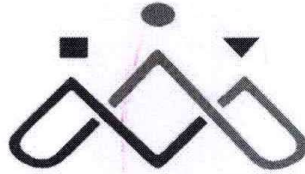**USHA MARTIN UNIVERSITY**

USHA MARTIN UNIVERSITY
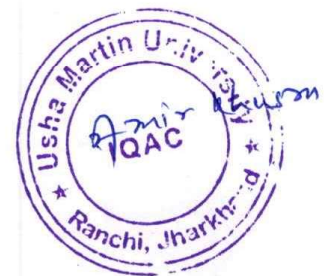
Feedback Analysis Report based on Stakeholder's Feedback (Student, Teacher, Alumni, Employer)

(2020-21)

Usha Martin University

Angara, Village - Narayansoso

Ranchi, Jharkhand, 835103

Report on feedback for course curriculum on UG and PG programs in Academic Year

2020-21

Collecting student feedback is a regular feature in each academic year. The curriculum alignment and mapping with the industry needs and for adding diverse courses from social, ethical, human values, environmental science, and sustainability development into the course curriculum.

Students' Feedback:

The students' feedback at Usha Martin University is designed on

1. The curriculum of the program is based on its efficacy on entrepreneurship, employability, and skill development.

2. The program is based on the clarity of program/course objectives and outcomes

3. The ratio of theory and practical courses in the curriculum balanced with each other

4. The curriculum of the program inculcated necessary ethical values and concern for the society

5. The pattern of questions in examinations (internal/end semester) is effective & within the course content.

6. The teaching-learning tools i.e. LMS, demonstration, PowerPoint, chalk & board practices, etc. including program assessment methods (assignments/class test/seminar/field projects, etc) by teachers to cover the curriculum effectively and make it interesting for easy learning.

7. Course contents meet all the aspects and recent trends of the program.

8. The inclusion of Value Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.

9. Overall Rating of the Program Curriculum.

Graphical analysis for question 1: The curriculum of the program is based on its efficacy on entrepreneurship, employability, and skill development.
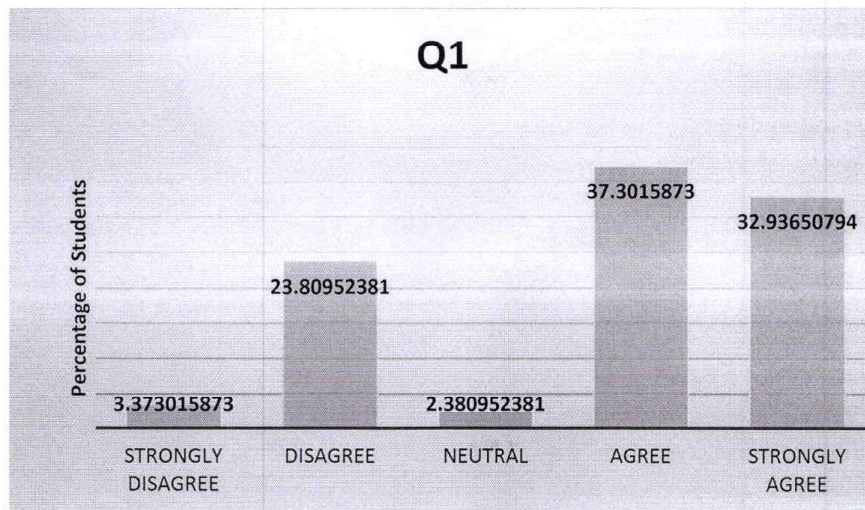

Fig 1: Feedback analysis for Question 1

The overall response indicates a generally positive perception of the program's curriculum, with a majority of respondents falling into the Agree and Strongly Agree categories (70%). However, it's worth noting that there is a notable percentage of respondents in the Neutral, Disagree and Strongly Disagree categories (23.8%). This variance highlights the need for a detailed analysis of specific aspects of the curriculum related to entrepreneurship, employability, and skill development. 70% of respondents expressed positive sentiments, indicating satisfaction with the curriculum but 30% of negative sentiments made the designers of the curriculum think about the impact on entrepreneurship, employability, and skill development. It is vital to acknowledge these negative responses and use them as a foundation for further enhancement.

Graphical analysis for question 2: The program is based on the clarity of program/course objectives and outcomes
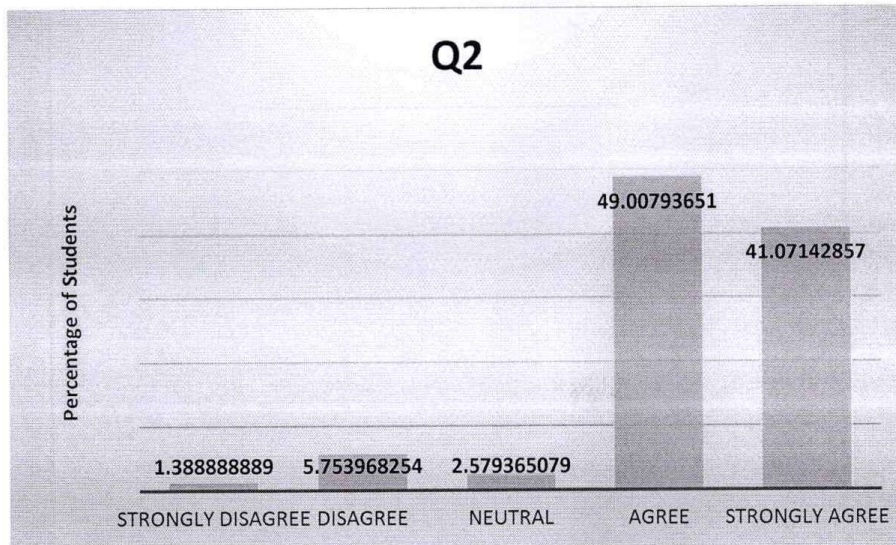

Fig 2: Feedback analysis for Question 2

The feedback is quite impressive as 90% of students were optimistic about the clarity of course objectives and outcomes. A few percent of respondents expressed negative sentiments. This is a positive indicator, suggesting that a significant portion of the audience perceives a clear understanding of the educational program's goals. Recognizing and reinforcing these positive aspects can contribute to program enhancement.

Graphical analysis for the question 3. The ratio of theory and practical courses in the curriculum is balanced with each other.
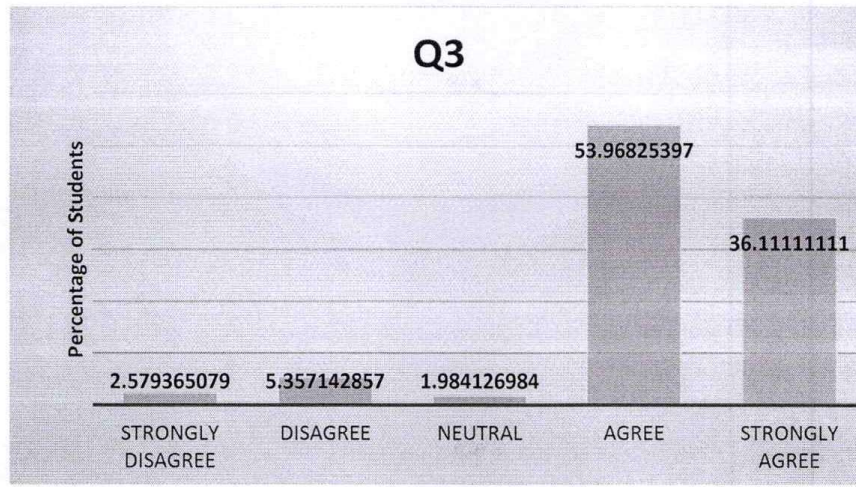

Fig 3: Feedback analysis for Question 3

Agree and Strongly Agree (90%): A significant majority of respondents (90%) express agreement with the notion that the ratio of theory and practical courses in the curriculum is balanced. This indicates a generally positive sentiment toward the existing structure.

Disagree and Strongly Disagree (10%): While a smaller proportion of respondents disagree, it is crucial to investigate the reasons behind their dissatisfaction to address any potential concerns.

