

MES INSTITUTE OF MANAGEMENT

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

FACULTY FEEDBACK REPORT ON CURRICULUM- 2023-24

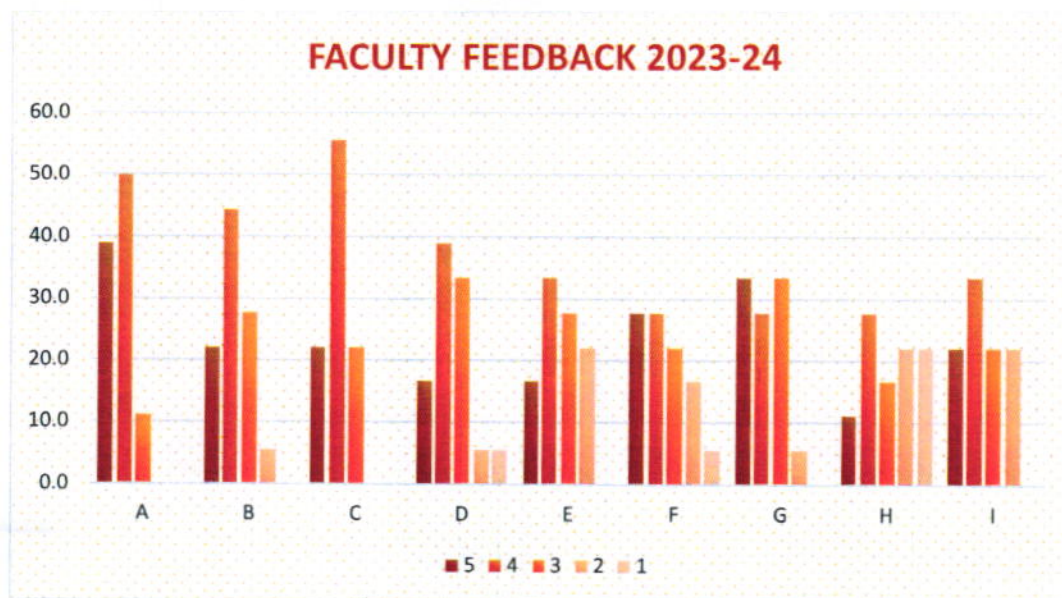
MES Institute of Management, affiliated with Bengaluru City University, adheres to the university's prescribed curriculum while striving to enhance its relevance and effectiveness. Recognizing the importance of aligning academic content with industry demands and future student aspirations, the institution actively refines its curriculum. Drawing on the expertise of its highly qualified and experienced faculty, MESIOM systematically collects feedback to gather valuable insights and suggestions for improvement. These faculty inputs are meticulously analyzed and reviewed by the Head of the Institution and the IQAC coordinator. Through collaborative discussions, they identify opportunities to introduce additional courses that complement the existing curriculum. This process not only enhances educational standards but also equips students to meet the challenges of the modern world. By adopting a proactive and dynamic approach to curriculum development, MES Institute of Management ensures that its academic offerings remain relevant and impactful, fostering a learning environment that prepares students for both professional and personal growth.

TABLE SHOWING THE PERCENTAGE OF RESPONSES OF THE FACULTY MEMBERS FOR THE ACADEMIC YEAR 2023-24

2023-24		5	4	3	2	1
Academic content and its applicability of the curriculum	A	38.9	50.0	11.1	0.0	0.0
Coverage of advanced and latest topics	B	22.2	44.4	27.8	5.6	0.0
Sequence of units in the subjects	C	22.2	55.6	22.2	0.0	0.0
Number of chapters in terms of load on teachers	D	16.7	38.9	33.3	5.6	5.6
Number of chapters in terms of load on students	E	16.7	33.3	27.8	22.2	0.0
Practical orientation and relevance	F	27.8	27.8	22.2	16.7	5.6
Availability of learning materials and text books	G	33.3	27.8	33.3	5.6	0.0
Regular communication about changes in syllabus	H	11.1	27.8	16.7	22.2	22.2
Rate NEP syllabus	I	22.2	33.3	22.2	22.2	0.0

