



PSG College of Arts & Science Coimbatore – 641 014

Report on Feedback on Curriculum

The College has the practice of receiving feedback namely on various aspects like Curriculum, Infrastructure, facilities, Information & Communication Technology (ICT), etc. The College follows a 9-step process for Curriculum Design and Review for which feedback from various stakeholders is an integral component.

The feedback on Curriculum is obtained from the following stakeholders:

- Students
- Teachers
- Alumni
- Employers

The feedback on Curriculum is usually collected at the end of every academic year with the help of a feedback form. The questionnaire on feedback consists of various parameters which mainly focus on Curriculum Design & Review.

Based on the responses from all the stakeholders, an analysis was made, a consolidated report is prepared and necessary changes in the syllabus content such as introduction of the new courses and revisions in the Curriculum were carried out. The Curriculum with Outcome Based Education (OBE) is followed from the academic year 2018-2019. The feedback analysis report has been prepared by consolidating the feedback received from all the Undergraduate and Postgraduate programmes between 2015-2018 and 2018-2020.



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Feedback Report (2018-2020)

Feedback on Curriculum by Students

The feedback from students was collected using a structured questionnaire and the responses were rated on a five-point scale. The parameters in the feedback form covers the aspects like Curriculum revision as per current needs, sufficiency of skill based courses, adequacy of practical components, enhancement of entrepreneurship/employability, Curriculum content, curriculum design, flexibility in choosing courses etc. and analyzed.

Fig. 1
Feedback on Curriculum by Students
(2018 - 2019 to 2019– 2020)

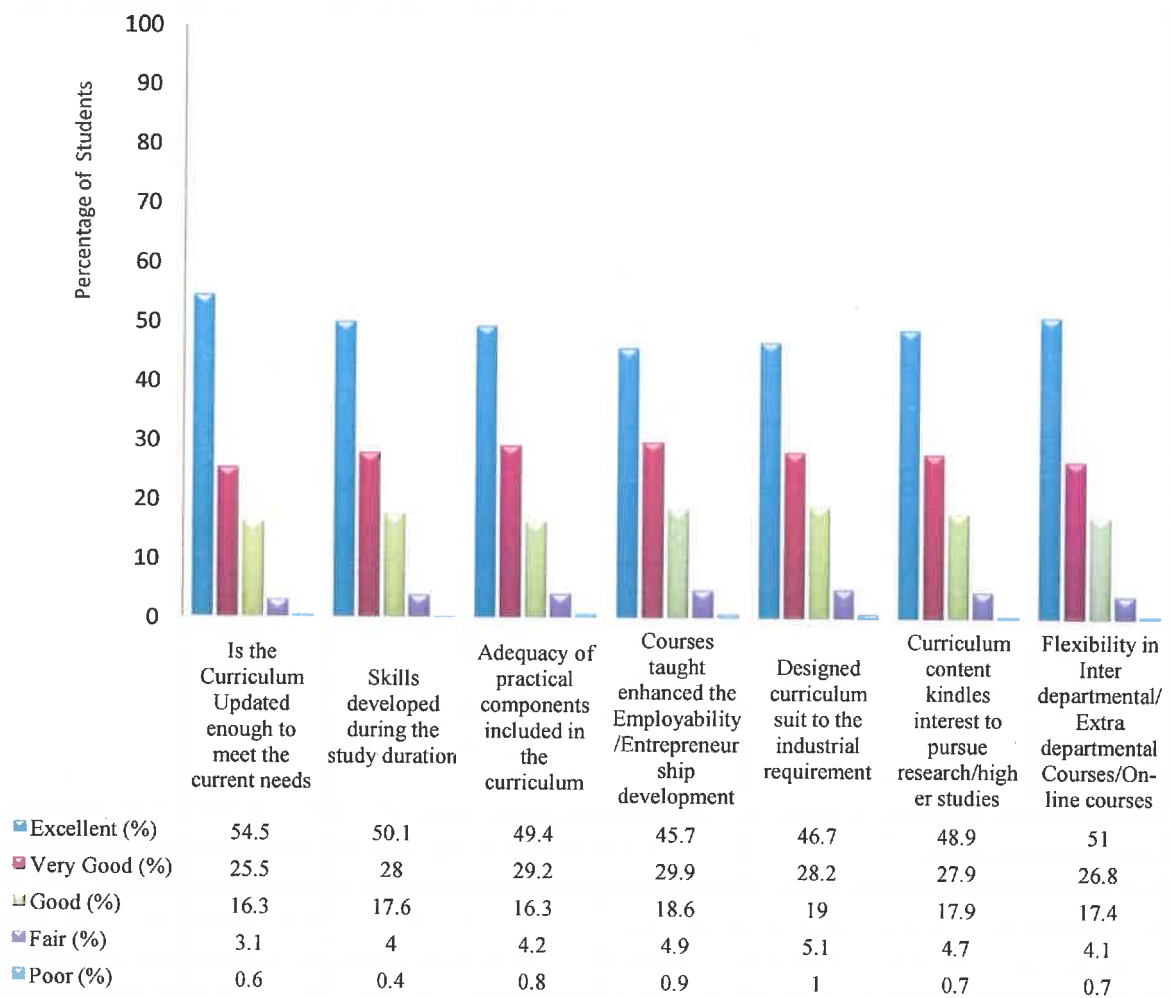


Fig. 1 depicts the Students' feedback on curriculum oriented aspects (2018-2019 to 2019-2020).