91

Graphical analysis for question 4: The curriculum of the program inculcated necessary ethical values and concern for society.
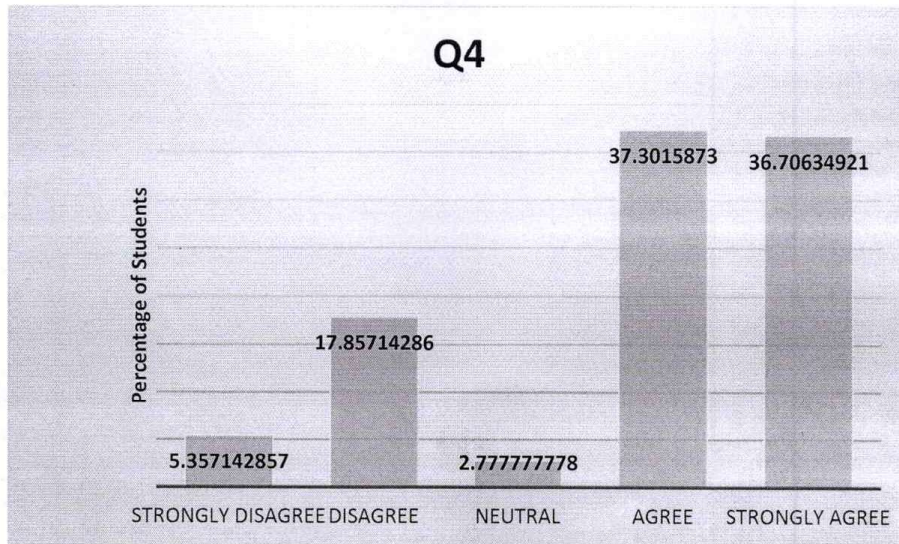

Fig 4: Feedback analysis for Question 4

The purpose of this report is to analyze the feedback provided by participants regarding the integration of necessary ethical values and societal concerns within the curriculum of the program. The responses have been categorized into five levels ranging from "Strongly Disagree" to "Strongly Agree."

A significant portion comprising approximately 26% of respondents expressed a disagreement with the statement, indicating a perceived lack of emphasis on ethical values and societal concern in the program's curriculum. While 74% gave positive feedback.

Graphical analysis for question 5: The pattern of questions in examinations (internal/end semester) is effective & within the course content.
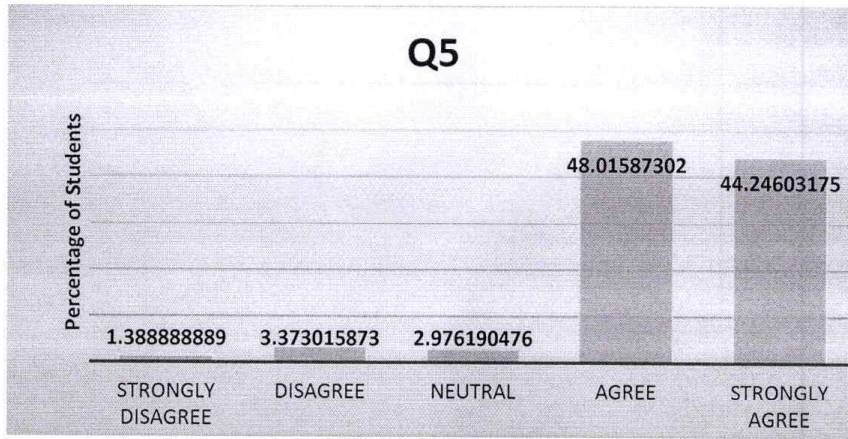

Fig 5: Feedback analysis for Question 5

- A significant portion of the respondents (48%) agreed with the effectiveness of the examination questions and their alignment with the course content.

- Strong agreement (44.24%) indicates that a substantial number of students find the questions highly effective and in sync with the material covered in the course.

Graphical analysis for question 6: The teaching-learning tools i.e. LMS, demonstration, PowerPoint, chalk & board practices, etc. including program assessment methods (assignments/class test/seminar/field projects, etc.) by teachers to cover the curriculum effectively and make it interesting for easy learning.
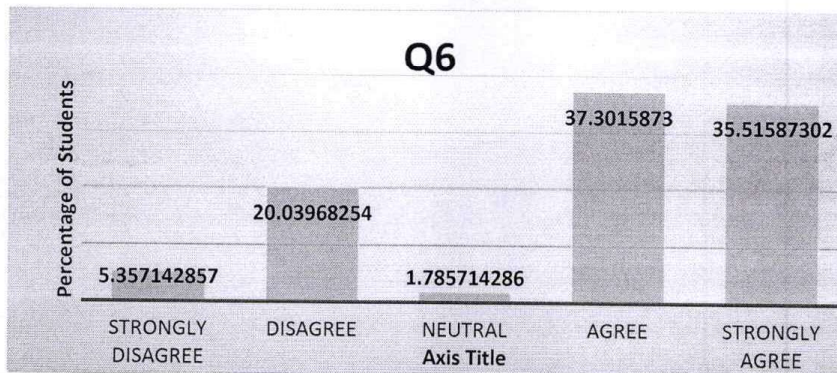

Fig 6: Feedback analysis for Question 6

37.2% of respondents indicated that they "Agree" with the effectiveness of the teaching-learning tools and program assessment methods. 35.5% of respondents expressed a stronger sentiment by stating they "Strongly Agree." A small portion of respondents expressed disagreement with the effectiveness of these methods which took attention and certain recommendations are recommended.

Graphical analysis for question 7: Course contents meet all the aspects and recent trends of the program.
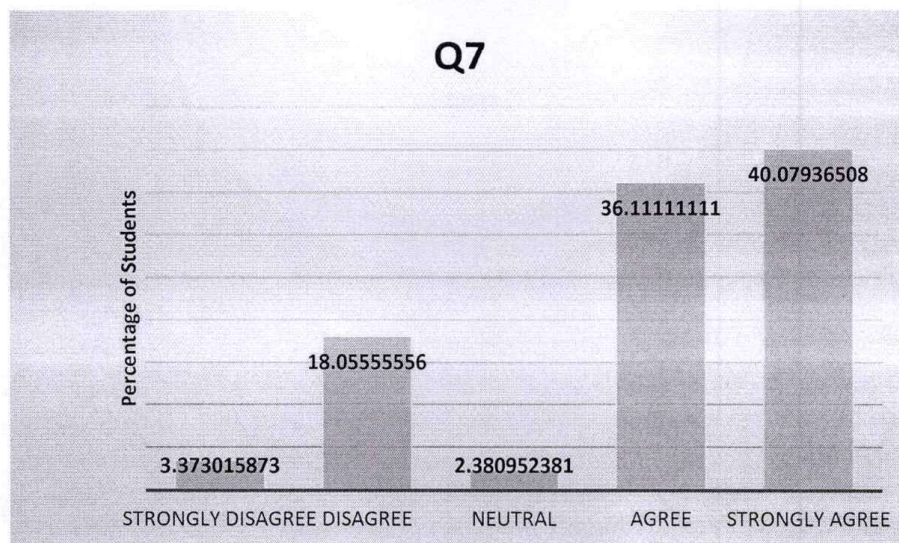

Fig 7: Feedback analysis for Question 7

The majority of respondents (40%) strongly agree that the course contents align well with all aspects and recent trends of the program, while 36% agree. This indicates a positive perception among the participants regarding the alignment of course content with the program's requirements and current industry trends but taking into consideration the opinion of students with negative responses some suggestions are incorporated.

Graphical analysis for question 8: The inclusion of Value Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.
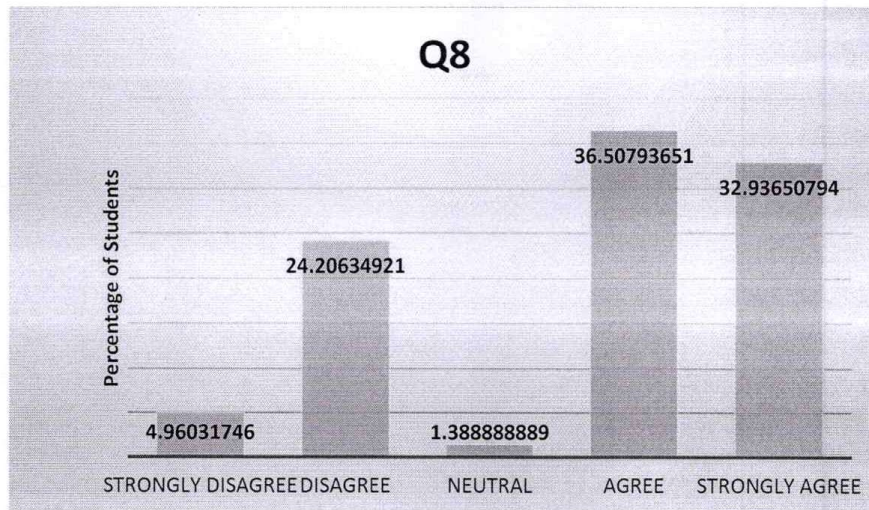

Fig 8: Feedback analysis for Question 8

The student feedback data suggests that there is a certain percentage of students with opinions regarding the inclusion of Value Added Courses as additional offerings for acquiring extra knowledge and skills useful for self-improvement. The majority of the students are optimistic but taking into consideration the concerns of 30% of students some value-added courses are added into various curriculums.

