

MES INSTITUTE OF MANAGEMENT

VidyaVihar, 25/1,17th Main, II Block, Rajajinagar, Bangalore-560 010.

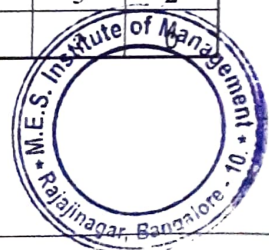
FACULTY FEEDBACK REPORT ON CURRICULUM- 2022-23

MES Institute of Management, affiliated with Bengaluru City University, diligently adheres to the university's prescribed curriculum while maintaining a dedicated commitment to enhance its effectiveness for students. Recognizing the crucial role of aligning academic content with industry requirements and anticipating future student needs, the institution consistently endeavors to refine its curriculum. Leveraging the collective expertise of its highly qualified and experienced faculty members, the institution systematically collects feedback from them to gather insights and suggestions for improvement.

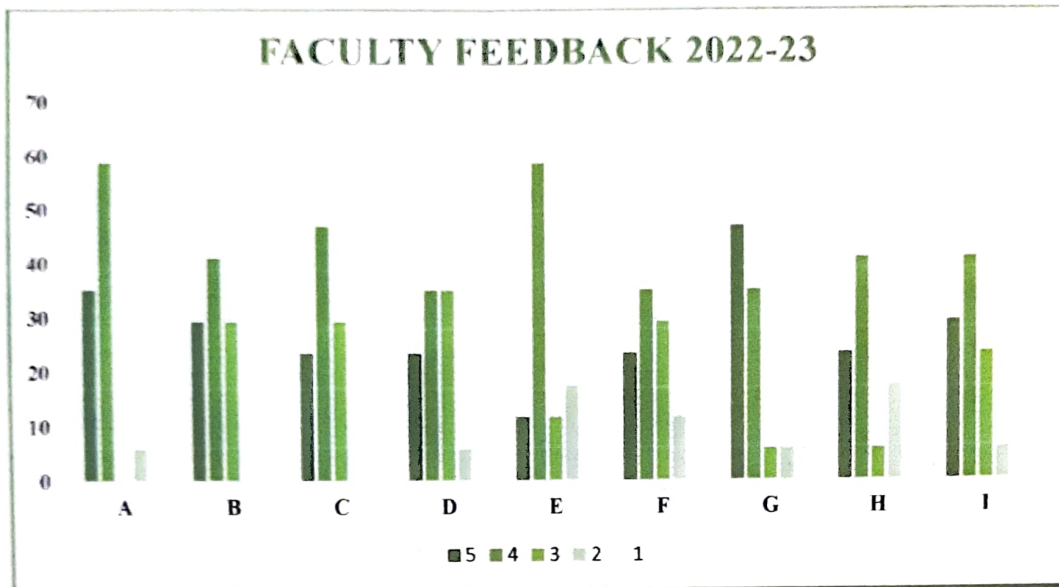
These faculty insights undergo thorough analysis and review by the Head of the Institution and the IQAC coordinator. Their collaborative efforts aim to identify opportunities for introducing additional courses that complement the existing curriculum, thereby elevating educational standards and better preparing students for the demands of the modern world. Through this process, MES Institute of Management demonstrates its proactive approach to curriculum development, ensuring constant improvement and relevance in the academic offerings provided to its students.

TABLE SHOWING THE PERCENTAGE OF RESPONSES OF THE FACULTY MEMBERS FOR THE ACADEMIC YEAR 2022-23

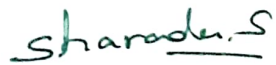
2022-23		5	4	3	2	1
Academic content and its applicability of the curriculum	A	6	10	0	1	0
Coverage of advanced and latest topics	B	5	7	5	0	0
Sequence of units in the subjects	C	4	8	5	0	0
Number of chapters in terms of load on teachers	D	4	6	6	1	0
Number of chapters in terms of load on students	E	2	10	2	3	0
Practical orientation and relevance	F	4	6	5	2	0
Availability of learning materials and text books	G	8	6	1	1	1
Regular communication about changes in syllabus	H	4	7	1	3	2
Rate NEP syllabus	I	5	7	4		



GRAPH SHOWING THE PERCENTAGE OF THE RESPONSES OF THE FACULTY MEMBERS FOR THE ACADEMIC YEAR 2022-23



The analysis underscores the overall positive reception of the new syllabus introduced in alignment with the New Education Policy (NEP). Faculty members express satisfaction with its comprehensiveness, indicating a consensus that it meets key expectations. With the exception of regular communication from the university, all parameters received ratings above average, reflecting a generally favorable view. Faculty members collectively view NEP positively, emphasizing its student-centric approach, relevance to the competitive world, systematic structure, and focus on practical training, fostering holistic student growth. Identified areas for curriculum improvement include integrating more relevant subjects to enhance foundational knowledge, reducing semester content to lighten student burden, ensuring practical orientation, timely availability of study materials, and enhancing communication regarding curriculum changes from the university to affiliated institutions.


