

**USHA MARTIN UNIVERSITY**



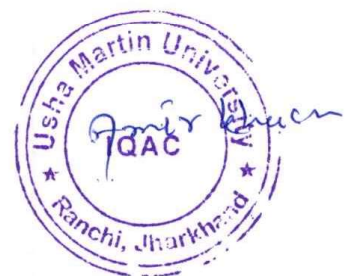
**Feedback Analysis Report based on Stakeholder's Feedback (Student, Teacher,  
Alumni, Employer)**

**(2022-23)**

**Usha Martin University**

Angara, Village - Narayansoso

Ranchi, Jharkhand, 835103



### Students's Feedback

#### Report on feedback for course curriculum of all programs in Academic Year 2022-2023

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.

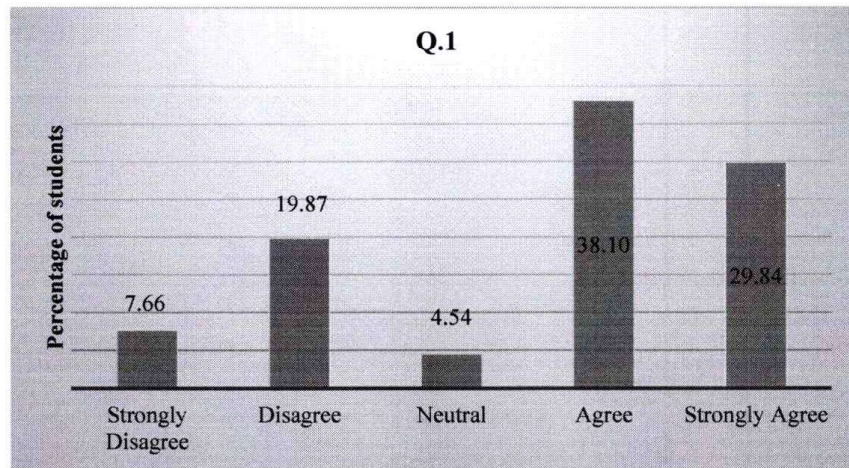
#### Students' Feedback:

The students' feedback at Usha Martin University is designed on

1. The program is aligned with the stated program objectives & outcomes.
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.



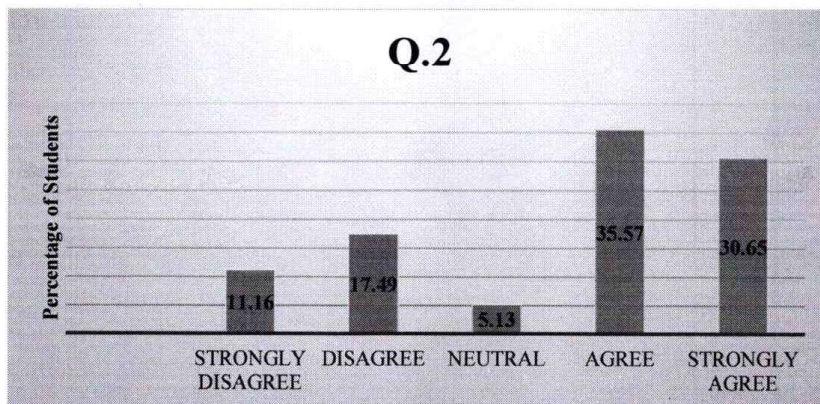
**Graphical analysis for question 1: The curriculum of the program is based on its efficacy on entrepreneurship, employability, and skill development**



**Figure 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 (67.94%). A small proportion of respondents indicated disagree and strongly disagree (27.53%) suggesting the need for a detailed analysis of specific aspects of the curriculum related to entrepreneurship, employability, and skill development. A small portion of respondents (4.54%) remained neutral, indicating a lack of strong opinion either in favor of or against the statement.

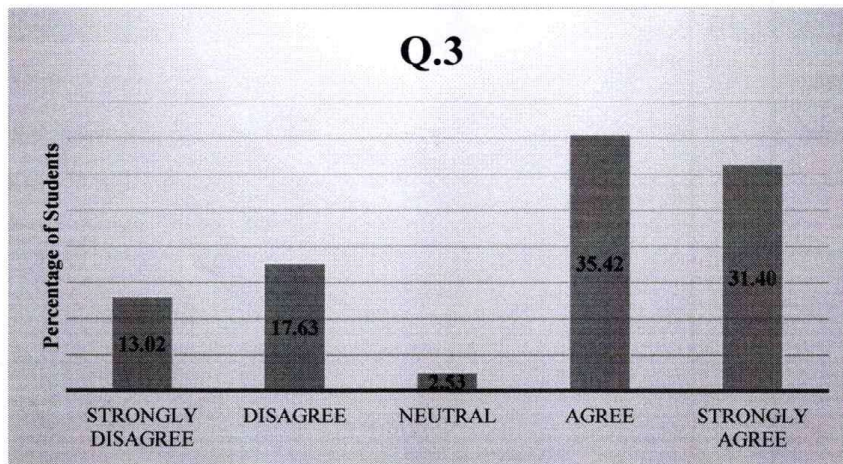
**Graphical analysis for question 2: The program is based on the clarity of program/course objectives and outcomes**



**Figure 2: Feedback analysis for Question 2**

A moderate percentage of respondents expressed strong disagreement (11.16%) or disagreed (17.49%) with the statement. The majority of respondents agreed (35.57%) & strongly agreed (30.65%) with the statement, suggesting that they perceive the program/course objectives and outcomes to be adequately clear and well-defined. A small portion of respondents (5.13%) may feel uncertain about the clarity of program/course objectives and outcomes.

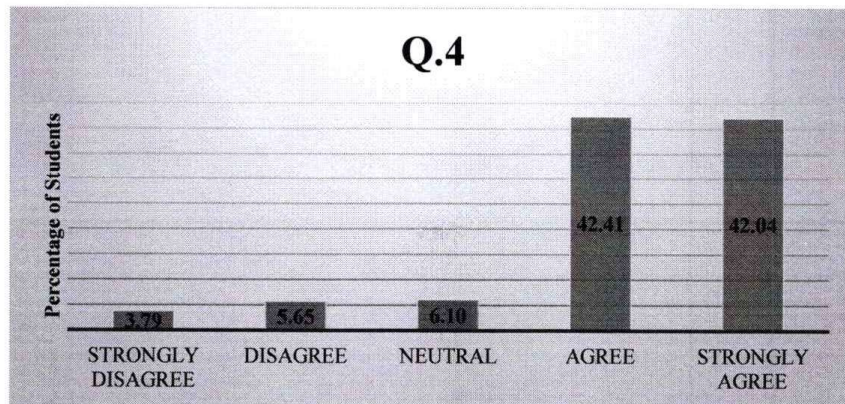
**Graphical analysis for question 3: The ratio of theory and practical courses in the curriculum is balanced with each other**



**Figure 3: Feedback analysis for Question 3**

A moderate percentage of respondents strongly disagreed (13.02%) or disagreed (17.63%) with the statement, suggesting that they perceive a lack of balance between theory and practical courses. A small portion of respondents (2.53 %) remained neutral, indicating a lack of strong opinion either in favor of or against the statement. A considerable percentage of respondents (66.82%) demonstrated a high level of confidence and satisfaction in the balance between theory and practical courses.