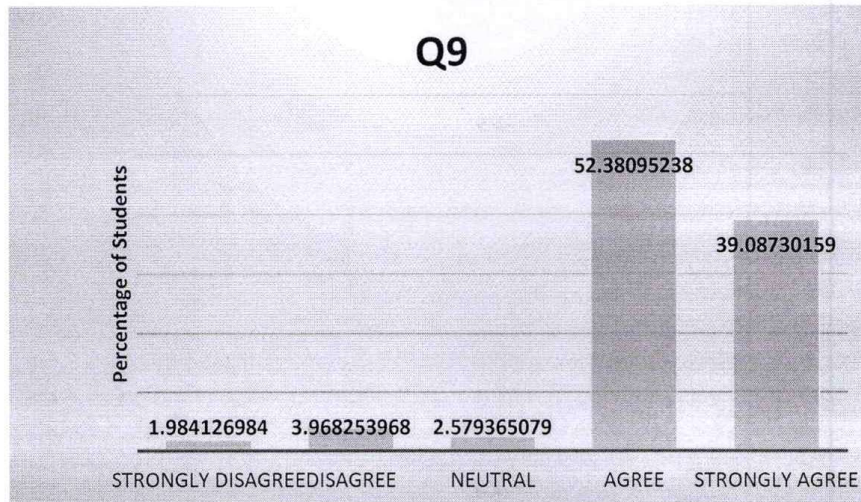**Graphical analysis for question 9: Overall Rating of the Program Curriculum**

Fig 9: Feedback analysis for Question 9

The student feedback data reveals a positive overall rating of the program curriculum.

- A significant 52.38% of participants agree with the overall quality of the program curriculum.

- An additional 39.08% strongly agree, contributing to an overwhelming majority expressing a positive sentiment towards the curriculum.

It's noteworthy that there are only about 8% of responses indicate disagreement or strong disagreement.

Teacher's Feedback

Teachers are the building blocks of the education system. They play a vital role in the up-gradation of moral values and ethics of the students by utilizing their own experience and expertise in subjects. Usha Martin University, Ranchi realizes this fact and always gives much importance to all the recommendation that comes from the teachers.

The teacher's feedback was evaluated based on the following points:

1. The accuracy in stating the program objectives & outcomes.

2. The structure of the curriculum is based on the attainment of career enhancement

3. The syllabus is updated in the curriculum based on the needs of various stakeholders.

4. The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.

5. The ratio of theory and practical courses in the curriculum balanced with each other

6. Your participation in curriculum design, revision, and development methods.

7. The structure of the curriculum is designed as per the requirements of regulatory bodies.

8. The adequacy of prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum.

9. The values & ethics in the curriculum to build a good citizen.

10. The allocation of the credit to the courses is justified

Graphical analysis for question 1. The program is aligned with the stated program objectives & outcomes
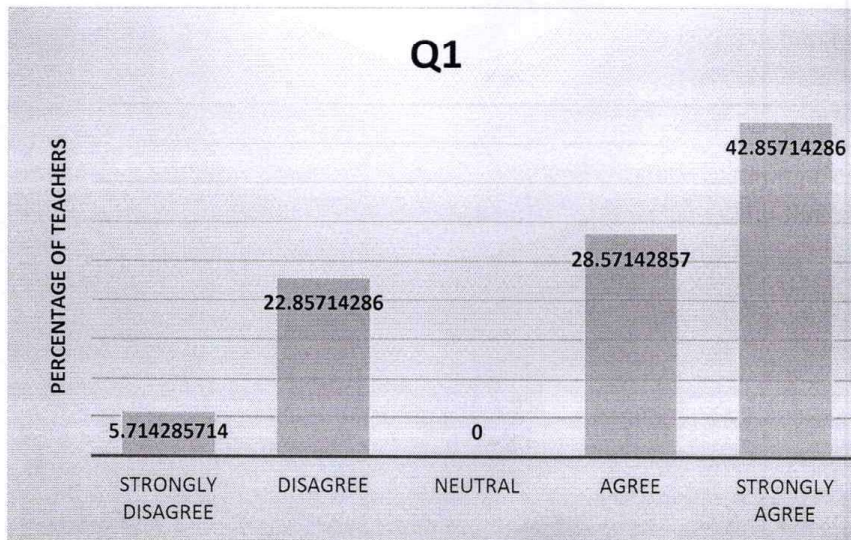

Fig 1: Feedback analysis for Question 1

The majority of Teachers (71.42%) strongly agree or agree that the program is aligned with its stated objectives and outcomes, indicating a clear connection between curriculum content and program goals. A considerable portion of teachers (28.55%) express a negative sentiment which has to be taken into consideration.

98

Graphical analysis for question 2. The structure of the curriculum is based on the attainment of career enhancement.
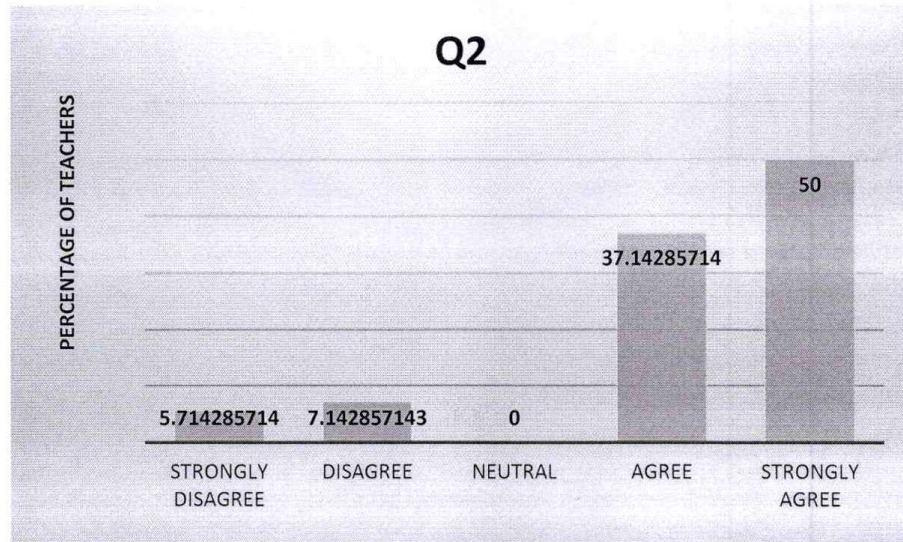

Fig 2: Feedback analysis for Question 2

Based on feedback, there is a strong agreement (87.14%) that the structure of the curriculum is based on the attainment of career enhancement. Only a minority (12.7%) disagreed.

99

Graphical analysis for question 3. The syllabus is updated in the curriculum based on the needs of various stakeholders
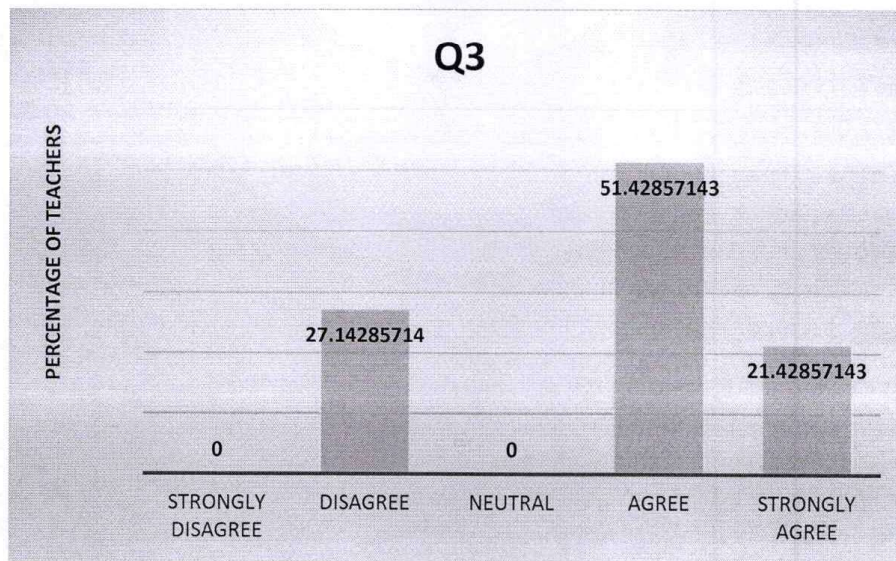

Fig 3: Feedback analysis for Question 3

The majority of the teachers are optimistic about the syllabus, but a significant percentage of 27% disagreed with it; so the teachers' concern regarding the updating of the syllabus based on stakeholders' needs is highly commendable. It's crucial to ensure that the curriculum remains relevant and aligned with industry demands and societal trends. By addressing this issue, we can better prepare students for the challenges and opportunities of the future, ensuring they receive a comprehensive and up-to-date education that meets the needs of all stakeholders involved.