Majority of the students (80 %) confessed that the revision of curriculum met the current needs. Seventy eight percent of the students found that the skills developed during their study period were highly satisfactory and practical components included in the curriculum were sufficiently appreciative. Enhancement of employability or entrepreneurship skills by the course content was highly commended by 75 percent of students. Moderate number of students agreed that the curriculum content kindles interest to pursue Research/Higher studies. Flexibility in choosing Inter departmental/Extra departmental courses/online courses was found to be excellent by 51 percent of the students. To summarize, feedback analysis on curriculum was found to be highly satisfactory.


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Feedback on Curriculum by Teachers

The feedback from teachers on curriculum was collected using a structured questionnaire and the responses were rated on a five point scale. The feedback form comprises the aspects like periodical revision of the curriculum, course objectives and outcomes, academic flexibility of the curriculum, inclusion of skill oriented courses, adequacy and appropriateness of components, effectiveness of course content etc.

Fig. 2
Feedback on Curriculum by Teachers
(2018 - 2019 to 2019– 2020)

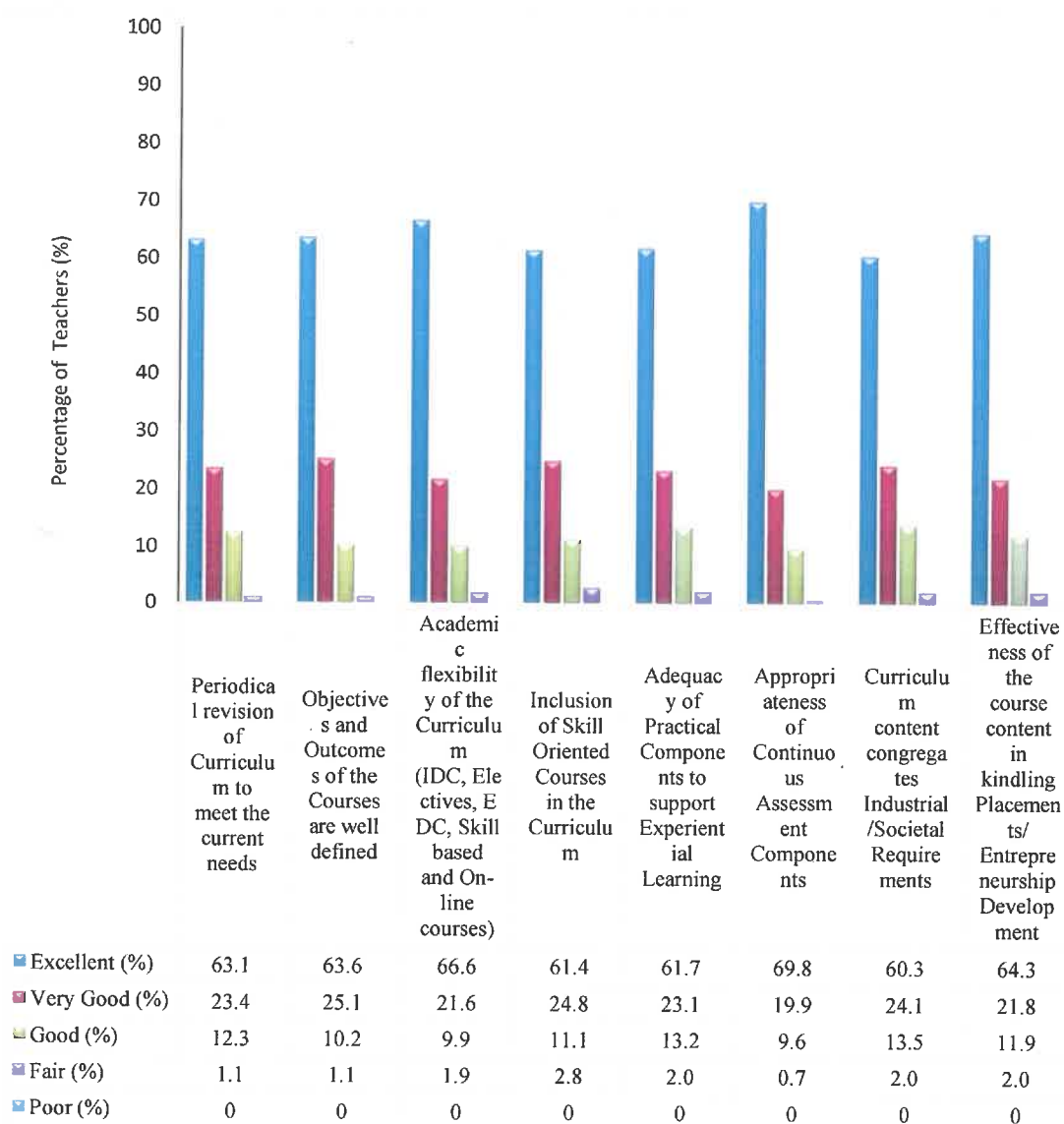


Fig. 2 represents the feedback of teachers on the curriculum oriented aspects (2018-19 to 2019-20).