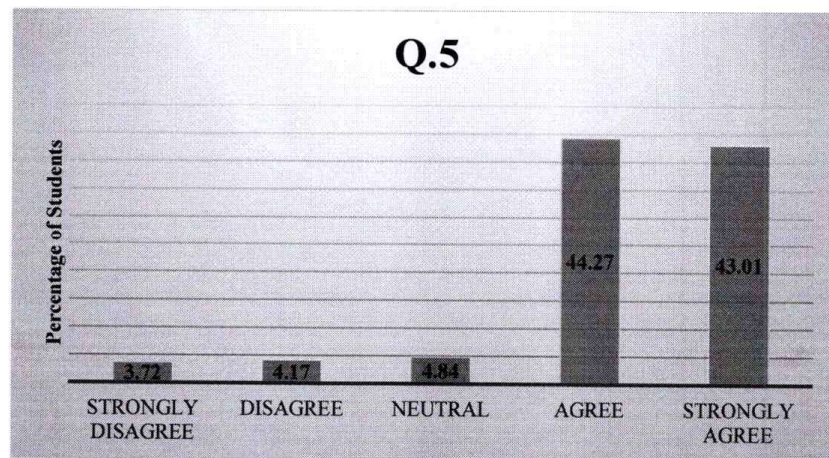
**Graphical analysis for the question 4: The curriculum of the program inculcated necessary ethical values and concern for society**



**Figure 4: Feedback analysis for Question 4**

A significant majority of respondents agree (42.41%) or strongly agree (42.04%) that the curriculum of the program has successfully inculcated necessary ethical values and concern for society. A small percentage (9.44 %) of respondents disagree (3.79%) or strongly disagree (5.65%) with the idea that the curriculum has effectively inculcated ethical values and concern for society. A small percentage of respondents (6.10%) feel uncertain about the extent to which the curriculum addresses ethical values and societal concerns.

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

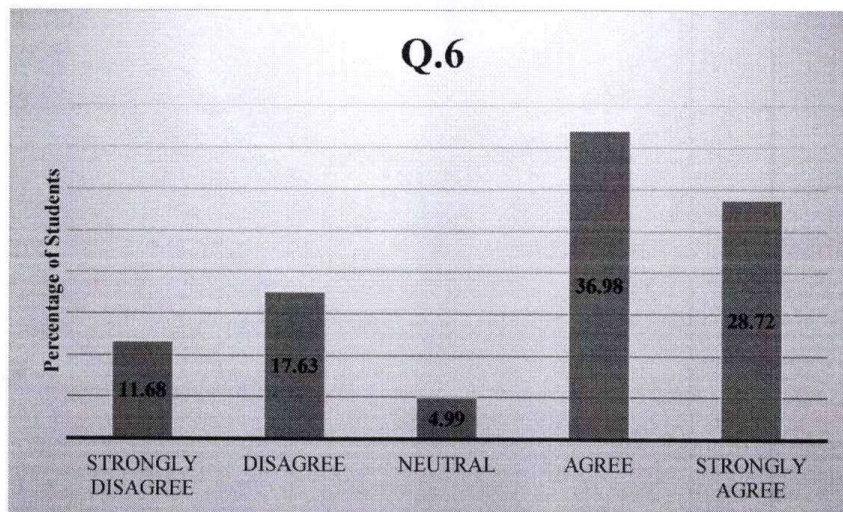


**Figure 5: Feedback analysis for Question 5**

A small percentage of respondents expressed strong disagreement (3.72 %) with the statement, indicating dissatisfaction with the time effectiveness and alignment of examination questions

with course content. Similarly, a small percentage of respondents disagreed (4.17%) with the statement, suggesting that improvements are needed to ensure a better balance between the two aspects. A moderate portion of respondents (4.84%) remained neutral, indicating a lack of strong opinion either in favor of or against the statement. A significant majority of respondents (87.28%) agreed (44.27%) or strongly agreed (43.01%) with the statement, suggesting that they perceive the pattern of questions in examinations to be time-effective and aligned with the course content.

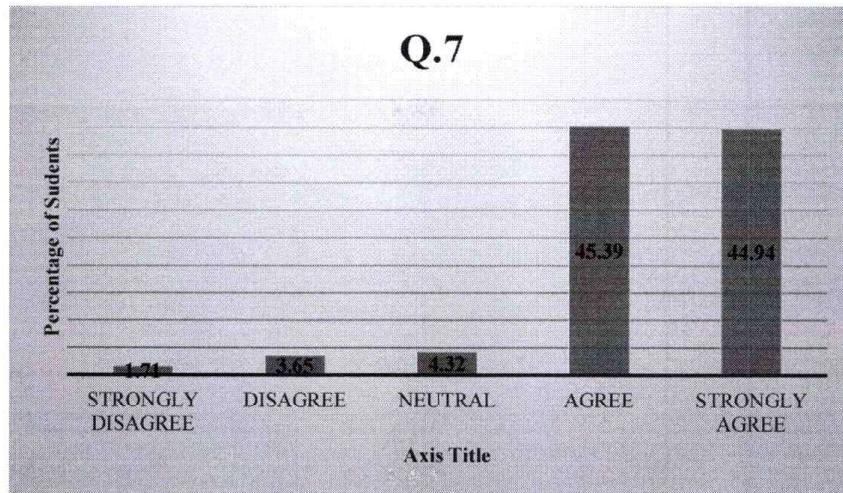
**Graphical analysis for the question 6: The teaching-learning tools i.e. LMS, demonstration, PowerPoint, chalk & board practices, etc. including program assessment methods (assignments/class test/seminar/field projects, etc) by teachers to cover the curriculum effectively and make it interesting for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



**Figure 6: Feedback analysis for Question 6**

A majority of respondents (36.98%) agree or strongly agree (28.72%) that the teaching and learning tools, along with program assessment methods, are effective in covering the curriculum and making it interesting for easy learning. A small portion (29.31%) of respondents disagree or strongly disagree with the effectiveness of teaching and learning tools in covering the curriculum and making it interesting. A minority of respondents (4.99%) suggested neutral feedback.

