BHIMA BHOI COLLEGE, RAIRAKHOL
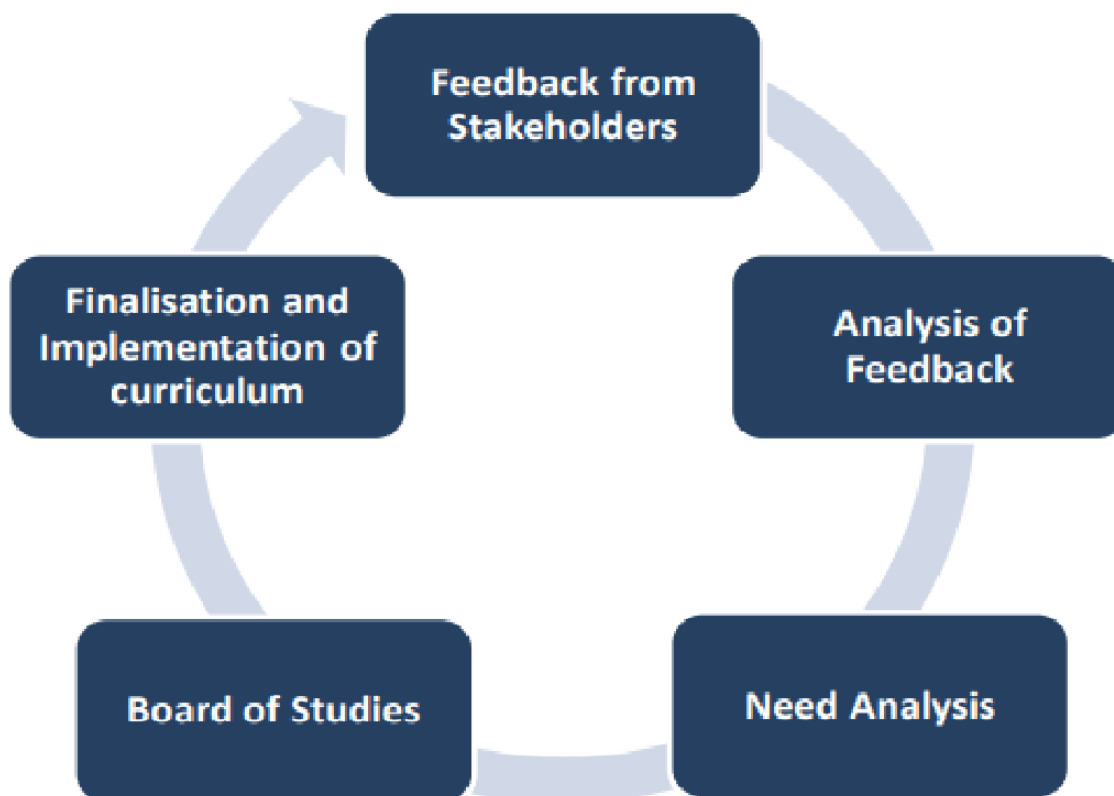
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Stakeholder's Feedback Report

Feedback process

Curriculum Design and Development is a significant process of developing appropriate need-based inputs in consultation with the expert groups, based on the feedback from stakeholders. In this regard, Bhima Bhoi College, Rairakhol provides the necessary arrangements for feedback responses from students, teachers and other stakeholders on curriculum related issues. The ultimate aim of stakeholder's feedback is to get useful insights for the purpose of enhancement in all aspects of teaching, learning, assessment and capacity building. Curriculum, being one of the important aspects of the teaching learning process, needs continuous and periodical evaluation. The process of development of curriculum is presented below.

The feedback on the curricula/syllabi are recorded at the end of each term, in the months of April and November of every academic year. The Curriculum investigation incorporates the data about planning syllabus and overall experience about the program. Development of curriculum for different programs begins with evaluation of the existing curriculum in the light of the needs of the students, Society and job placement.

In the process of curriculum development and review, the existing curriculum goes through a comprehensive and an elaborated evaluation procedure, which has to undergo various stages with an active contribution of students, teachers and Members of Council, Syllabus Committee at University Level and finally it gets approved by the DHE, Odisha prior to implementation.

Feedbacks regarding curriculum is obtained from the students who provide the same for each course, which are duly considered in reviewing it. Student's feedback is obtained in different sessions at the end of each academic year by using prescribed questionnaire as designed by the institute. Feedback is collected online through Institute Management System before the closing of semester. Similarly, feedbacks from each faculty are also sought for all the courses taught by him/her in the session, which is considered during curriculum review process.

After the compilation of obtained feedback from all stakeholders, the same is assessed by the duly constituted committee of the institute, which usually meets at the end of each semester. The committee makes thorough discussion on the suggestions given during feedback and communicates, if any improvement needed in the curriculum to the university. After the complete analysis of the feedback, changes are suggested in the Board of Studies meeting. On the recommendations of the members of the BOS, the needful changes are incorporated.