Majority of the respondents (88.1 %) found that the objectives and outcomes of the courses were well defined. Eighty eight percent of the teachers felt that there is flexibility in choosing IDC, Electives, EDC and online courses. Similarly 86 percent of the teachers opined that inclusion of skill oriented courses in the curriculum was appropriate and adequate. Most of the teachers(84.8 %) found that practical components adequately support experiential learning. Components of continuous assessment were considered as excellent by 69.8 percent of teachers. Congregation of curriculum for Industrial/Societal requirements was found to be excellent by 60.3 percent of the Teachers. Eighty six percent of the teachers believed that the course content effectively kindles placement and entrepreneurship development.



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Feedback on Curriculum by Alumni

The feedback from the Alumni on the curriculum was collected using a questionnaire. Information regarding the curriculum revision, skill development, adequacy of practical components, employability or entrepreneurship development, curriculum design, course content, learning experience, experience from training, internship, research etc., was collected.

Fig. 3
Feedback on Curriculum by Alumni
(2018 - 2019 to 2019– 2020)

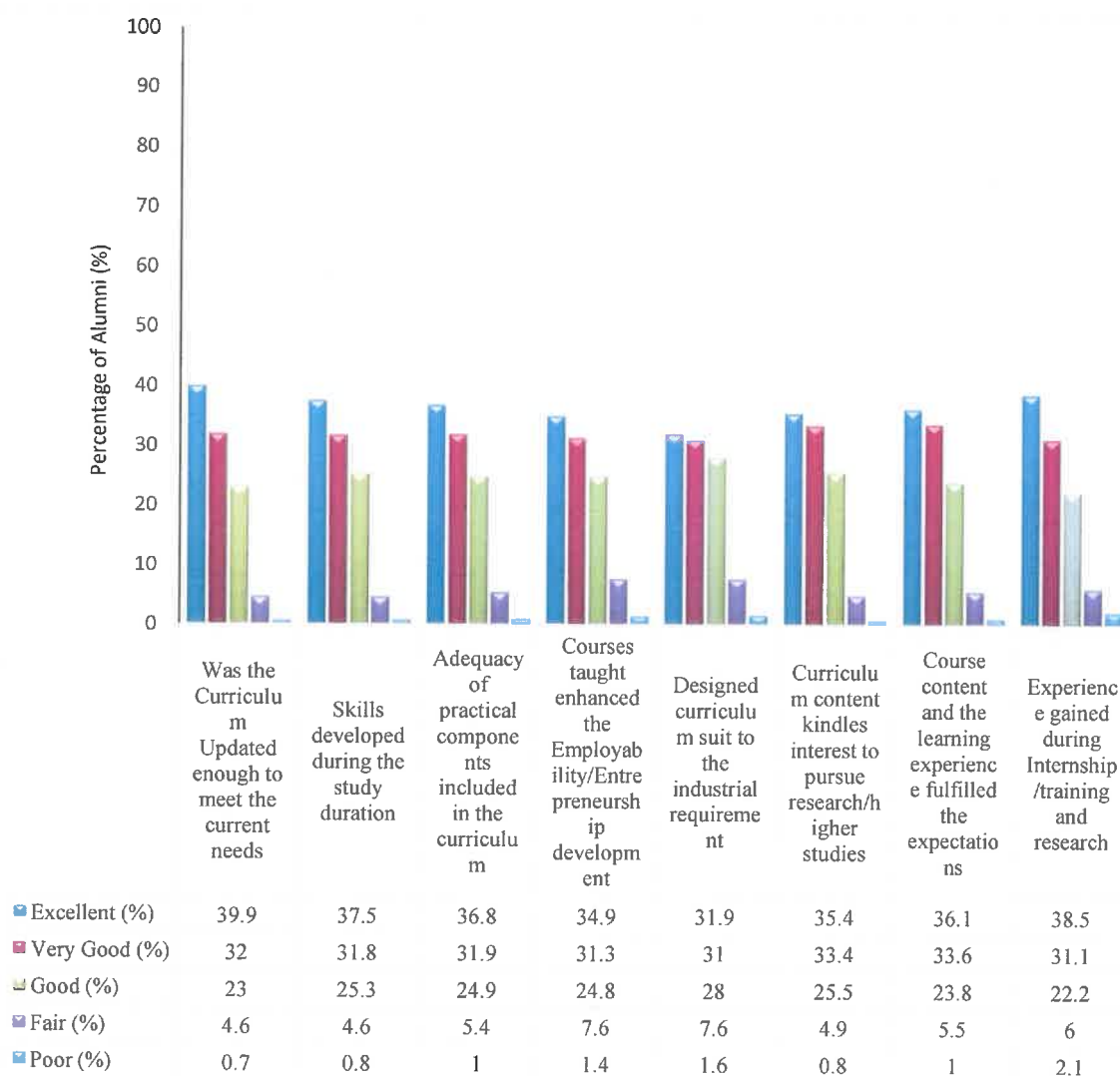


Fig. 3 reveals the feedback of Alumni on curriculum oriented aspects (2018-2019 to 2019-2020).