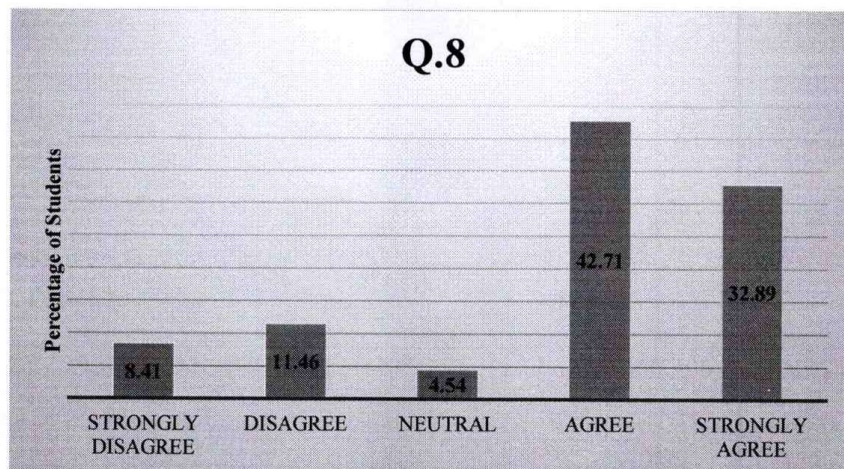
**Graphical analysis for the question 7: Course contents meet all the aspects and recent trends of the program**



**Figure 7: Feedback analysis for Question 7**

The majority of respondents either agreed (45.39%) or strongly agreed (44.94%) with the statement, indicating a prevailing positive sentiment towards the adequacy of course contents in meeting all aspects and recent trends of the program. A small percentage of respondents disagreed (5.36%) or expressed neutrality (4.32%), as their feedback highlights potential areas for improvement in curriculum development and updating processes.

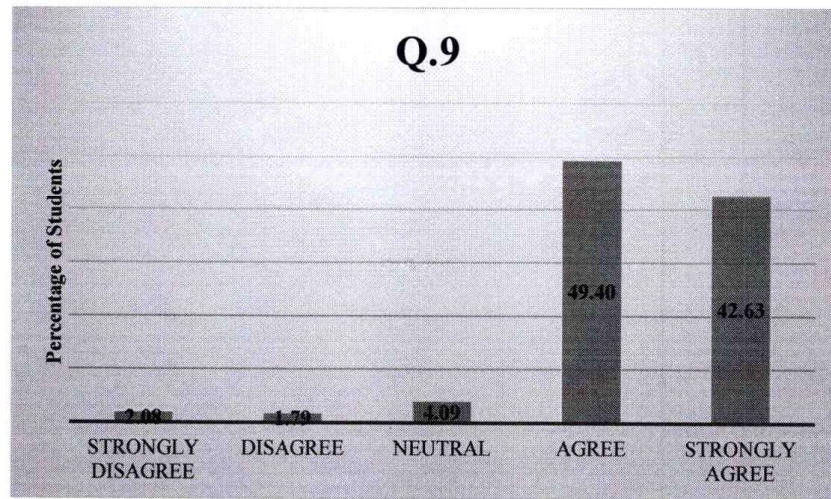
**Graphical analysis for the question 8: The inclusion of Value-Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement**



**Figure 8: Feedback analysis for Question 8**

A significant majority of respondents (75.60%) agree or strongly agree that the inclusion of Value-Added Courses is beneficial for acquiring extra knowledge and skills useful for self-improvement. A minority (19.87%) of respondents disagree or strongly disagree with the idea of including Value Added Courses for self-improvement. A small portion of respondents (4.54%) expressed neutral feedback.

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



**Figure 9: Feedback analysis for Question 9**

A significant majority of respondents (92.03%) either agreed (49.40 %) or strongly agreed (42.63%) with a positive overall rating of the program curriculum. Only (3.87%) of students expressed negative opinions, either disagreeing (1.79%) or strongly disagreeing (2.08%) with the Program Curriculum. Only (4.09%) of the population gave neutral feedback.



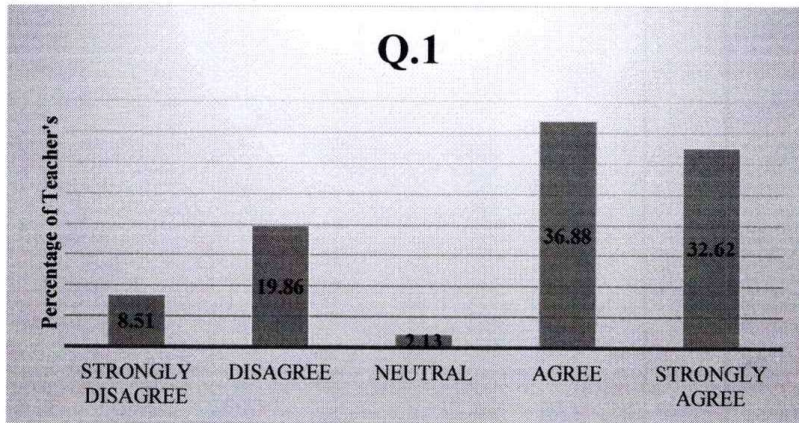
**Teacher’s Feedback**

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 program is aligned with the stated program objectives & outcomes.
2. . The structure of the curriculum on 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**

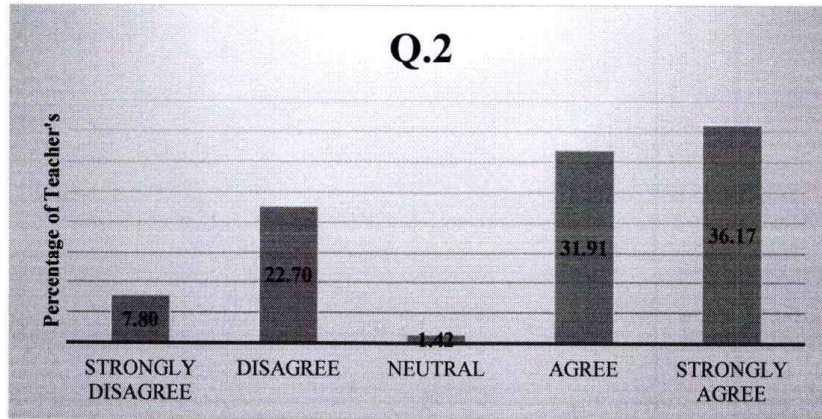


**Figure 1: Feedback analysis for Question 1**

A significant majority of respondents agreed (36.88%) or strongly agreed (32.62%) with the statement, suggesting that they perceive the program as being aligned with its stated objectives and outcomes. A minor portion of respondents (2.13%) remained neutral. A moderate

percentage of respondents disagree (19.86%) or strongly disagree (8.51%) with the statement, indicating a minimal perception that there may be some discrepancies between the program and its stated objectives and outcomes.