100

Graphical analysis for question 4. The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.
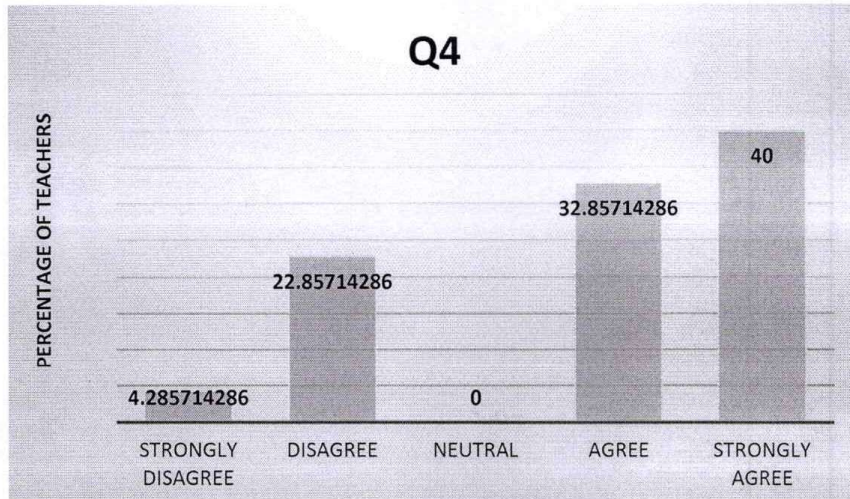

Fig 4: Feedback analysis for Question 4

The teachers' concern (27%) about the proportion of courses focusing on skill development, entrepreneurship development, and employability generation is valid and crucial. It's essential to strike a balance in the curriculum to ensure students are equipped not only with academic knowledge but also with practical skills and entrepreneurial mindset needed for success in their careers. Addressing this issue will contribute significantly to preparing students for the evolving demands of the workforce and fostering a culture of innovation and self-reliance. 32.85 % agreed and 40 % strongly agreed that the proportion of courses focus on skill development, entrepreneurship development, and employability generation.

101

Graphical analysis for question 5: The ratio of theory and practical courses in the curriculum balanced with each other
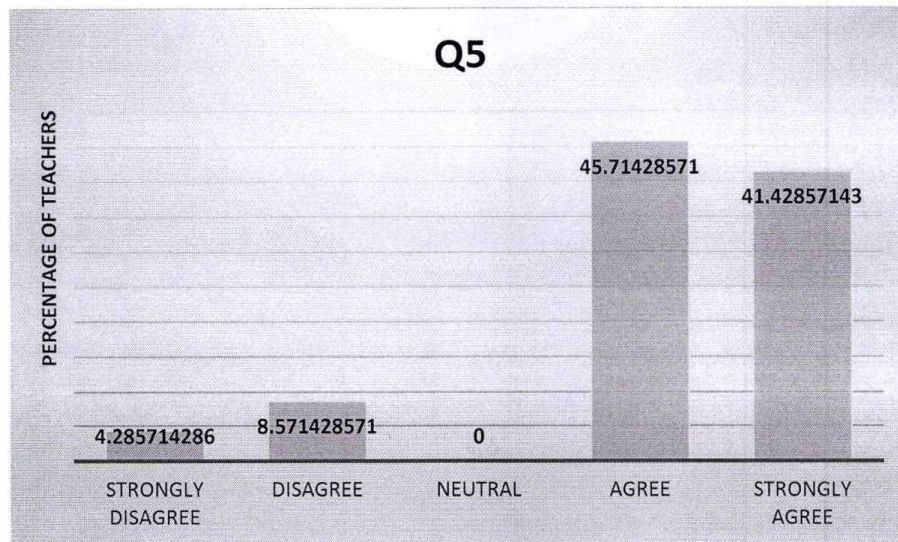

Fig 5: Feedback analysis for Question 5

Based on the responses, it is overwhelming to see that a significant portion of the teachers (87.14%) agree or strongly agree that the ratio of theory and practical courses in the curriculum is balanced. However, there is still a minor percentage (12.8%) are pessimistic. Overall, it's encouraging to see that the majority of teachers perceive a balance between theory and practical courses in the curriculum. This suggests that our approach to structuring the curriculum is generally effective in providing a well-rounded education.

Graphical analysis for question 6: Your participation in curriculum design, revision, and development methods.
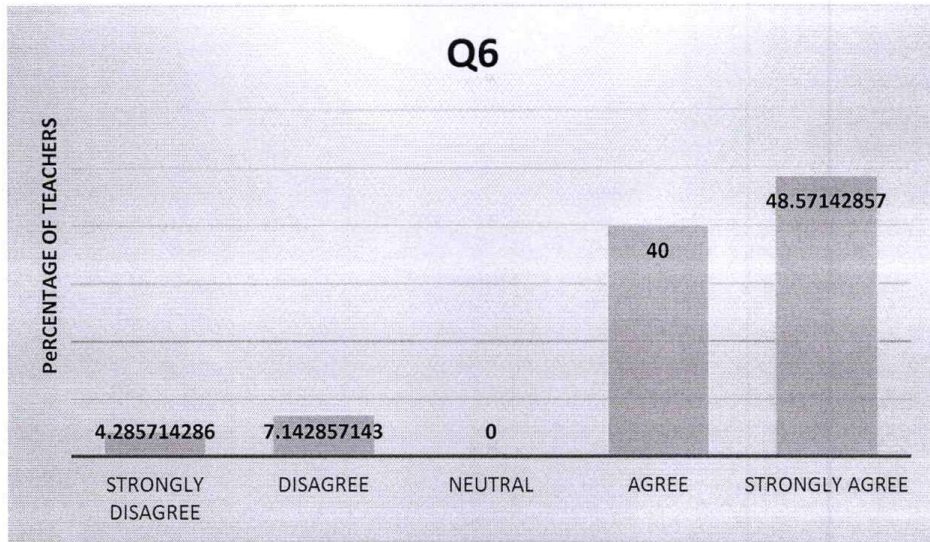

Fig 6: Feedback analysis for Question 6

The data indicates a positive sentiment towards teacher participation in curriculum design, revision, and development methods, with a significant majority (88.57%) either agreeing or strongly agreeing with this aspect. However, it's worth noting that a small percentage (11.3%) are pessimistic, indicating there may be room for improvement in involving teachers in these processes.

Graphical analysis for question 7. The structure of the curriculum is designed as per the requirements of regulatory bodies.
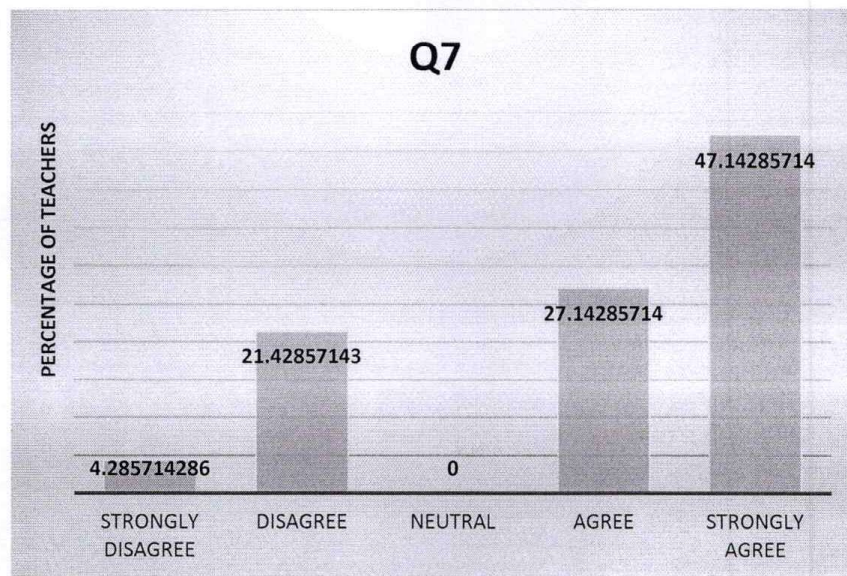

Fig 7: Feedback analysis for Question 7

The data indicates a positive perception regarding the alignment of the curriculum structure with the requirements of regulatory bodies, with a majority (74.28%) either agreeing or strongly agreeing. However, there is a small percentage (4.28%) strongly disagree and 21.42% are negative, suggesting that there may be areas where the curriculum could be improved to better meet regulatory standards.

Graphical analysis for question 8. The adequacy of prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum.
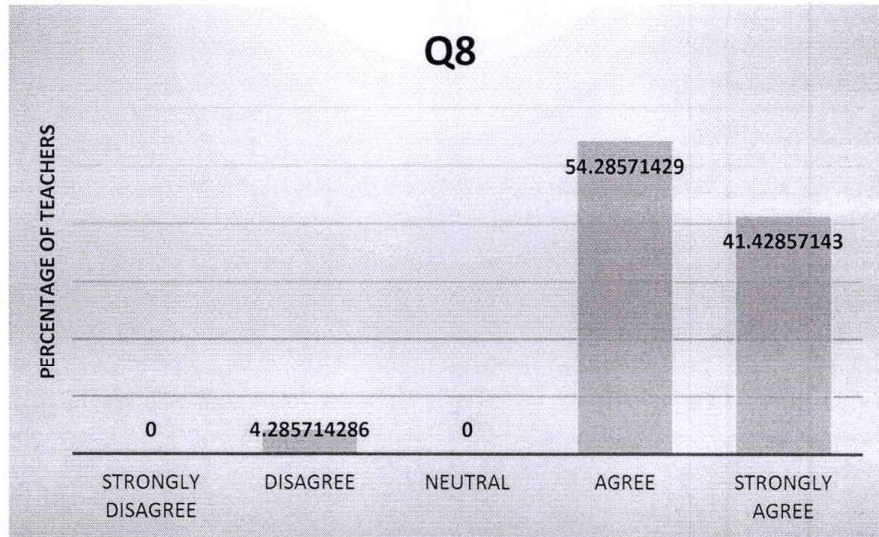

Fig 8: Feedback analysis for Question 8

The responses indicate a mixed perception regarding the adequacy of prescribed reading material in the Departmental Library/Central Library in proportion to the curriculum. While a majority (92.85%) either agree or strongly agree with the adequacy of the reading material, a small percentage (4.28%) express disagreement and 2.85% are neutral.