Ninety five percent of the Alumni opined that the curriculum was updated enough to meet the current needs. Ninety fivepercent of the Alumni admitted that they gained sufficient skills during their study period. Practical components included in the curriculum were found to be adequate by majority of Alumni (94%). Ninety one percent of Alumni agreed that the course study enhanced the employability/entrepreneurship skills. Ninety four percent of Alumni admitted that the curriculum content provoked their interest to pursue research/higher studies. Ninety four percent of the Alumni's expectations were fulfilled by the course content. Ninety twopercent of Alumni agreed that the experience gained during the Internship/Training and research helped them during their employability.

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Feedback on Curriculum by Employers

The feedback from employers on the curriculum was collected using a structured questionnaire. The questionnaire covers various aspects like curriculum updating, curriculum design, skill development courses, adequacy of training, internship, projects, employability enhancement and effectiveness of the curriculum content.

Fig. 4
Feedback on Curriculum by Employers
(2018 - 2019 to 2019– 2020)

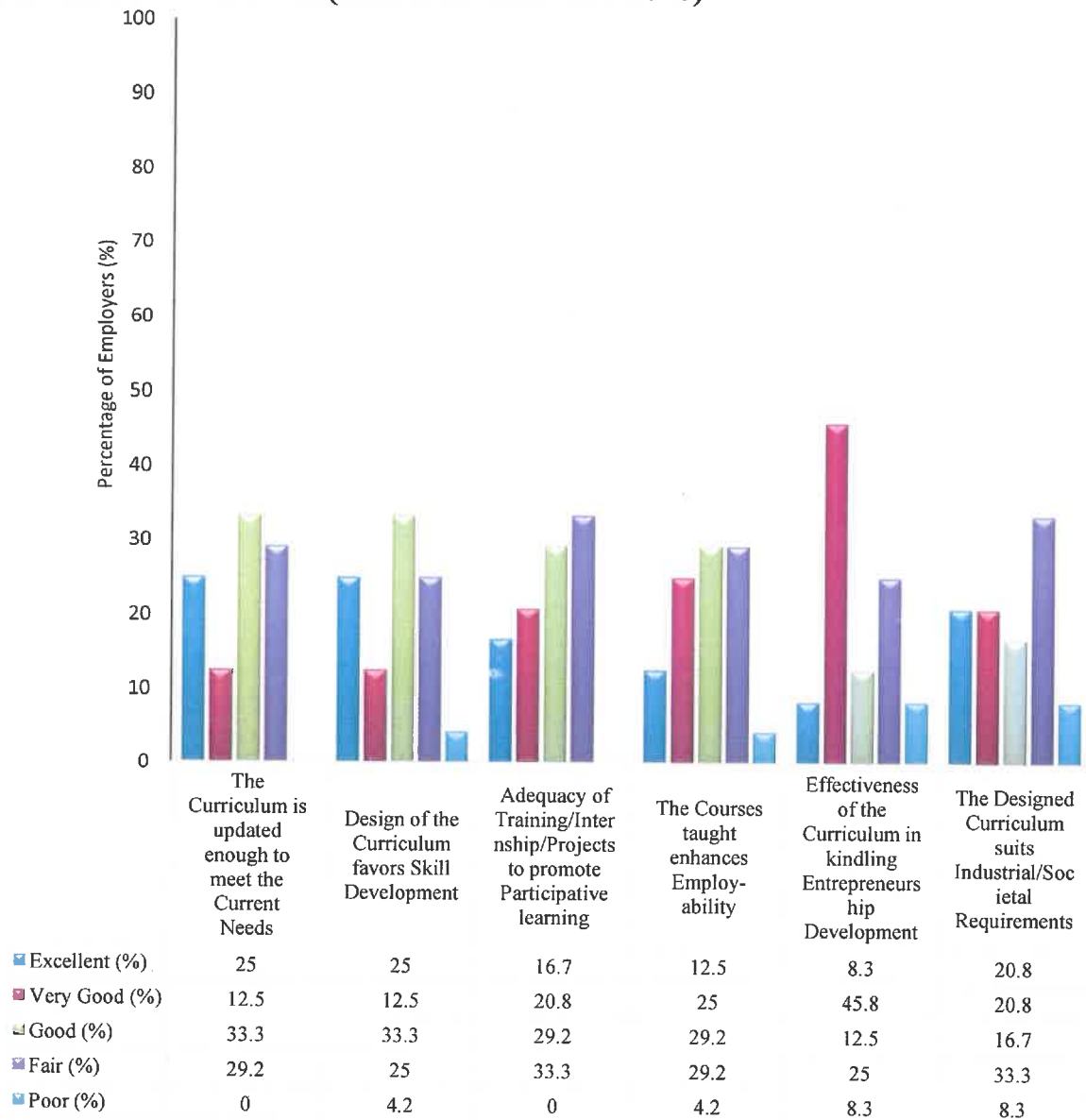


Fig. 4 indicates the feedback of employers on curriculum oriented aspects (2015-2016 to 2019-2020).