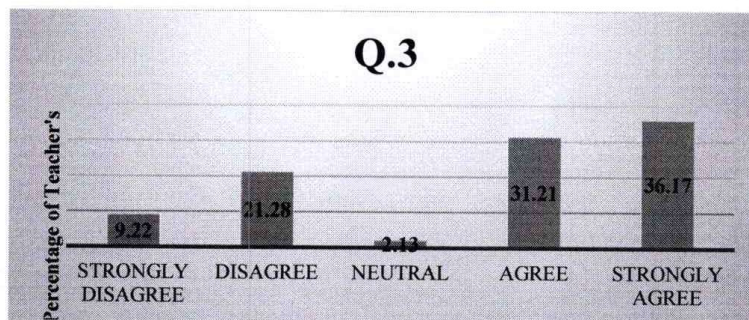
**Graphical analysis for question 2: The structure of the curriculum on attainment of career enhancement**



**Figure 2: Feedback analysis for Question 2**

A moderate percentage of respondents expressed strongly disagree (7.80%) or disagree (22.70 %) with the statement, suggesting that they believe the structure of the curriculum does not contribute significantly to career enhancement. A very small percentage of respondents (1.42%). Overall, the majority of respondents either agreed (31.91%) or strongly agreed (36.17%) with the statement, indicating a prevailing positive sentiment towards the structure of the curriculum and its impact on career enhancement.

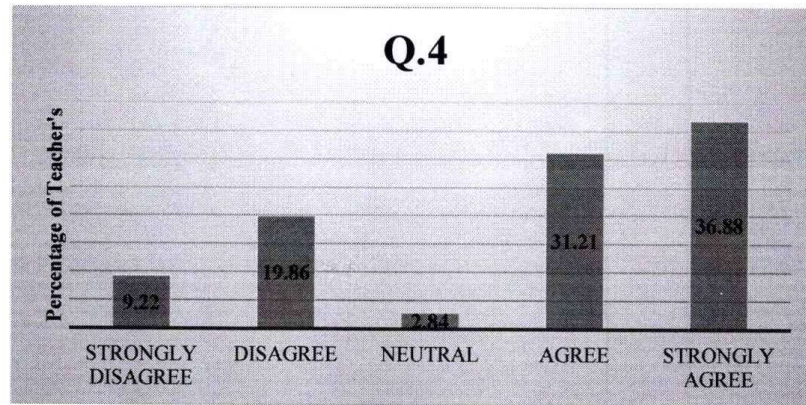
**Graphical analysis for question 3: The syllabus is updated in the curriculum based on the needs of various stakeholders**



**Figure 3: Feedback analysis for Question 3**

The majority of participants (31.21%) agree or (36.17%) strongly agree that the syllabus is regularly reviewed and updated to align with the evolving requirements of stakeholders. However, a small portion of respondents expressed neutral (2.13%) and dissatisfaction (30.50%) with the statement demanding the need for improvement.

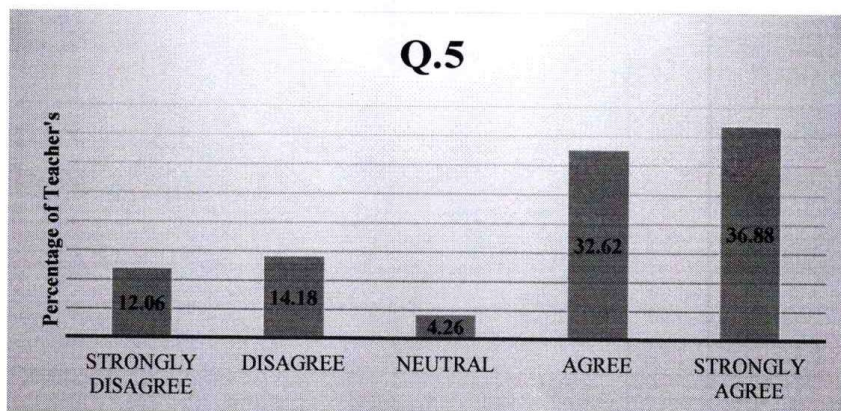
**Graphical analysis for question 4. The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.**



**Figure 4: Feedback analysis for Question 4**

A substantial majority, 31.21%, 'Agreed' that the curriculum appropriately emphasizes skill development, entrepreneurship development, and employability generation. An additional 36.88% 'Strongly Agreed', indicates a high level of endorsement for the curriculum's focus on these aspects. However, a moderate proportion of respondents 29.08% showed dissatisfaction with the statement. A minor proportion (2.84%) of respondents also showed neutral responses.

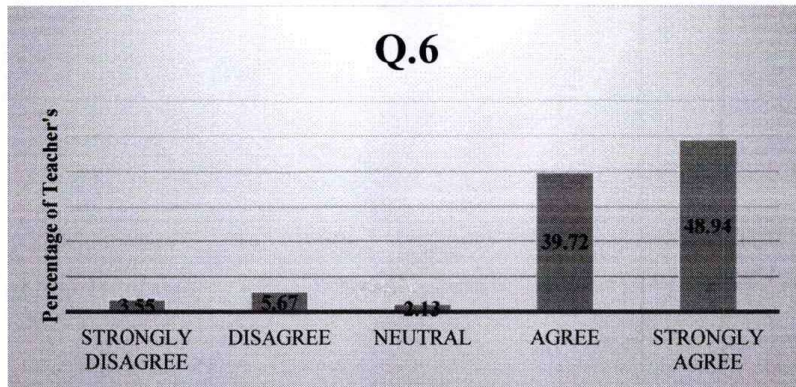
**Graphical analysis for question 5: The ratio of theory and practical courses in the curriculum is balanced with each other**



**Figure 5: Feedback analysis for Question 5**

The data suggested that about (32.62%) agreed or strongly agreed (36.88%) that there is an appropriate balance between theory and practical courses. A moderate proportion (26.24%) disagreed with the statement. A small portion of respondents (4.26%) showed neutral responses showing suggesting clarity about the statement.

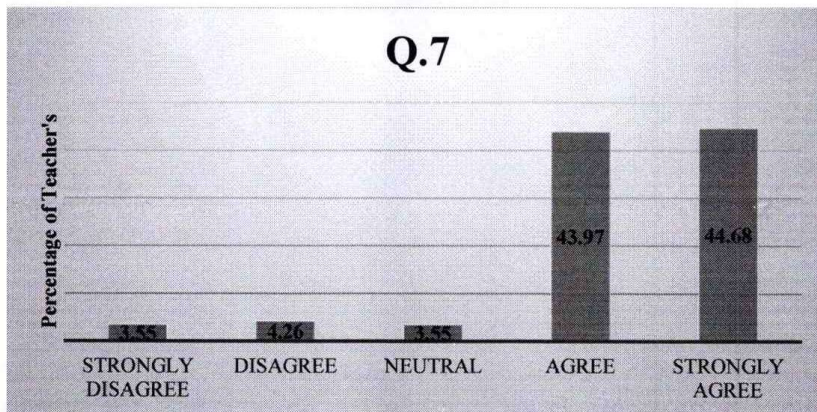
**Graphical analysis for question 6: Your participation in curriculum design, revision, and development methods**



**Figure 6: Feedback analysis for Question 6**

A significant portion of participants 88.66% agreed that they actively participate in these processes, indicating a high level of engagement and influence in shaping the curriculum. On the other hand, a very small percentage (9.22%) showed disagreement with the statement. A small percentage (2.13%) also reflected neutral feedback indicating a lack of strong opinion either in favor of or against the statement.

