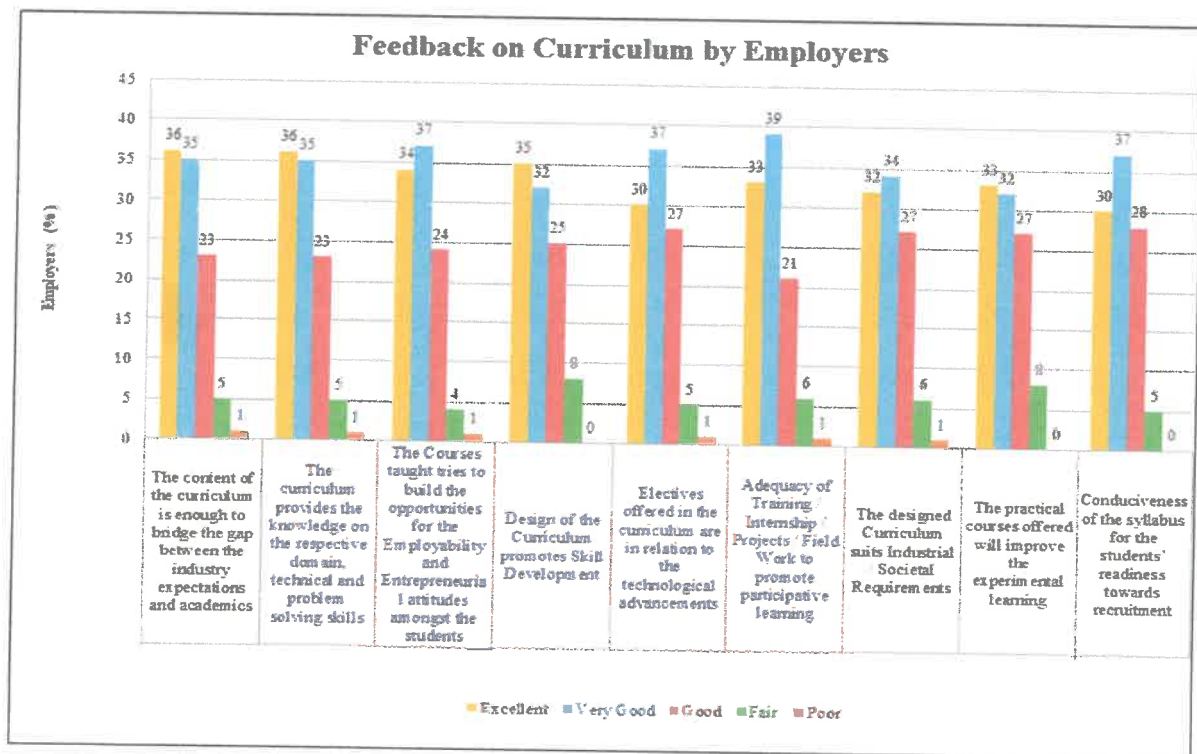
Suggestions given by Alumni to improve Curriculum:

- Company administration methods can be practiced at least once in two weeks through group discussions for Management Sciences courses.
- Practical sessions on Hierarchy of management, developing solutions to situational challenges, and management of monthly meetings could be included.
- Internship program for the students would be highly beneficial to gain industry knowledge and practical experience
- Updation of the syllabus with research-oriented courses.
- Inclusion of Software and new technologies in courses where applicable.
- Inclusion of Library hours
- The completion of short-term Certification courses offered by top companies such as Google, Amazon etc. as value added courses can be included in the curriculum.
- Other than programming languages, components like ui/ux, software testing, practical programs in Artificial Intelligence and Machine Learning can be included in the curriculum.
- Inclusion of mini project in first two years of study.

IV. Feedback on Curriculum by Employers:

The feedback from employers about the curriculum was collected using a structured questionnaire and the responses were rated on a five-point scale. The questionnaire included parameters such as the following:

- Curriculum bridging the gap between industry expectations and academics
- Curriculum providing knowledge in respective domain, technical and problem-solving skills
- Courses building opportunities for employability and entrepreneurial attitude amongst the students
- Design of curriculum promoting skill development
- Relevance of electives offered in the curriculum with regard to current technological advancement
- Adequacy of training / internships / projects / field-work to promote participative learning
- Curriculum design's relevance to industrial and societal requirements
- Practical courses improving experimental learning experiences
- Suitability of the curriculum for enhancing the employability of the learners



Ninety four percent of the employers felt that the curriculum was updated sufficiently to meet current needs of the Industries and Professions. About 92 % of the employers felt that the design of the curriculum favors skill development. Ninety three percent of the employers were satisfied with the adequacy of training, internship and projects to promote participative learning. Ninety five percent of the employers felt that the courses taught enhanced the employability and entrepreneurial attitudes among the students. Ninety three percent of the employers felt that the curriculum has been designed in such a way that to suit industrial and societal requirements. Ninety five percent of the employers felt that the syllabus was suitable to enhance the students' readiness for recruitment.

Suggestions given by Employers to improve curriculum:

- More internship opportunities to be provided.
- Web development and mobile development should be introduced.
- Practical courses on software testing tools can be included in the curriculum.
- Need to improve communication skill of the students.
- Addition of new technologies as subjects such as Sales force, digital marketing, etc.
- More practical training.
- Ensuring that students do internships and projects in a true and effective way.
- More workshops and case study should be included.
- More training for programming skills.
- Skill development Certificate Courses may be introduced.
- Implementing the learning of new technologies to merge the gap between industrial requirements and academics.
- More Industrial Visit for the exposure of the Practical skills.


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