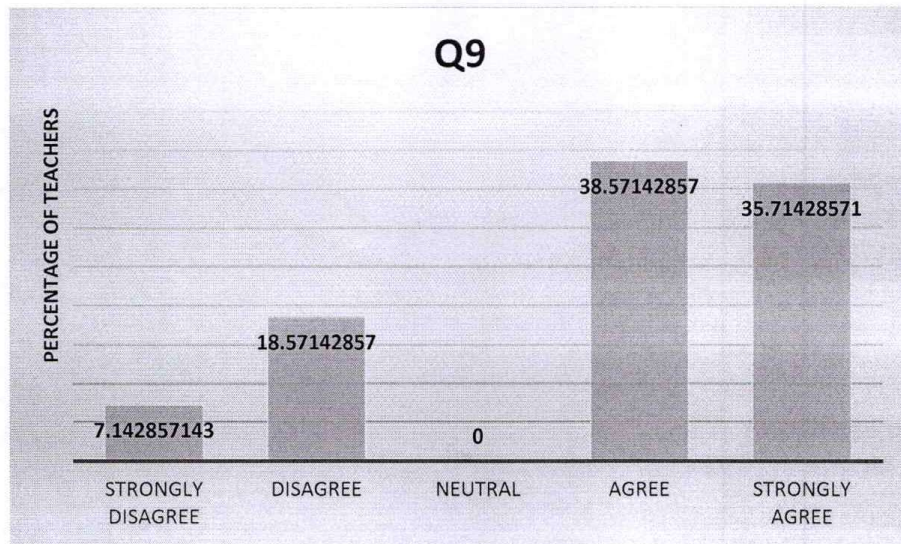**Graphical analysis for question 9. The values & ethics in the curriculum to build a good citizen.**

Fig 9: Feedback analysis for Question 9

The responses indicate a strong consensus among teachers regarding the importance of values and ethics in the curriculum for building good citizenship. A significant majority (74.28%) either agree or strongly agree with this assertion, while one-fourth of teachers (25.98%) are pessimistic. The teachers' emphasis on the integration of values and ethics in the curriculum to nurture good citizenship is invaluable. It's essential that students not only acquire academic knowledge but also develop strong ethical principles and values that guide their behavior as responsible members of society. By addressing this issue, we can instill in students the importance of integrity, empathy, and social responsibility, contributing to the cultivation of a compassionate and ethical community.

Graphical analysis for question 10. The allocation of the credit to the courses is justified.
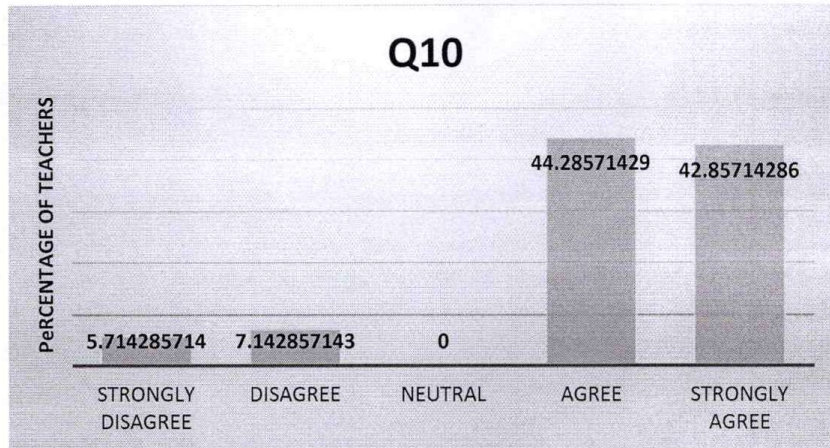

Fig 10: Feedback analysis for Question 10

The responses indicate a strong consensus among teachers regarding the justification of credit allocation to courses, with a majority (89.13%) either agreeing or strongly agreeing with this statement. The overwhelming agreement suggests that teachers generally perceive the credit allocation to courses as appropriate and well-justified. This is indicative of a carefully designed curriculum that effectively balances the workload and importance of various courses within the program.

Report on feedback for course curriculum on alumni program in Academic Year 2020-21

Feedback is collected from the alumni every academic year, which is a mandatory practice of the Usha Martin University. Feedback collection is essential for curriculum alignment and mapping with the industry needs and for adding diverse courses from social, ethical, human values, environmental science, and sustainability development into the course curriculum.

Alumni's Feedback:

The alumni's feedback at Usha Martin University is designed on

1. The syllabus and sequence of courses in different semesters/years of the program were useful for your professional career

2. The structure of your course curriculum is based on efficiency towards skill development.

3. The teaching-learning practices adopted during lectures and laboratory classes made you a compassionate professional with the right values & attitudes

4. The facilities and resources provided in the departmental/ central library to make learning more comfortable and to increase multidisciplinary knowledge

5. The learning environment is suitable for productive innovation, research & development.

6. The career counseling classes, conducted for you were relevant and helpful towards career development.

7. The interdisciplinary and holistic education provided by the curriculum imparts life-long learning for continued professional development.

8. Overall rating of the Program Curriculum

Graphical analysis for question 1: The syllabus and sequence of courses in different semesters/years of the program were useful for your professional career.
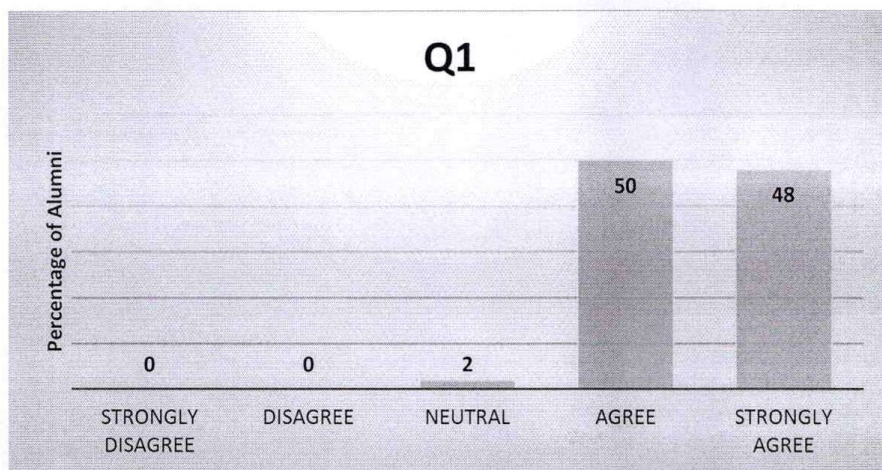

Fig 1: Feedback analysis for Q1

According to the feedback analysis, a substantial majority of respondents i.e. 98% are satisfied that the syllabus and sequence of courses in different semesters/years of the program was useful towards your professional career. No comments were given in the disagree or strongly disagree categories, suggesting that there was little or no significant criticism of the specific lesson plan in the program.

Graphical analysis for question 2: The structure of your course curriculum based on efficiency towards skill development.
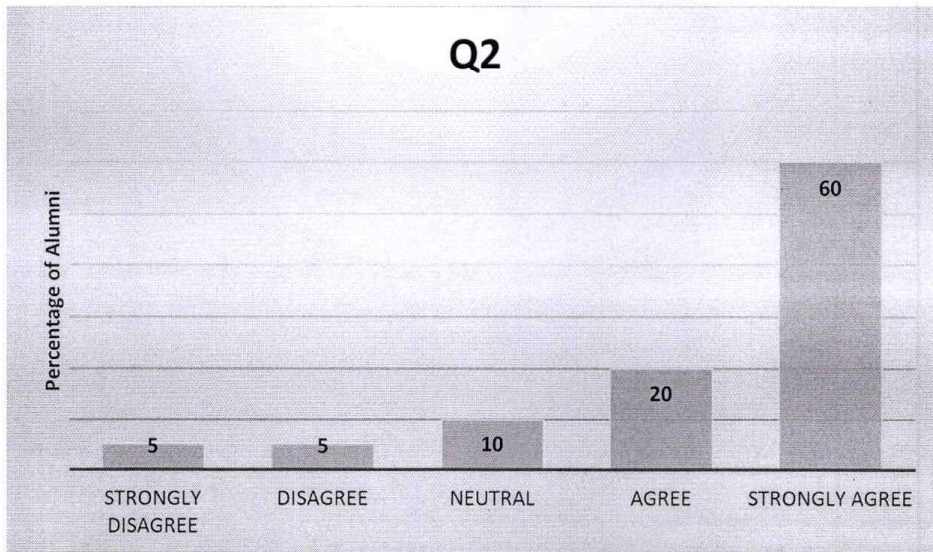

Fig 2: Feedback analysis for Q2

60 % very strongly agreed and 20 % of the students believed that the structure of the course curriculum is based on efficiency towards skill development.