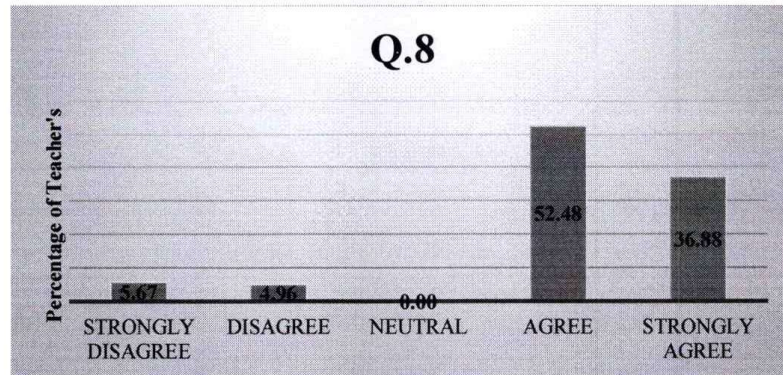
**Graphical analysis for question 7: The structure of the curriculum is designed as per the requirements of regulatory bodies**



**Figure 7: Feedback analysis for Question 7**

A majority of participants, 43.97%, 'Agreed' that the curriculum is designed by these regulatory standards. Additionally, 44.68 % 'Strongly Agree', indicates a high level of confidence in the curriculum's compliance with regulatory requirements. A smaller proportion, 3.55 %, hold a neutral response. A small proportion disagrees (4.26%) or strongly disagrees (3.55%) with the statement.

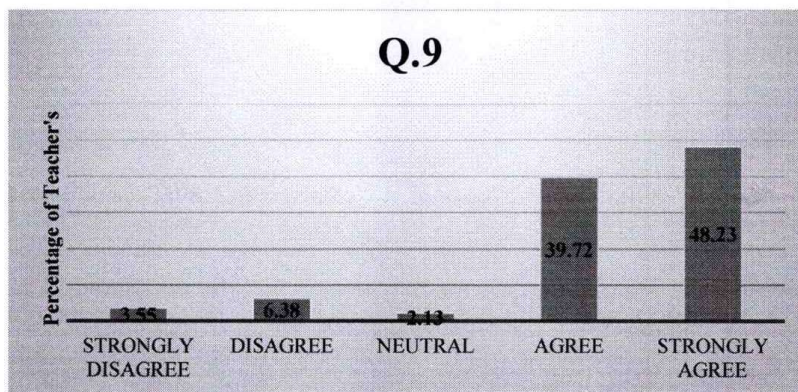
**Graphical analysis for question 8: The adequacy of prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum**



**Figure 8: Feedback analysis for Question 8**

The majority of participants agreed (52.48%) and (36.88%) 'Strongly Agreed', indicating a strong endorsement of the adequacy of reading materials. However, a small percentage disagreed (10.63 %) with the statement indicating the need for more collection and diversity of reading material in the Departmental Library / Central Library in proportionate to the curriculum.

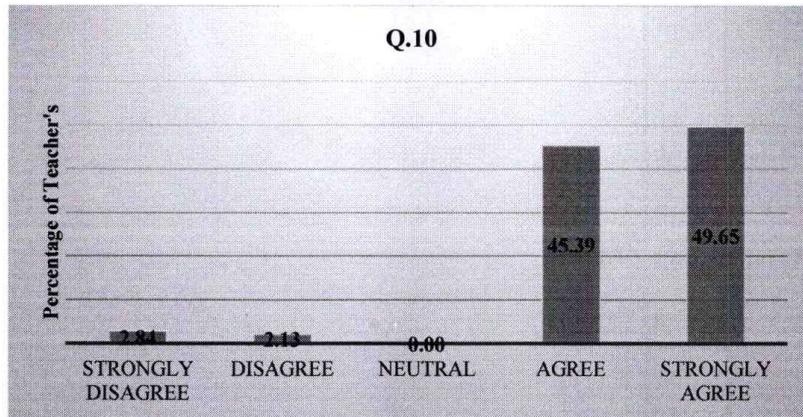
**Graphical analysis for question 9: The values & ethics in the curriculum to build a good citizen**



**Figure 9: Feedback analysis for Question 9**

The data reflects that (39.72%) Agree or (51.06%) strongly agree, indicating a positive perception of the curriculum's ability to instill these qualities. However, a small percentage (9.93%) also reflected dissatisfaction with the statement. A minor portion also showed (2.13%) neutral feedback indicating more clarity about the statement.

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



**Figure 10: Feedback analysis for Question 10**

A significant portion, 45.39%'Agreed', and 49.65% strongly agreed indicating a positive perception that the allocation is justified. This aspect could represent a more transparent and satisfactory credit distribution, potentially enhancing the overall educational experience for participants. A very minor percentage disagree (2.13%) or strongly disagree (2.84%) with the statement indicating improvement.

## **Alumni Feedback**

### **Report on feedback for course curriculum on alumni program in Academic Year 2022-23**

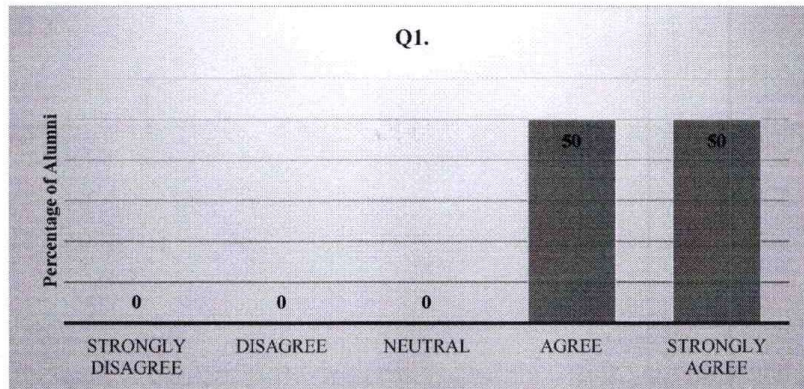
Feedback is collected from the alumni every academic year, which is a mandatory practice of the Usha Martin University. Feedback collection is essential for curriculum alignment and mapping with the industry needs and for adding diverse courses from social, ethical, human values, environmental science,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

#### **Alumni 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 counselling 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

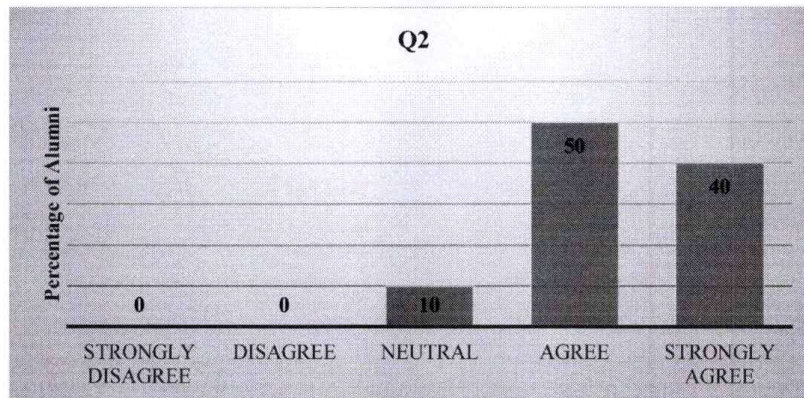
**Graphical analysis for question 1: The syllabus and sequence of courses in different semesters/years of the program was useful towards your professional career.**



**Figure 1: Feedback analysis for Question 1**

According to the feedback analysis, a substantial majority of respondents 50% strongly agree and 50% agree that the syllabus and sequence of courses in different semesters/years of the program were useful for their professional careers.