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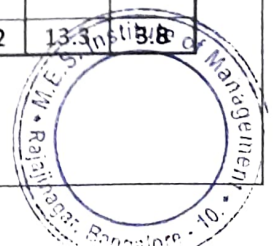
STUDENTS FEEDBACK ON CURRICULUM FOR THE ACADEMIC YEAR

2022-23

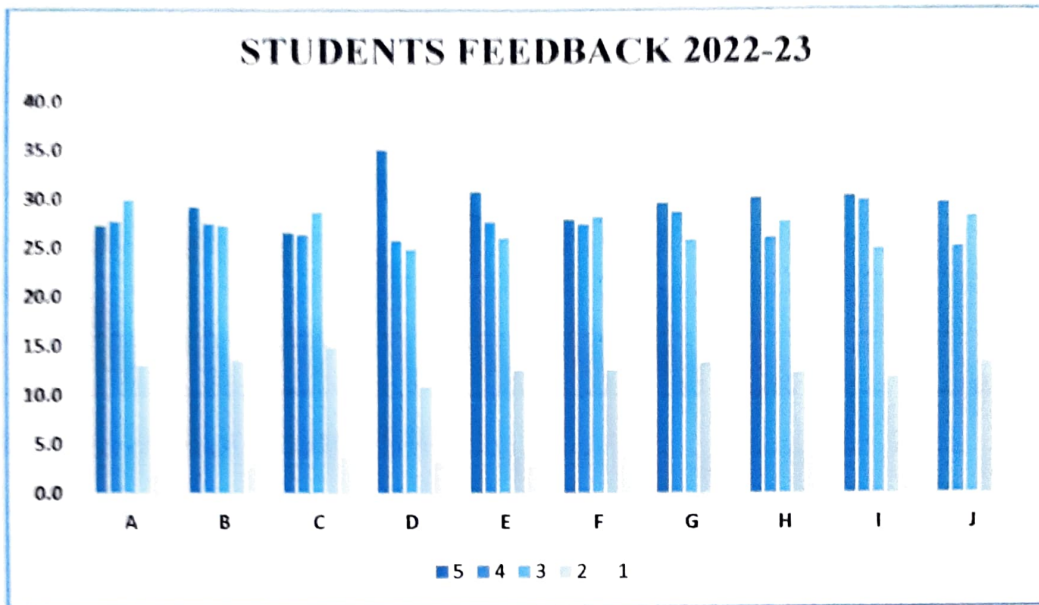
The students constitute the most essential stakeholders within the Higher Education system. Recognizing their significance, the institution has undertaken a comprehensive approach to gauge their needs and preferences, particularly concerning the academic curriculum. Through a systematic collection of feedback, the institution aims to tailor the educational experience to meet both the demands of higher education and the expectations of the corporate world. Employing a specialized five-point rating scale, students were encouraged to provide their opinions on various aspects of the curriculum. This scale ranged from 1, indicating poor, to 5, signifying excellence. In total, the institution successfully gathered feedback from 75% of the student community, amounting to 460 responses out of 613. This feedback encompasses evaluations of both the core curriculum prescribed by the university and the value-added courses. The table below outlines the specific questions posed in the questionnaire and the corresponding symbols used for analysis, providing a comprehensive overview for further examination and action.

TABLE SHOWING THE PERCENTAGE OF RESPONSES OF THE STUDENTS FOR THE ACADEMIC YEAR 2022-23

2022-23		5	4	3	2	1
The syllabus of the course that have gone through in relation to the expected outcome of the course	A	27.3	27.7	29.9	13.0	2.1
Syllabus of each course covers recent trends and developments	B	29.1	27.5	27.3	13.5	2.6
Value Added Programs and Course activities-are relevant to the development of various skills necessary for Career advancement, Employment and Self Employment	C	26.5	26.3	28.7	14.8	3.7
Teaching methods followed by teachers	D	35.1	25.8	24.9	10.9	3.3
The objectivity of assessment and evaluation	E	30.8	27.7	26.1	12.6	2.8
The curriculum contains a wide range of courses under choice-based credit system	F	28.0	27.5	28.2	12.6	3.8
The curriculum has the potential in developing the habit of self-learning and skill development	G	29.6	28.7	25.8	13.3	2.6
Course Content has enough scope for development of analytical Development	H	30.1	26.1	27.7	12.3	3.8
Overall rating of the program and various facilities in the college	I	30.3	29.9	24.9	11.8	3.1
NEP syllabus over regular CBCS syllabus	J	29.6	25.1	28.2	13.3	3.8