Graphical analysis for the question 3. The teaching-learning practices adopted during lectures and laboratory classes made you a compassionate professional with the right values & attitudes
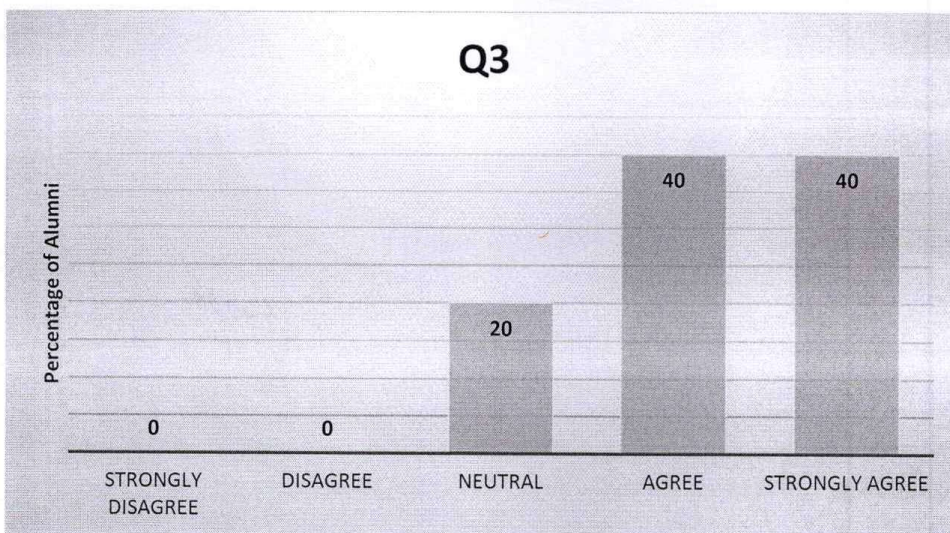

Fig 3: Feedback analysis for Q3

110

80 % thought that the teaching-learning practices adopted during lectures and laboratory classes made them compassionate professionals with the right values & attitudes.

Graphical analysis for question 4 The facilities and resources provided in the departmental/ central library to make learning more comfortable and to increase multidisciplinary knowledge
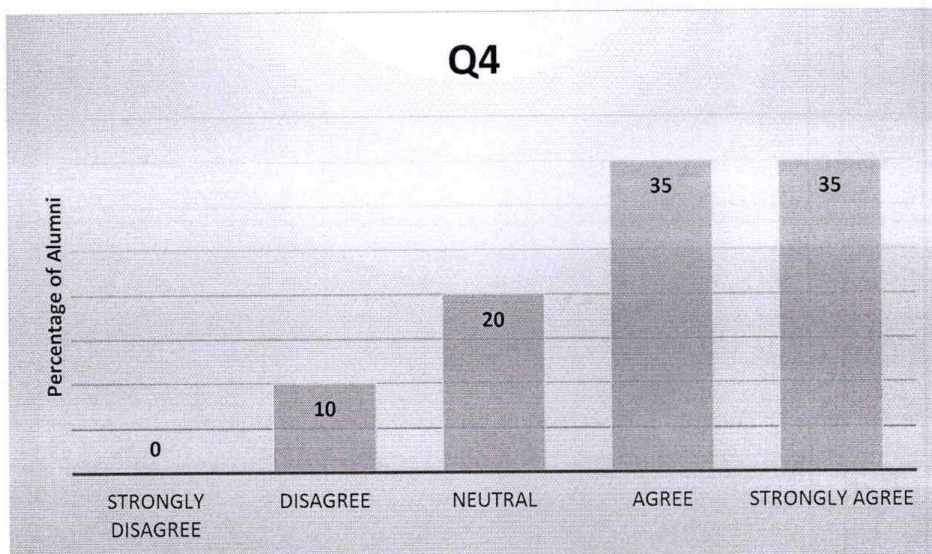

Fig 4: Feedback analysis for Q4

70 % alumni were of the opinion that the facilities and resources provided in the departmental/ central library make learning more comfortable and increase multidisciplinary knowledge. Only 30 % suggested for improvement.

111

Graphical analysis for question 5 The learning environment is suitable for productive innovation, research & development.
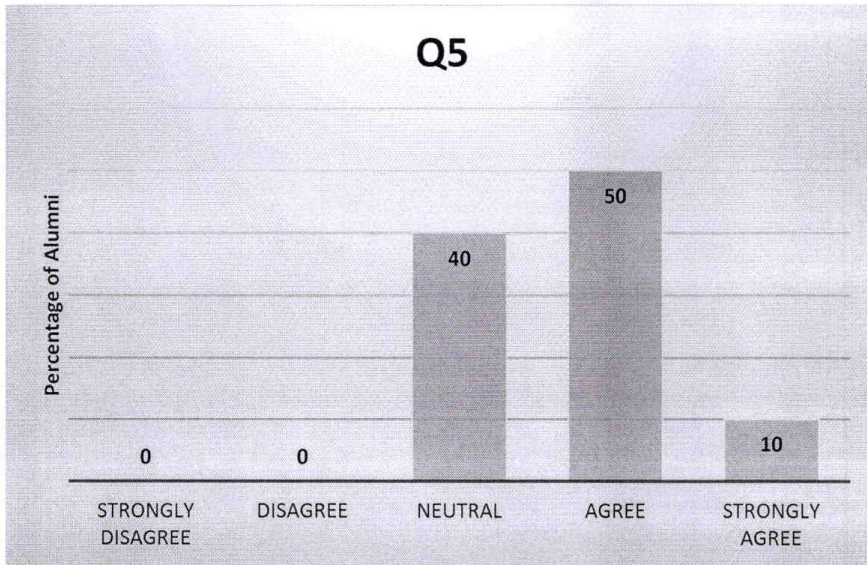

Fig 5: Feedback analysis for Q5

60 % of students believed that the learning environment is suitable for productive innovation, research & development. Only 40 % suggested for improvement.

Graphical analysis for question 6 The career counselling classes, conducted for you were relevant and helpful towards career development.
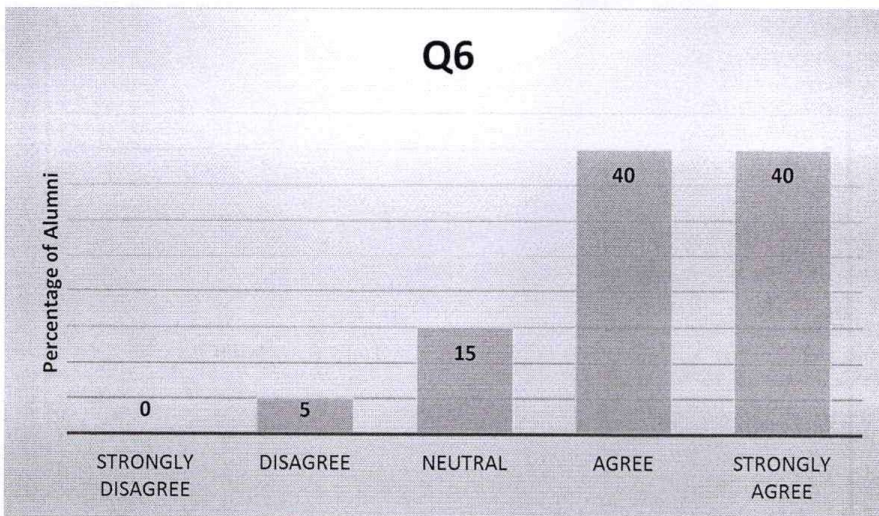

Fig 6: Feedback analysis for Q6

80 % were satisfied that the career counselling classes, conducted for you were relevant and helpful towards career development whereas 20 % were dissatisfied.