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

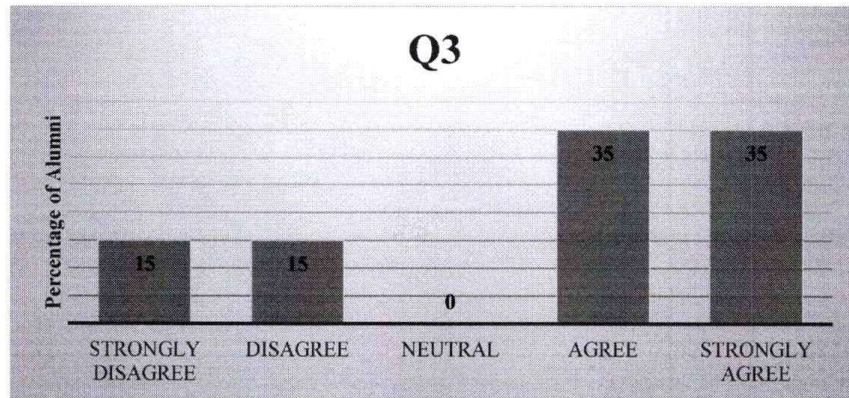


**Figure 2 : Feedback analysis for Question 2**

90% of alumni expressed strong agreement regarding the efficiency of the course curriculum in fostering skill development, while the remaining 10% provided suggestions for enhancement.

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

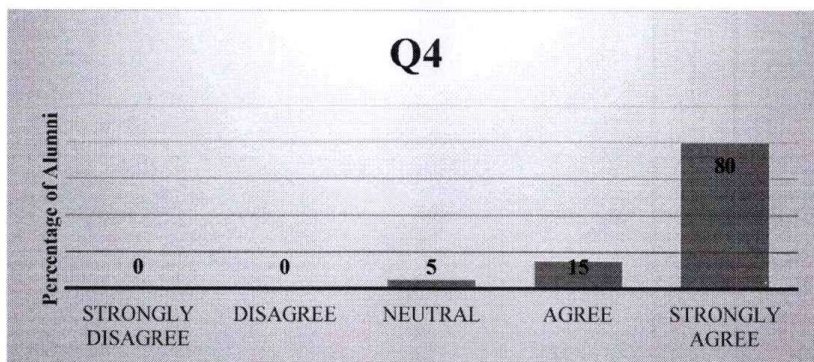




**Figure 3: Feedback analysis for Question 3**

70% of respondents believed that the teaching methods used in lectures and laboratory sessions cultivated students into empathetic professionals with appropriate values and attitudes. However, 30% of the alumni disagreed with the statements.

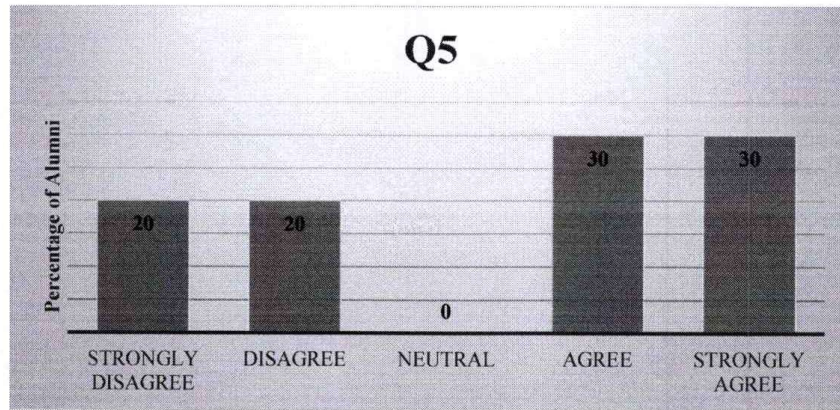
**Graphical analysis for the question 4: The facilities and resources provided in departmental/ central library to make learning more comfortable and to increase multidisciplinary knowledge**



**Figure 4: Feedback analysis for Question 4**

95% of respondents believed that the facilities and resources offered in both departmental and central libraries enhanced learning comfort and facilitated the acquisition of multidisciplinary knowledge. Only 5% recommended areas for improvement. Consequently, no alterations were made to the curriculum.

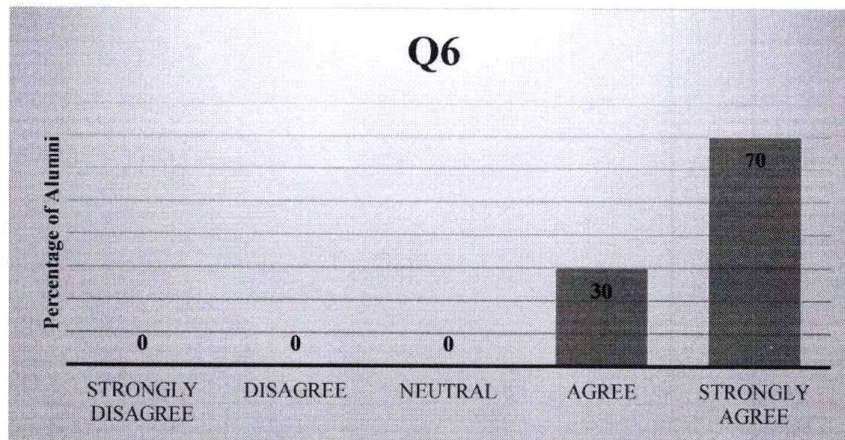
**Graphical analysis for the question 5 The learning environment is suitable for productive innovation, research & development.**



**Figure 5: Feedback analysis for Question 5**

The majority of alumni around 60 % believed that the learning environment is suitable for productive innovation, research & development. However, 40 % of alumni were dissatisfied with the statement.