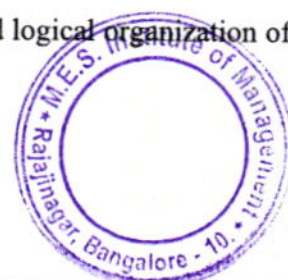


**GRAPH SHOWING THE PERCENTAGE OF THE RESPONSES OF THE FACULTY
MEMBERS FOR THE ACADEMIC YEAR 2023-24**



The analysis highlights a positive reception of the NEP-aligned syllabus, praised for its student-centric approach, practical focus, and holistic structure. While most parameters were rated above average, areas for improvement include adding relevant subjects, reducing semester content, improving practical orientation, timely study material access, and better communication from the university.

1. **Academic Content** strongly rated as applicable and relevant, with 88.9% of responses in the "Excellent" (38.9%) or "Very Good" (50.0%) categories. No poor or average ratings, showcasing satisfaction with curriculum applicability.
2. Regarding the **Coverage of Advanced Topics** 66.6% rated as Excellent (22.2%) or Very Good (44.4%), indicating reasonable satisfaction. However, 27.8% rated it as Good, and 5.6% as Average, suggesting scope for improvement in incorporating advanced topics.
3. The **Sequence of Units** received a strong Very Good rating (55.6%), with 22.2% rating it as Excellent. No Poor or Average responses, indicating good logical organization of units.



4. Regarding the **Load on Teachers**, mixed feedback, with 38.9% rating it Very Good, 33.3% as Good, and 5.6% as Poor. It is also Suggested a need to balance chapter load for better efficiency.
5. **On Load on Students** higher Average rating (22.2%) compared to teachers' feedback, indicating students perceive more load challenges.
6. **Availability of Learning Materials** 61.1% rated Excellent or Very Good, though 33.3% marked Good, highlighting the need for consistent access to quality resources.
7. **Regarding Communication on Syllabus Changes**, the lowest satisfaction parameter, with only 38.9% rating as Very Good or Excellent, and 22.2% marking it as Poor which is a concern in this regard
8. **Views on NEP Syllabus**, mixed feedback, with 22.2% each rating "Excellent," "Good," and "Average," pointing to varied opinions on its implementation.

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STUDENTS FEEDBACK ON CURRICULUM FOR THE ACADEMIC YEAR **2023-24**

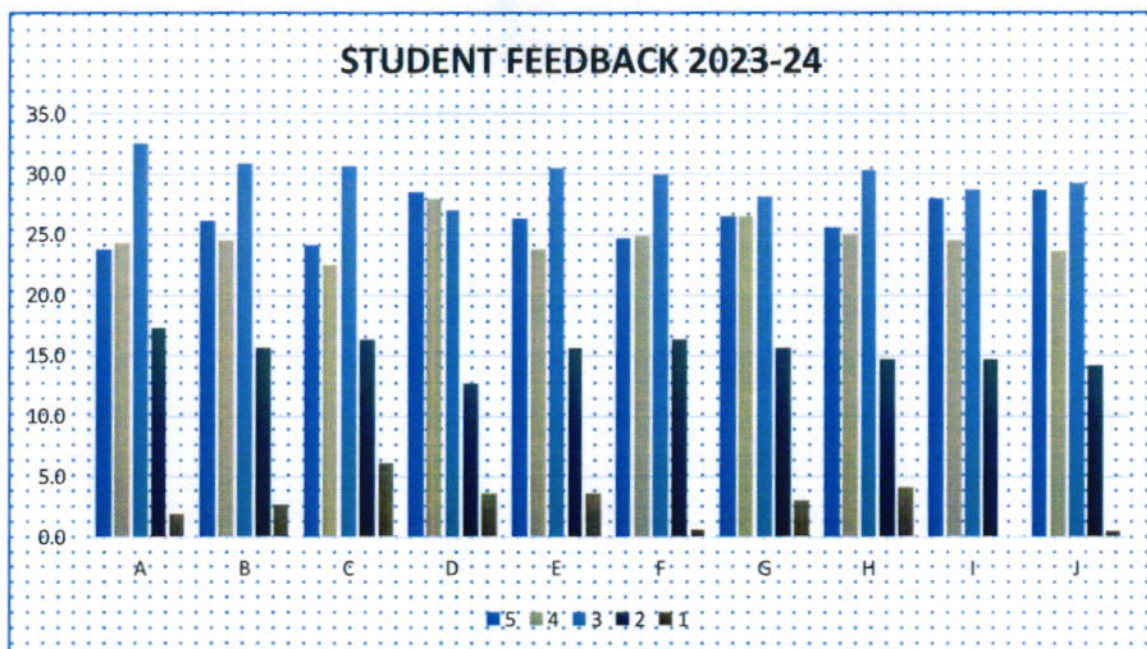
Students are key stakeholders in the higher education system. To align academic knowledge with student needs and corporate expectations, the institution collected student feedback using a structured five-point rating scale (5: Excellent, 4: Very Good, 3: Good, 2: Average, 1: Poor). The feedback focused on the university-prescribed curriculum and value-added courses. Of the 621 students approached, 550 (89.14%) participated in the online survey. The questionnaire included specific questions, each represented by a symbol for streamlined analysis in the accompanying tables and graphs. This systematic approach ensures that student perspectives are effectively incorporated into curriculum development and enhancement.