**GRAPH SHOWING THE PERCENTAGE OF RESPONSES OF THE STUDENTS
FOR THE ACADEMIC YEAR 2022-23**



Analysis of the provided table and graph indicates a notably positive response from the students, with over 90% expressing satisfaction across all surveyed aspects. Particularly commendable are the high ratings given to the curriculum adopted by the institution, prescribed by the university, overall institution rating, syllabus coverage by faculty members, evaluation methodologies value-added programs, and expected course outcomes. Furthermore, it is encouraging to note that student feedback consistently rates aspects such as syllabus relevance to recent trends, faculty teaching methodologies, and encouragement of self-learning and skill development at levels exceeding 95%. These observations reflect positively on the institution's strategies aimed at student development. While the vast majority of responses are overwhelmingly positive, a minority of students, less than 4%, have expressed concerns regarding these aspects in their feedback. These insights will be carefully considered by the institution to notify future improvements and ensure continued enhancement of the student experience.

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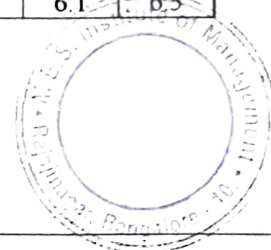
ALUMNIFEEDBACK ON CURRICULUM- 2022-23

Feedback serves as a foundation of institutional development at MES Institute of Management, where input on various curriculum aspects is collected from diverse stakeholders including students, alumni, faculty, employers, and parents, primarily through online method. This feedback is meticulously analyzed in accordance with recommendations outlined in the "skill gap study conducted for Bangalore Urban District by NSDC, and subsequently reviewed by the Head of the Institution alongside IQAC coordinator. Based on their assessments, necessary actions are undertaken to refine the curriculum.

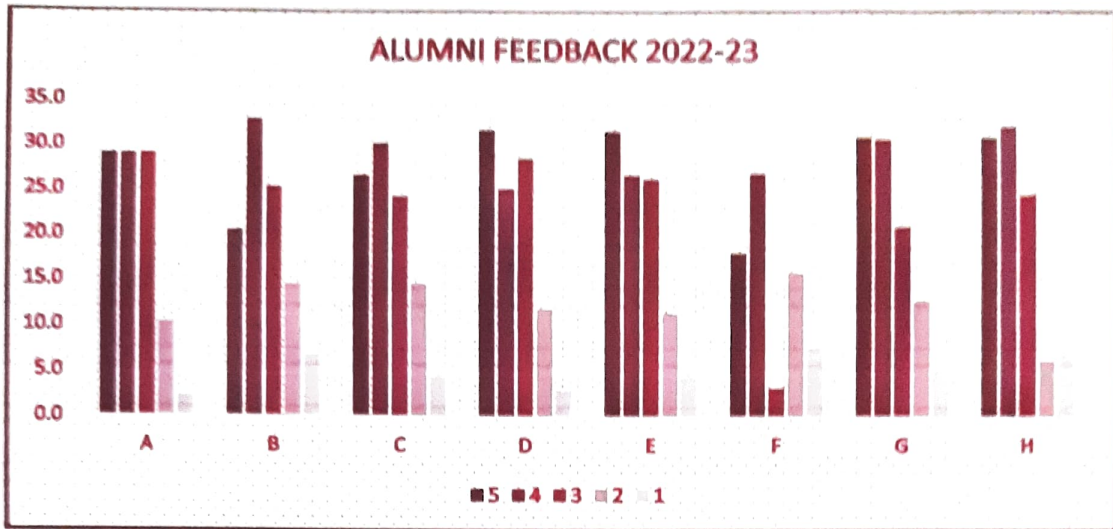
Moreover, the institution places significant emphasis on alumni feedback, recognizing it as a vital source of insight for continuous improvement. A structured feedback form specifically addressing curriculum development and value-added courses is employed to gather alumni input. Engaging alumni in such endeavors is deeply rooted in the college's tradition, reflecting a commitment to ongoing enhancement and alumni involvement in institutional activities.