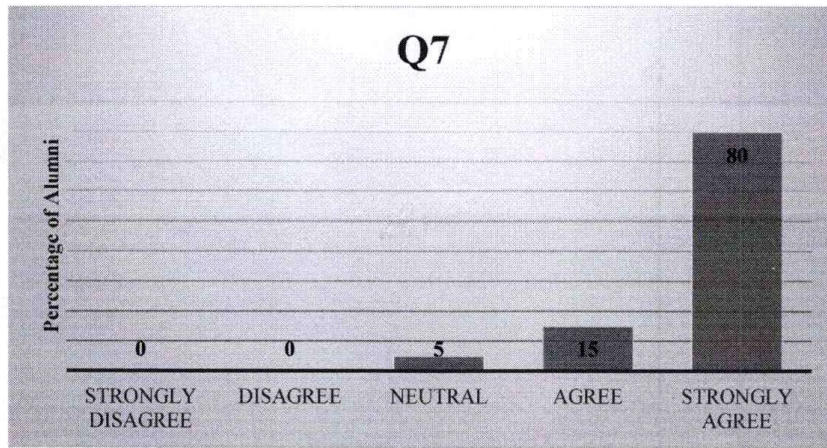
**Graphical analysis for the question 6: The career counselling classes, conducted for you was relevant and helpful towards career development.**



**Figure 6: Feedback analysis for Question 6**

70% of respondents strongly agreed and 30% of respondents agreed with the statement and found the career counselling sessions beneficial for their career development.

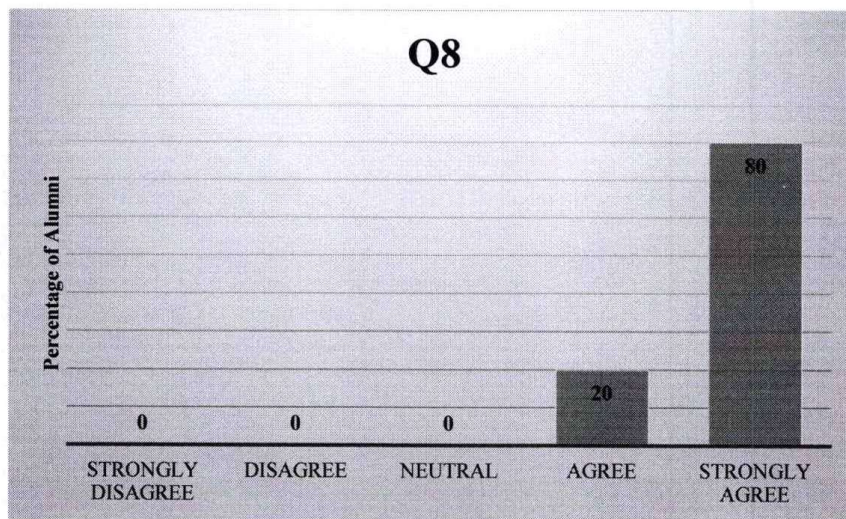
**Graphical analysis for the question 7 The interdisciplinary and holistic education provided by the curriculum to impart life-long learning for continued-professional development.**



**Figure 7: Feedback analysis for Question 7**

95% of alumni agreed that the interdisciplinary and holistic education provided by the curriculum imparts life-long learning for continued professional development.

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



**Figure 8: Feedback analysis for Question 8**

80% of alumni “Strongly agreed” and 20% alumni “Agreed” showed satisfaction with the overall curriculum offered by the university.

**Employer’s Feedback**

**Report on feedback for course curriculum on employer’s program in Academic Year 2022-23**

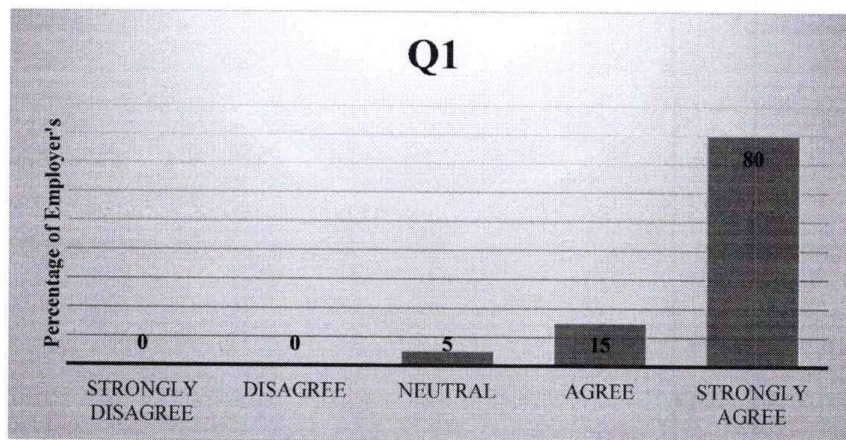
Feedback is collected from the employer in every academic year, which is a mandatory practice of the Usha Martin University. Feedback collection is essential for curriculum alignment and mapping with the industry needs and for adding diverse courses from social, ethical, human values, environmental science,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

**Employer’s 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

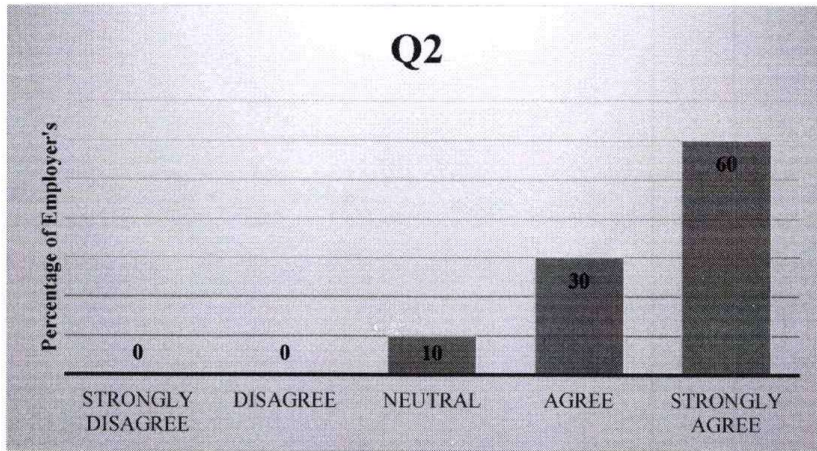
**Graphical analysis for question 1: Rate the relevance of the course content within the program.**



**Figure 1: Feedback analysis for Question 1**

According to the feedback analysis, a substantial majority of respondents (95%) are satisfied with the statement, rest (5%) responded neutral to the statement. 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.

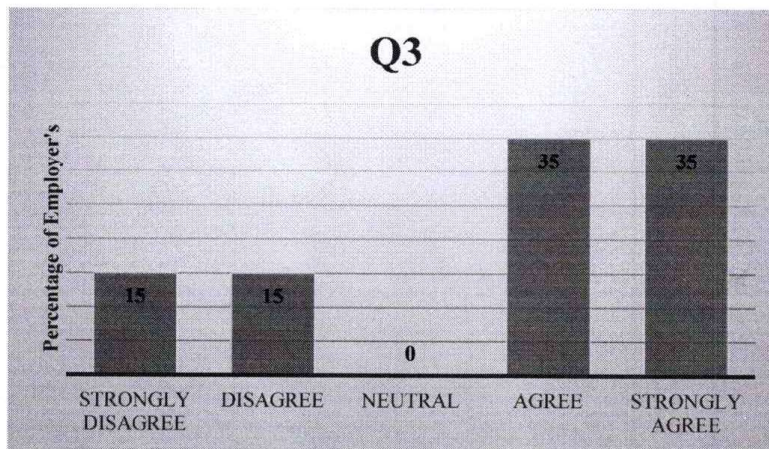
**Graphical analysis for the question 2: Rate the relevance of the course content and course outcomes within the program related to the industry needs.**



**Figure 2: Feedback analysis for Question 2**

60% of respondents “Strongly agreed” and 30% “Agreed” that the relevance of the course content and course outcomes within the program related to the industry needs. The remaining 10% suggested for improvement.