Graphical analysis for question 7 :The interdisciplinary and holistic education provided by the curriculum to impart life-long learning for continued professional development.
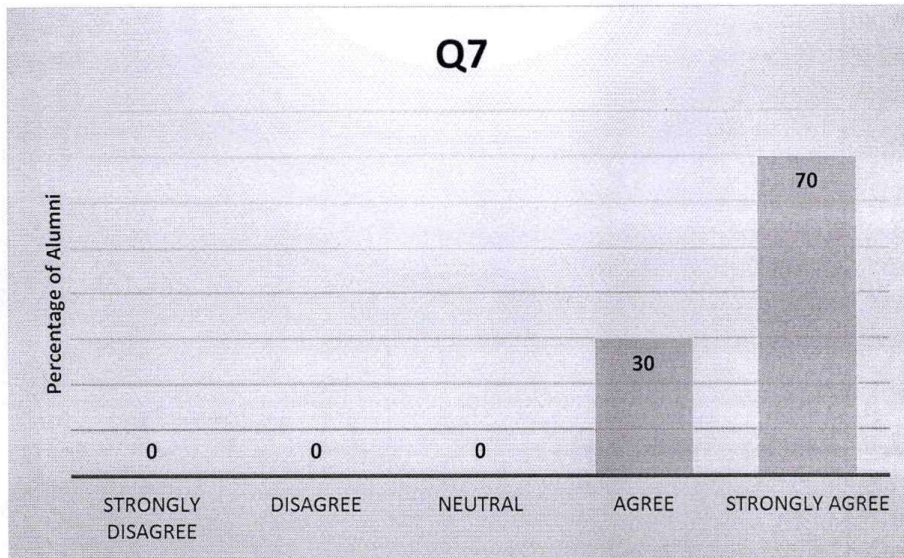
Q7

Percentage of Alumni

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
0	0	0	30	70

Fig 7: Feedback analysis for Q7

70% strongly agreed and 30 % agreed that The interdisciplinary and holistic education provided by the curriculum imparts life-long learning for continued professional development.

113

Graphical analysis for question 8 Overall rating of the Programme curriculum.
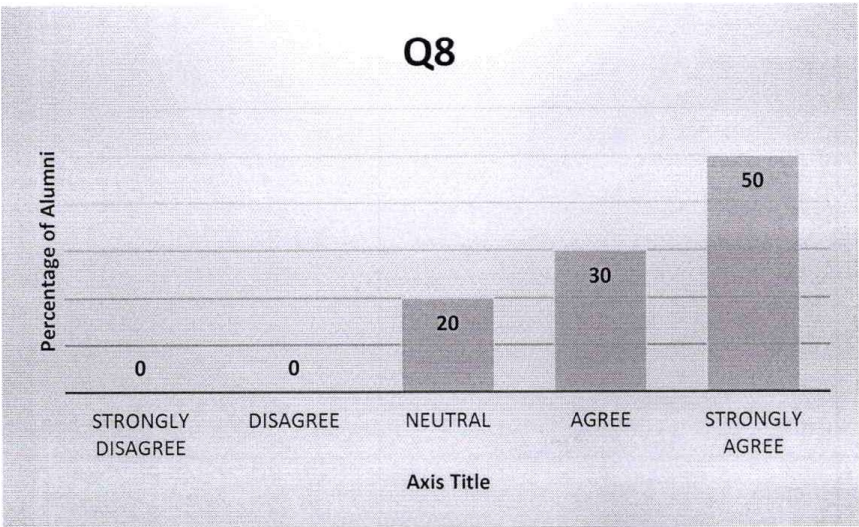

Fig 8: Feedback analysis for Q8

80% were satisfied with the Overall Curriculum offered by the University.

Report on feedback for course curriculum on employer's program in Academic Year 2020-21

Feedback is collected from the employer in every academic year, which is a mandatory practice of the Usha Martin University. Feedback collection is essential for curriculum alignment and mapping with the industry needs and for adding diverse courses from social, ethical, human values, environmental science, and sustainability development into the course curriculum.

Employers' Feedback:

The Employer's feedback at Usha Martin University is designed on

1. Rate the relevance of the course content within the program
2. Rate the relevance of the course content and course outcomes within the program related to the industry needs
3. Rate the technical efficacy of the courses for solving real-time problems/ applications
4. Rate the course content of the program based on the managerial and leadership aspects.
5. Rate the experimental tools, equipment, and practices used in the program that are relevant to the industrial applications.
6. Rate the course content of the program based on the development of communication skills & professional ethics.
7. Rate the Overall Curriculum offered by the University

Graphical analysis for question 1: Rate the relevance of the course content within the program.
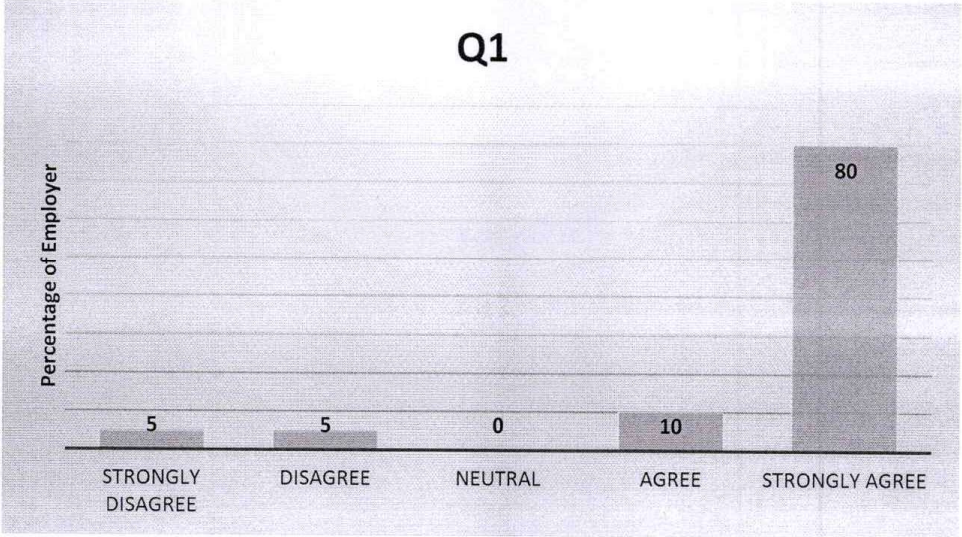

Figure 1: Feedback analysis for Question 1

According to the feedback analysis, a substantial majority of respondents (90%) are satisfied with the course content within the program. However, 5 % of respondents strongly disagreed and 5% disagreed with the statement.

Graphical analysis for the question 2: Rate the relevance of the course content and course outcomes within the program related to the industry needs.
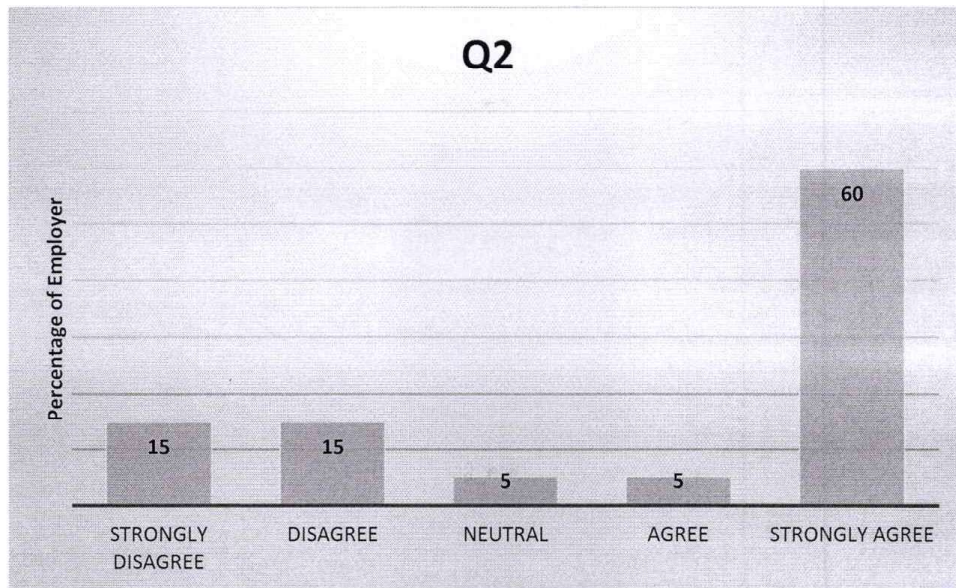

Figure 2: Feedback analysis for Question 2

65% of the respondents agreed that the relevance of the course content and course outcomes are within the program related to the industry needs. However, 30% of respondents disagreed with the statement and 5% responded neutrally to the statement suggesting need for improvement.

Graphical analysis for the question 3. Rate the technical efficacy of the courses for solving real-time problems/ applications.