Updation of curriculum to meet the current needs and design of curriculum, which favors skill development was recognized as competent by 70 percent of the employers. Sixty six percent of Employers opined that Training/Internship/Projects adequately promote participative learning. Sixty six percent of employers admitted that the courses taught enhanced employability and suited Industrial/Societal requirements.



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Feedback Report on Ability Enhancement Compulsory Courses and Skill Enhancement Courses

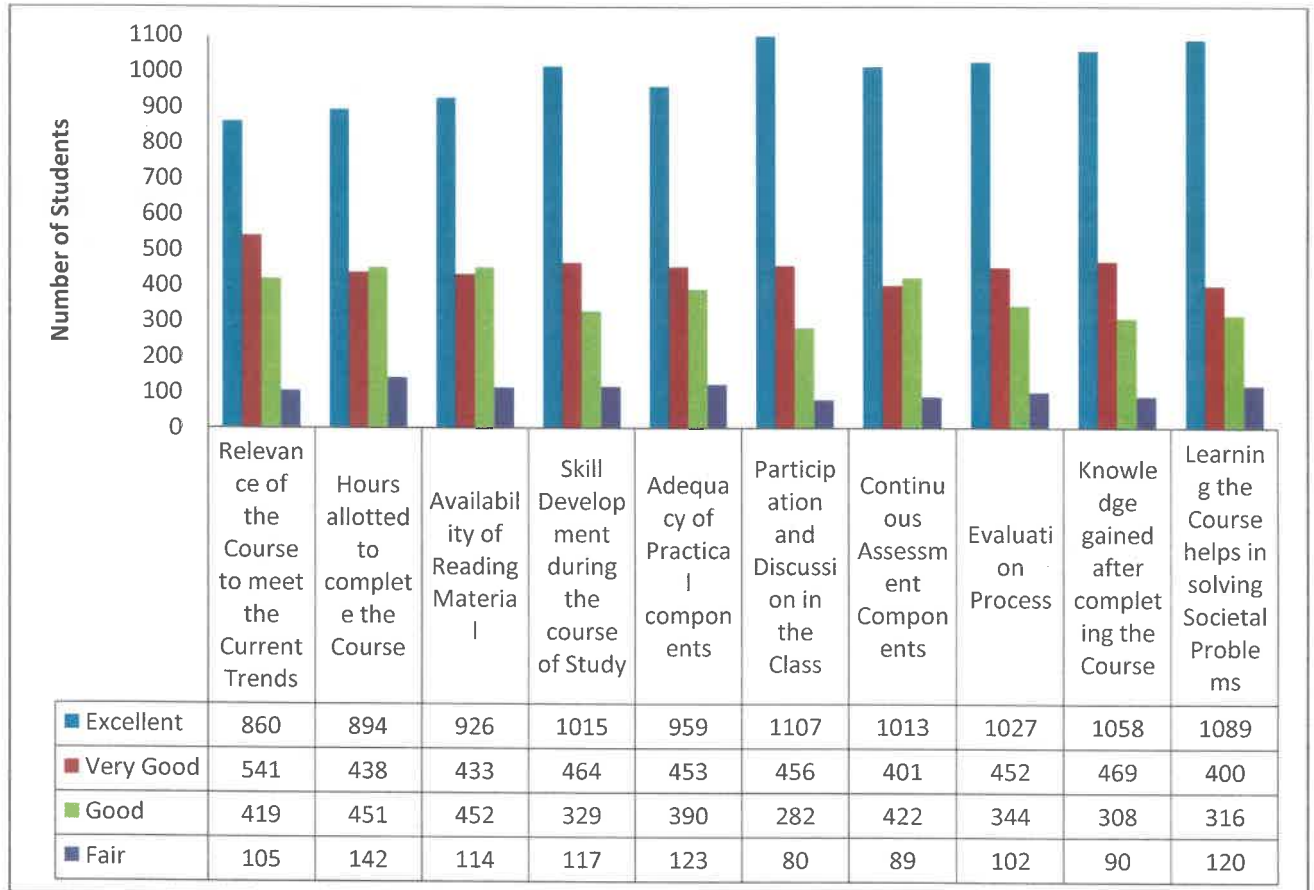
Value Education and Environmental Studies are offered as Ability Enhancement Compulsory Courses for all first year and second year Undergraduate programmes respectively to enhance the responsibility and understanding of the students towards the value based human ethics and environmental issues. Information Security as a Skill Enhancement Course is offered for all second year Undergraduate programmes in the fourth semester and Cyber Security as a Skill Enhancement Course is offered for all first year Postgraduate programmes in the second semester. These courses provide the opportunity for the students to acquire awareness about the cyber crimes, cyber laws and to explore the security measures to be carried out to secure their information. The feedback was collected during the academic year 2018-2019.