TABLE SHOWING THE PERCENTAGE OF THE RESPONSES OF THE ALUMNI FOR THE ACADEMIC YEAR 2022-23

2022-23		5	4	3	2	1
Course Appropriation to Corporate sector	A	29.1	29.1	29.1	10.3	2.3
Appropriation of Value-Added course	B	20.5	32.9	25.3	14.6	6.8
Evaluation Mechanisation of the Institution	C	26.6	30.2	24.3	14.6	4.4
Mentoring System in the Institution	D	31.6	25.1	28.5	11.8	3.0
Learning Resources in the Institution	E	31.4	26.6	26.2	11.4	4.4
Sports Facility In The College	F	17.9	26.8	3.2	15.8	7.6
Extension Activities- Cc And Ec	G	30.8	30.6	20.9	12.7	5.1
Overall Rating Of The College	H	30.8	32.1	24.5	6.1	6.5



**GRAPH SHOWING THE PERCENTAGE OF THE RESPONSES OF THE ALUMNI FOR
THE ACADEMIC YEAR 2022-23**



The data indicates a high level of satisfaction among alumni during the academic year 2022-23, with positive responses ranging between 85-90% across various parameters. Alumni express contentment with several aspects, including faculty subject knowledge, mentoring systems, availability of learning resources, alignment of academic courses with corporate needs,

They also believe that the value-added courses and extension activities, such as extracurricular and co-curricular endeavors like NSS, Ractr, departmental activities, cultural events, and sports activities provided by the institution contribute significantly to the holistic development of the students.

However, a couple of areas emerge as points of concern for alumni, particularly regarding the sports facilities at the college and the appropriation of value-added courses.

In addition to the specified parameters, alumni offer suggestions for curriculum enhancement, emphasizing the need for increased practical orientation to align with corporate demands, incorporation of courses facilitating real-world transitions for students, and inclusion of programs conducive in pursuing higher education.

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ACTION TAKEN REPORT FOR THE YEAR 2022-23

Every year, the Head of Institution (HOI), in collaboration with the Internal Quality Assurance Cell (IQAC), conducts comprehensive feedback gathering from all stakeholders, including faculty, students, and alumni. This feedback is facilitated through online platforms and encompasses various aspects, especially the curriculum. Following this, a thorough analysis of the feedback is conducted, and the findings are utilized to generate an action plan aimed at enhancing the institution's overall development of its students. For the academic year 2022-23, the action taken report indicates a proactive approach to addressing the identified areas for improvement. This includes adjustments to the curriculum by implementation of new initiatives, and enhancement of existing resources to meet the growing needs of all stakeholders. Through this process, the institution remains committed to fostering continuous improvement and ensuring a conducive learning environment for the students.

FEEDBACK FROM FACULTY

QUESTIONS RATED BELOW AVERAGE (SUGGENSTIONS)	ACTION TAKEN
Regular communication about changes in syllabus	Faculty members were concerned regarding the regular and timely communication from the university in relation to the changes in the curriculum or any other academic matter, which is considered by the HOI, on regular basis information is collected either through telephonic communication and by contacting in person by sending some representative from the institution so that the information will be provided in time to bring more clarity in the academic activities
Availability of learning materials and text books	During the initial years of inception of NEP, due to changes in the courses offered by the university, there was a scarcity of supply of the reading materials and text books to students. This problem is sorted out by the institution by preparing the study material by the teaching fraternity for which the reference section and e-learning resources have been improvised to help in the study material preparation



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FEEDBACK FROM STUDENTS

**QUESTIONS RATED BELOW
AVERAGE
(SUGGENSTIONS)**

ACTION TAKEN

Value added programs

In 2022-23, the institution introduced numerous new add-on courses, including programs by TNS and Magic Bus, tailored to meet evolving industry demands. These courses align students with current corporate needs, effectively enhancing their readiness for the professional world.

- Course Content has enough scope for analytical Development
- Developing habit of self-learning and skilldevelopment

The institution has already selected different courses for the students which has sufficient scope for analytical development

FEEDBACK FROM ALUMNI

**QUESTIONS RATED BELOW
AVERAGE (SUGGENSTIONS)**

ACTION TAKEN

Sports Facility in The College

Sports facility is improved and sports activity is encouraged in the form of annual sports meet, inter-collegiate sports events etc.,

Appropriation of Value Added Course

To understand the external requirements, institution is continuously communicating with the alumni as well as various corporate entities, so that the changed requirements can be incorporated. Accordingly many new Add-on courses is also initiated for the students based on their program and skill requirements

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