1. Student's Feedback

The institution is using the students' feedback as a base to make improvements in the existing system after reviewing and analyzing it carefully. The students' feedback questionnaire encompasses quantitative and qualitative answers, focused on the quality of the in-course content, pedagogy, learning material, views about theory/practical courses, and services extended to them by the institute. The survey is opened to the students twice a year at the end of each term to express their feedback/suggestions on the scheme, teaching-learning, and co-curricular activities; later on, this feedback is analyzed and shared with the concerned department. Appropriate suggestions are put forward to the academic council for implementation. Based on the feedback, valuable changes are recommended by the Board of Studies(BoS) to revise/shift the content of the course after obtaining formal approval from the academic council of the University.

Most of the participants of the survey have been satisfied with the program scheme. Continuous improvement in the scheme has shown positive feedback by the students. Content of the course and conduct of theory and practical courses have gained the interest of most of the students. The syllabus, instruction plans, and lab manuals were available on the online interface as per curriculum schemes. They are satisfied with allocated courses to them for teaching, activities conducted in the form of guest lectures and workshops, etc. during the session 2020-21 . Only a few students **express their dissatisfaction about the resource's availability** in terms of reading material and equipment/software used in laboratories whereas most of them expressed their satisfaction for the reference material available in the library is sufficient to meet the Theoretical as well as practical aspects of the course. Institute has also provided an extension to students enabling them to view e-books and e-resources using credentials.

Additionally, the **majority of students are satisfied with the study material and equipments** provided by the Institute to learn insights of theoretical concepts gained by students through lectures, tutorials, and interactions with external experts. The same fundamentals have been applied by the students in the laboratory and via practical to enhance their understanding and concept clarity to relate theoretical components into practice. Institute has also procured a research lab in which the most sophisticated lab instruments have been placed to provide experimentation and testing facilities to the research students within the campus.

Most students have shown their **satisfaction with their classroom experience** with the faculties opting for different teaching styles including PPTs, site visits, animations, live examples, prototypes, etc., and incorporating interactive elements, problem-solving methodologies that have real-world relevance and provides appropriate challenges to support and enhance their learning process. The institution is hiring well-experienced faculty members having quality teaching, research, or industry experience which could help students learn insights of their programme and associated fields.

Personal mentors' have been assigned to help those weak students who are struggling with low CGPA, facing psychological or social imperfection. Mentors are in endeavor to strive towards the overall wellbeing of student and most of the student's participants have positively expressed their contentment with the resolution of any query related to academic or personal.

Mentors contact the allocated mentees' and held discuss on issues on monthly basis and suggest possible way outs to the students to deal with their present situation, at the same time parents are also kept in line with the situation to motivate and support their ward in all possible ways.

2. Alumni Feedback

The flexibility provided in the curriculum to develop skills in multidisciplinary fields was appreciated by alumni. Students' needs are not only taken care of but have also been customized with the pedagogy for a better understanding of the subject. The flexible curriculum focuses greatly on skill development.

The curriculum is well mapped with the syllabus of competitive exams such as,SSS, CPET, etc. which will help students to perform better in national and international level exams. Preparatory classes help the students to comprehend the prerequisites of the exam. Frequent revision cycle, mock tests and experts talk make the students more confident and enthusiastic.

Courses are provided which help students to get better placements. There is a continuous improvement in the quality of education. In addition to this, more industry-specific inputs in the curriculum can further help to bridge the gap between industry and academic institutions.. Wherever possible compulsory mini projects with the counterpart theoretical subjects should be planned for students from the very initial years.

Regularly updating with the latest trends, new technologies and industry requirements are the needs of the hour. New courses, languages, software, subjects, tools that the industry requires should be regularly updated in the curriculum. More involvement of the students in designing innovative projects, planning and executing research work, etc. will provide more opportunities in the future. Resources available in the library, quality of infrastructure, and other supporting services provided to students were appreciated by alumni.

The curriculum is well designed to building a core competency in the discipline. Campus life and events provide diverse opportunities in the field of sports, cultural and co-curricular activities. In addition to both of these aspects multiple activities focusing on building essential life skills like sensitivity training, emergency preparedness, disaster management, crisis management, community learning, etc. should also be made part of the curriculum for the holistic development of students and to provide responsible citizens to the society.

3. Employers Feedback

Based on the feedback received it is summarized that employers show their satisfaction level for the availability of choices of course in the schemes. The prescribed syllabi are relevant for securing a job and enhancing the skills required for them. The curriculum reduces the gap between academia and industry.

4. Faculty Feedback

The faculty members of the institution have made it a practice to conduct course coordination meetings twice a semester. Meetings are focused on qualitative improvement in content, pedagogy, learning material, student performance, research, and extension activities for Theory/Practical courses and Other Aspects related to curriculum. During these meetings, the faculty members express their feedback/suggestions on the teaching-learning process; research, and extension activities, and the same would be debated and discussed. Similarly, the feedback is received from the faculty members on Programme Scheme, Theory courses, Practical Courses. Appropriate suggestions are put forward to the academic council for implementation. Based on the feedback obtained during the teaching-learning process, a course teacher is empowered to revise the contents of the course after obtaining formal approval from the Chairman, Board of Studies.

These all have been discussed with the concerned authorities to implement the suggestions in the Programme schemes and other curricular activities.