VALUE EDUCATION

Personal growth leading to enhance self-concept is the key principle of value-based education. The chief aim of the value based education is to achieve maximum purified human resource development so as to improve our total life. Divinity of man and the unity of existence are the basis of value education. All the first year students complete a course on Value education. Their feedback about the course is presented in a chart below:

Fig. 1
Feedback on Value Education



Around 1925 students responded to the feedback on value education. 1107 students are of the opinion that the participation and discussions in the class were excellent. Fifty Two percent of the students have stated that Skill Development during the course of Study, Participation and Discussion in the Class, Continuous Assessment Components, Evaluation Process and Knowledge gained after completing the Course Learning and the Course helped them in solving Societal Problems were found to be very good.

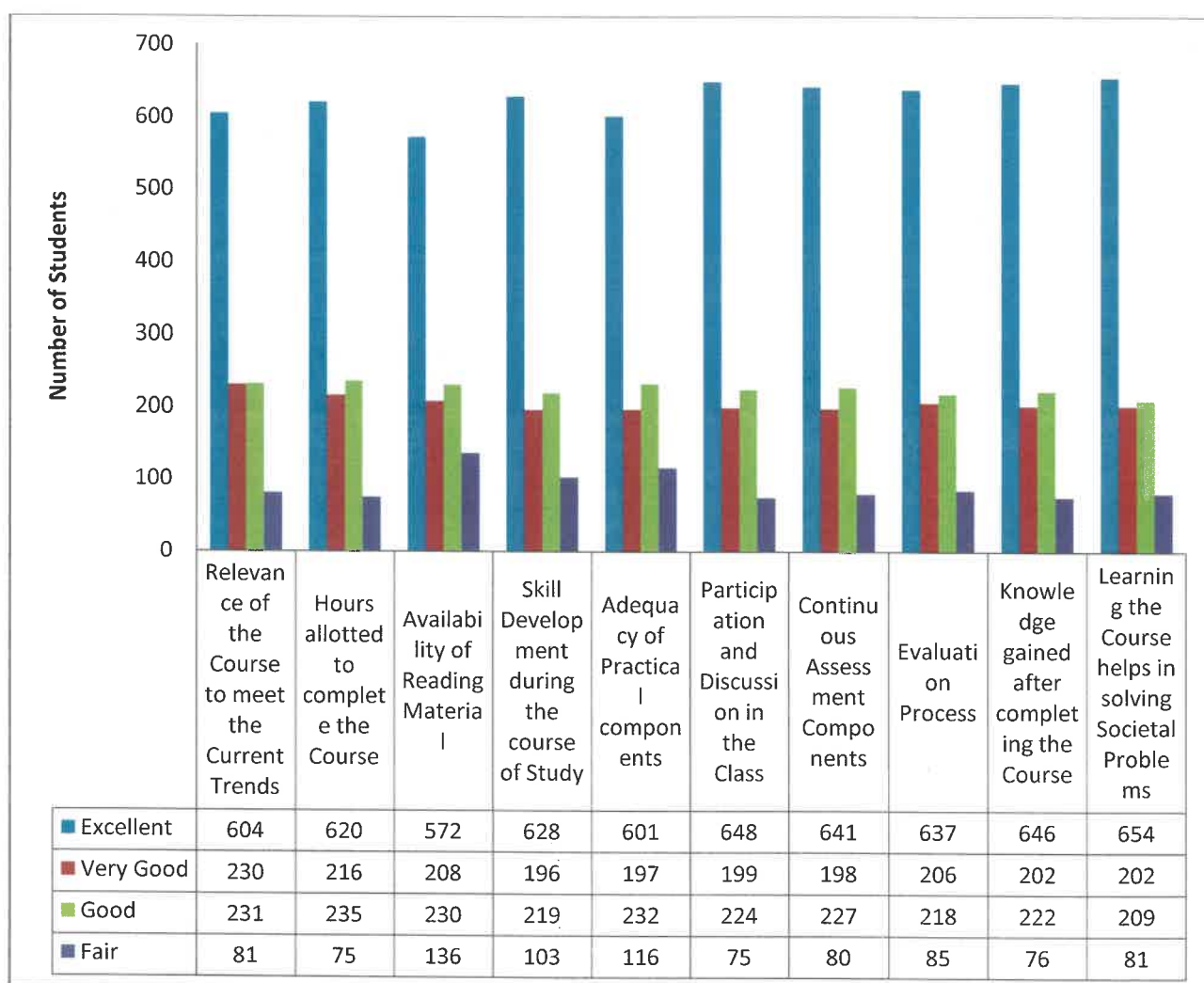


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ENVIRONMENTAL STUDIES

The objective of having Environmental Studies in the curriculum is to understand the environmental ethics and create awareness among the young citizens to realize the importance of environment for human well being. Sustainability issues related to environmental management are more frequently discussed and corporations are engaging more with sustainability matters now. Global environmental problems such as decline in biodiversity, environmental pollution, waste generation and climate change have become very important. Also, it is impossible for Indian companies to ignore the environmental consequences happening because of their actions. In view of this, the curriculum was well designed with all the pertinent issues, which are quite relevant in the present context.