Q3

Percentage of Employer

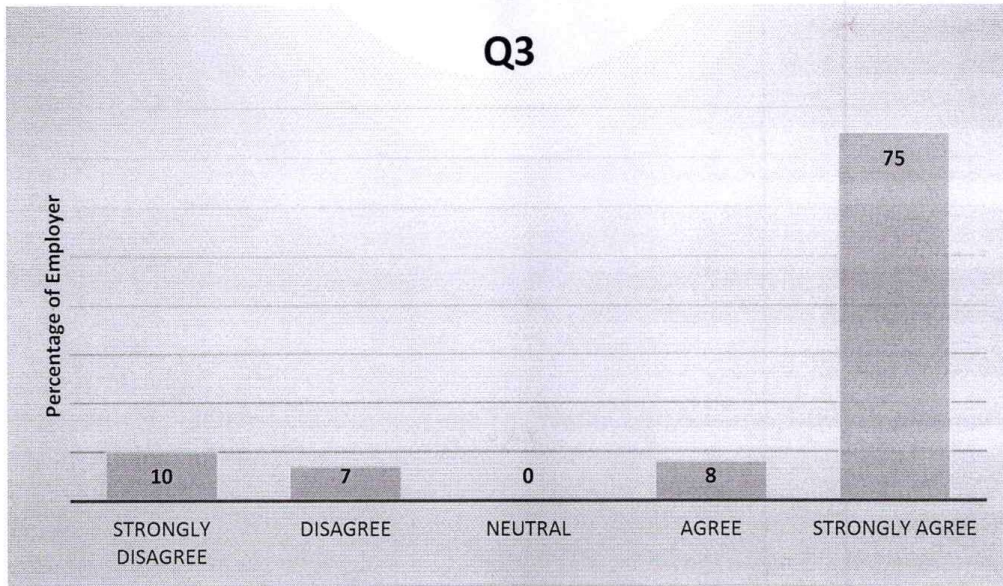|				
10	7	0	8	75
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

Figure 3: Feedback analysis for Question 3

83% of respondents responded positively about the technical efficacy of the courses for solving real-time problems/ applications. However, 17% disagreed with the statement.

Graphical analysis for the question 4: Rate the course content of the program based on the managerial and leadership aspects.

Q4

Percentage of Employer

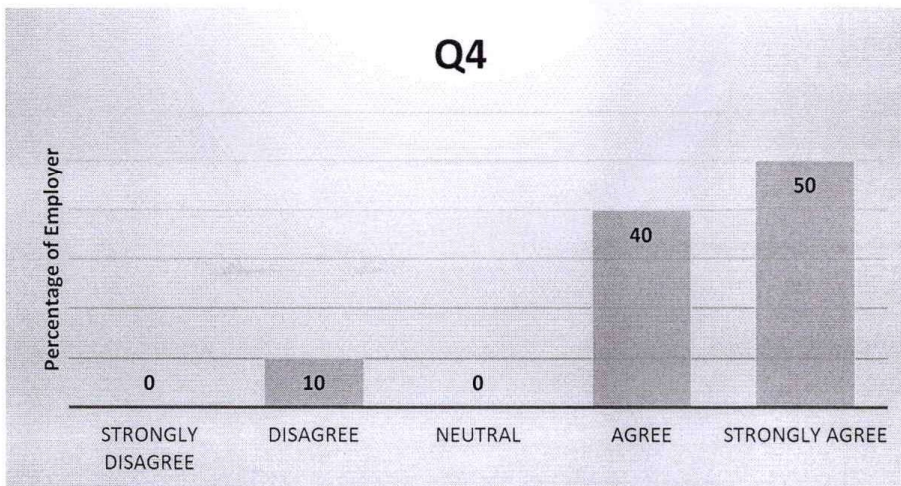|				
0	10	0	40	50
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

Figure 4: Feedback analysis for Question 4

90% of respondents were of the opinion that the course content of the program is based on the managerial and leadership aspects. Only 10% disagreed with the statement suggesting need for improvement.

Graphical analysis for the question 5: Rate the experimental tools, equipment's and practices used in the program are relevant to the industrial applications.
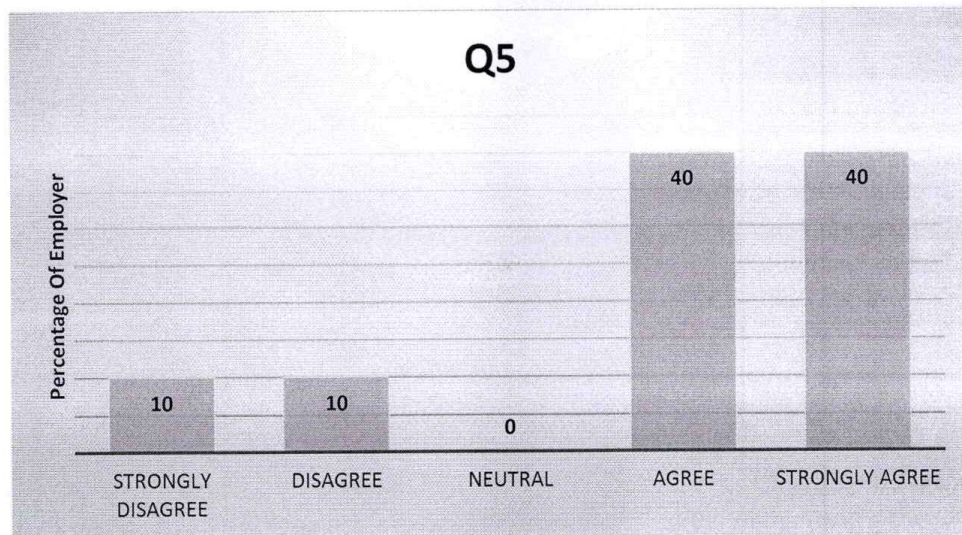

Figure 5: Feedback analysis for Question 5

80 % of respondents believed that the experimental tools, equipment, and practices used in the program were relevant to industrial applications. Only 20% of respondents disagreed with the statement suggesting the need for improvement.

Graphical analysis for question 6: Rate the course content of the program based on the development of communication skills & professional ethics.
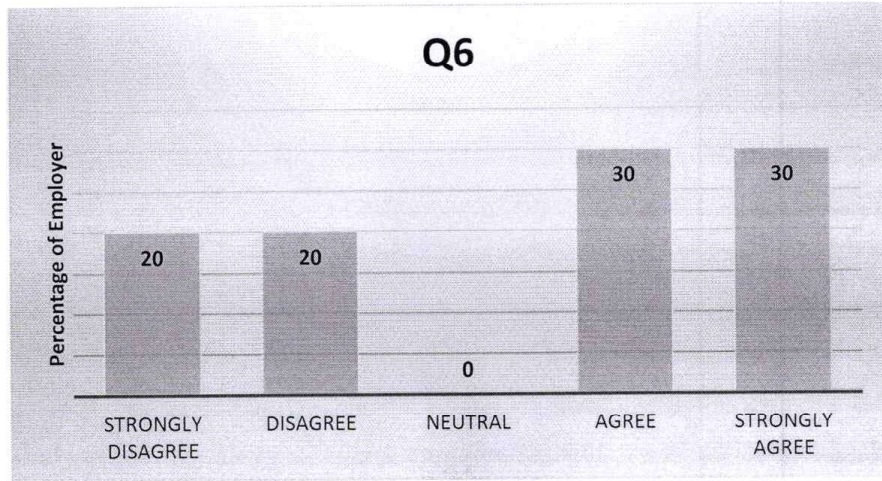

Figure 6: Feedback analysis for Question 6

60% of respondents were satisfied with the course content of the program based on the development of communication skills & professional ethics. Whereas, 40% were dissatisfied with the statement suggesting need for improvement.

Graphical analysis for the question 7: Rate the Overall Curriculum offered by the University
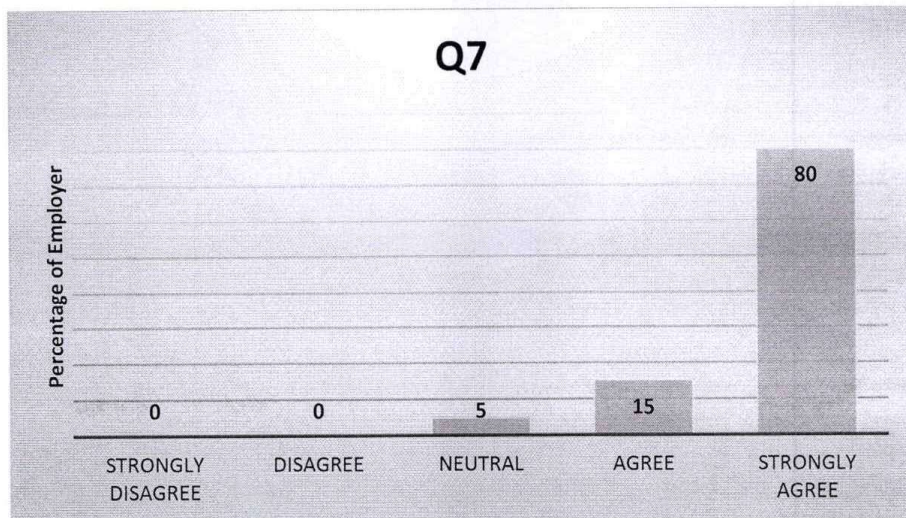

Figure 7: Feedback analysis for Question 7

95% of respondents were satisfied with the overall curriculum offered by the University. A minor percentage (5%) responded neutrally showing a lack of clarity.