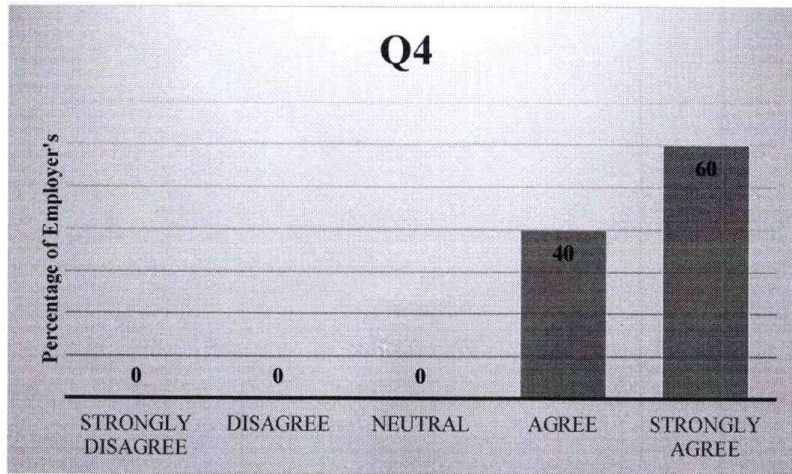
**Graphical analysis for the question 3. Rate the technical efficacy of the courses for solving real time problems/ applications.**



**Figure 3: Feedback analysis for Question 3**

70 % of the respondents were satisfied with the technical efficacy of the courses for solving real-time problems/applications. Rest 30% disagreed with the statement requiring need for improvement.

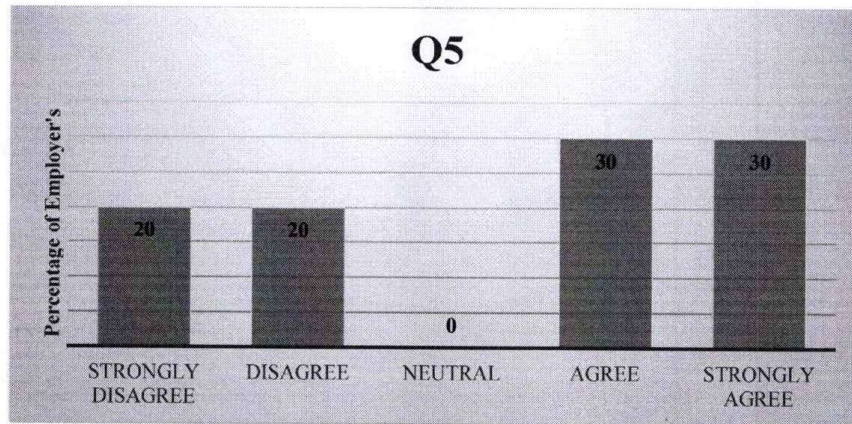
**Graphical analysis for the question 4: Rate the course content of the program based on the managerial and leadership aspects.**



**Figure 4: Feedback analysis for Question 4**

60 % of the respondents “strongly agreed” and 40% “agreed” that the course content of the program is based on the managerial and leadership aspects.

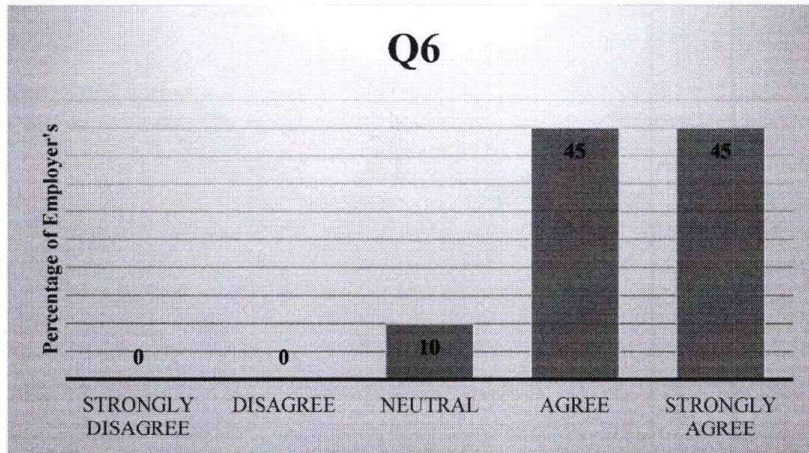
**Graphical analysis for the question 5: Rate the experimental tools, equipment's and practices used in the program are relevant to the industrial applications.**



**Figure 5: Feedback analysis for Question 5**

60 % students were of the opinion that the experimental tools, equipment's and practices used in the program are relevant to the industrial applications. Only 40 % suggested for improvement.

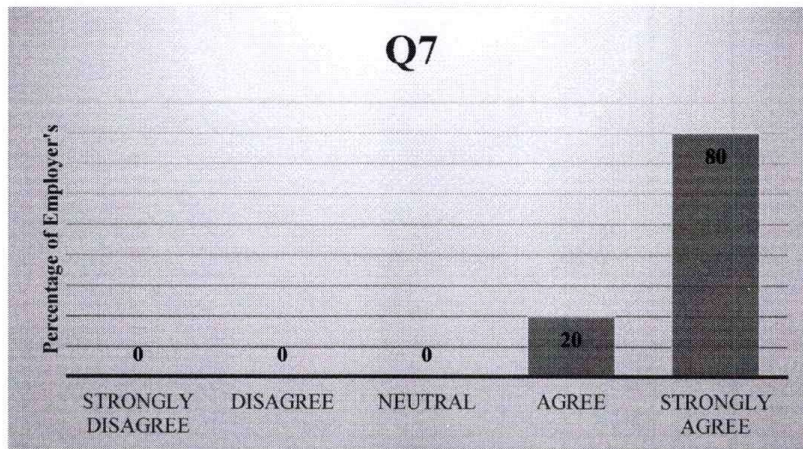
**Graphical analysis for the question 6: Rate the course content of the program based on the development of communication skills & professional ethics.**



**Figure 6: Feedback analysis for Question 6**

90% of the respondents were satisfied with the course content of the program based on the development of communication skills & professional ethics, whereas 10 % responded neutrally.

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



**Figure 7: Feedback analysis for Question 7**

80% of respondents “strongly agreed” and 20% “agreed” with the overall curriculum offered by the university indicating a high level of satisfaction among respondents.

*S. Amir Khuram*