Fig. 2
Feedback on Environmental Studies



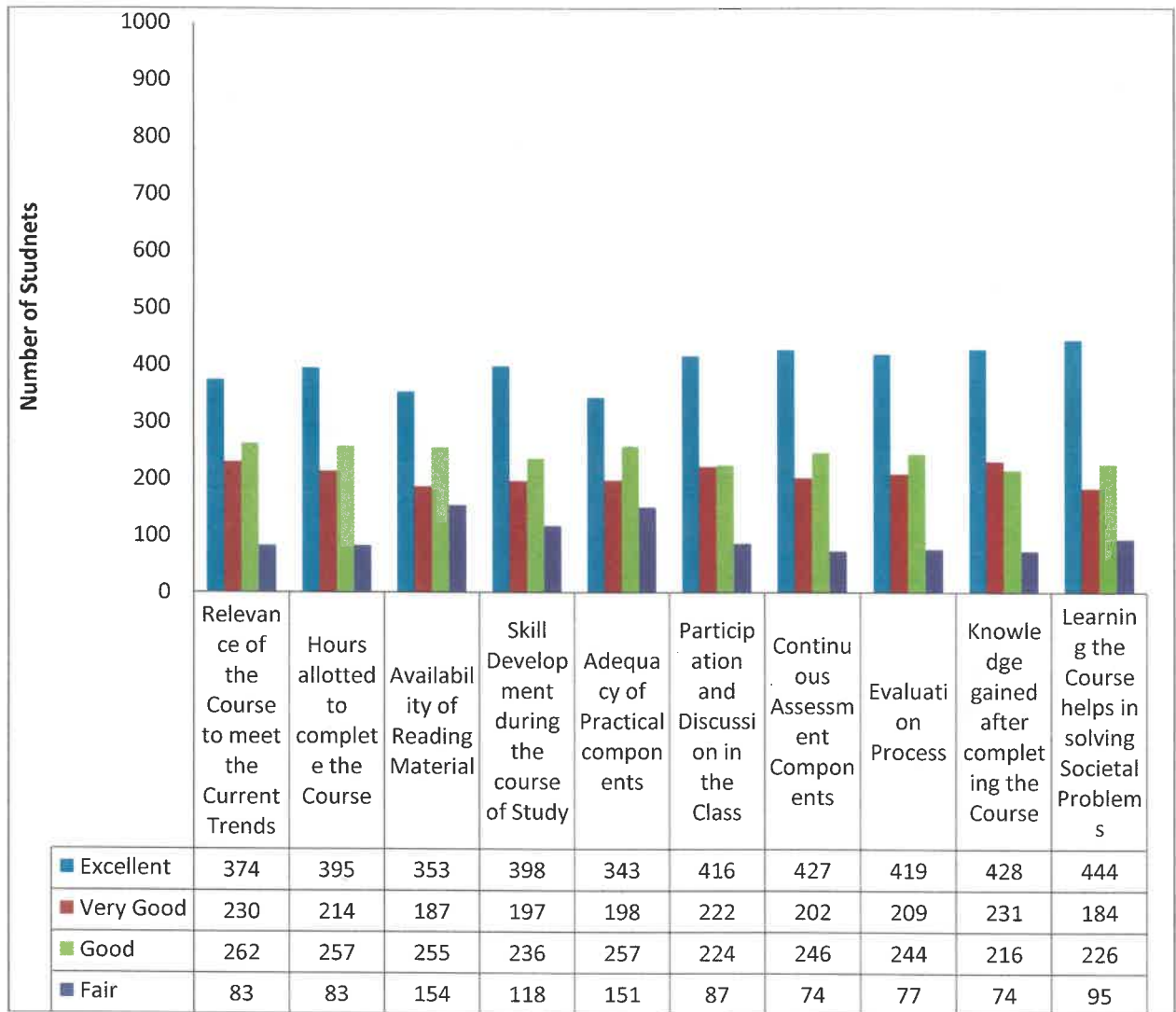
Feedback was collected from the students pertaining to environmental studies, 1146 students had responded. Moderate number of students opined that learning the Course helped in solving Societal Problems. 648 students felt that the Participation and Discussion in the Class was excellent. Around 50% of the students have stated that the relevance of the Course to meet the Current Trends, Knowledge gained after completing the Course and Skill Development during the course of Study were excellent.



INFORMATION SECURITY

As technology and its uses and abuses expand at rapid rates, the need for information security professionals is rising at a demanding rate. More professionals are also slated to join the computer security industry to police and protect cyberspace. This shortage could be remedied by increasing and developing security education as specialized collegiate courses. A Course on Information Security is offered to II UG Students. Feedback about the course is obtained and presented in the chart below:

Fig. 3
Feedback on Information Security



Around 949 students responded. 444 students have stated that learning the Course helped in solving Societal Problems. Forty five percent students had mentioned that Knowledge gained after completing the Course was excellent. 154 students were of the opinion that the availability of reading materials needs to be enhanced.

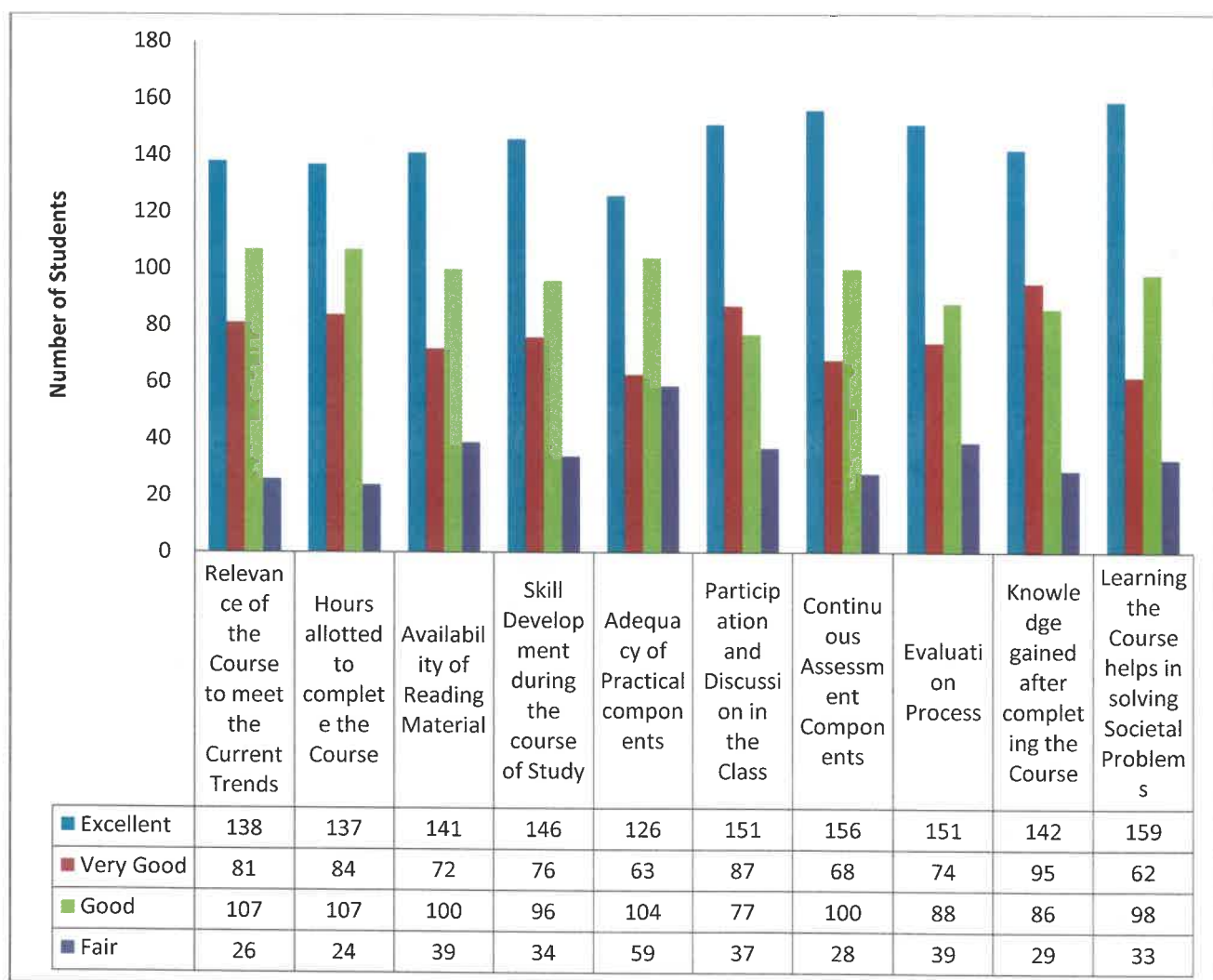


CYBER SECURITY

In the present scenario, Cyber Security is becoming one of the finest options to begin a career with. The prime reason is the growing demand of the experts across the globe since last few years. It is one of the Information Technology domains which is becoming more and more challenging. Due to the rapidly increasing cyber attacks across the globe, organizations are looking for the experts who can help them in tackling the same. Another fact is cyber security is a challenging domain and needs a lot of expertise for the professionals in order to eliminate attacks that are unauthorized in nature. Hence Cyber Security courses offered to all the PG students.

The feedback received from the students with respect to cyber security is presented in the chart below:

Fig. 4
Feedback on Cyber Security



The feedback was given by 352 students. Forty five percent have stated that learning the Course helped in solving Societal Problems. 156 Students opined that the Continuous Assessment Components were excellent. Participation and Discussion in the Class and Evaluation Process were found to be excellent by 151 (43%) students.