**TABLE SHOWING THE PERCENTAGE OF RESPONSES OF THE STUDENTS FOR THE
ACADEMIC YEAR 2023-24**

2023-24		5	4	3	2	1
Rate the syllabus of the course that you have gone through in relation to the expected outcome of the course	A	23.8	24.4	32.5	17.3	2.0
Syllabus of each course covers recent trends and developments	B	26.2	24.5	30.9	15.6	2.7
Value Added Programs and Course activities-are relevant to the development of various skills necessary for Career advancement, Employment and Self Employment	C	24.2	22.5	30.7	16.4	6.2
Teaching methods followed by teachers	D	28.5	28.0	27.1	12.7	3.6
The objectivity of assessment and evaluation	E	26.4	23.8	30.5	15.6	3.6
The curriculum contains a wide range of courses under choice based credit system	F	24.7	24.9	30.0	16.4	0.7
The curriculum has the potential in developing the habit of self-learning and skill development	G	26.5	26.5	28.2	15.6	3.1
Course Content has enough scope for development of analytical	H	25.6	25.1	30.4	14.7	4.2
Overall rating of the program and various facilities in the college	I	28.0	24.5	28.7	14.7	0.4
NEP syllabus over regular CBCS syllabus	J	28.7	23.6	29.3	14.2	0.5



**GRAPH SHOWING THE PERCENTAGE OF RESPONSES OF THE STUDENTS FOR THE
ACADEMIC YEAR 2023-24**



From the above Table and Graph enclosed, it is evident, a significant majority of responses across all parameters are in the "Good" and above categories, reflecting general satisfaction with the curriculum and associated aspects. Therefore, it can be said that it is overall positive feedback from the students

High Ratings for Teaching Methods: Teaching methods received the highest Excellent (28.5%) and Very Good" (28.0%) ratings, showcasing effective teaching practices.

Objectivity of Assessment: Assessment and evaluation objectivity were well-rated, with 26.4% Excellent and 23.8% Very Good.

NEP Curriculum Preference: The NEP syllabus scored highly, with 28.7% rating it as Excellent, indicating a positive reception compared to the CBCS syllabus.

Room for Improvement in Value-Added Programs: This parameter received 6.2% Poor ratings, suggesting a need for enhancing relevance to career and self-employment skills.

Analytical Skill Development Needs Focus: The curriculum's support for developing analytical skills had 4.2% Poor and 14.7% Average ratings, indicating scope for improvement.

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ALUMNI FEEDBACK ON CURRICULUM- 2023-24

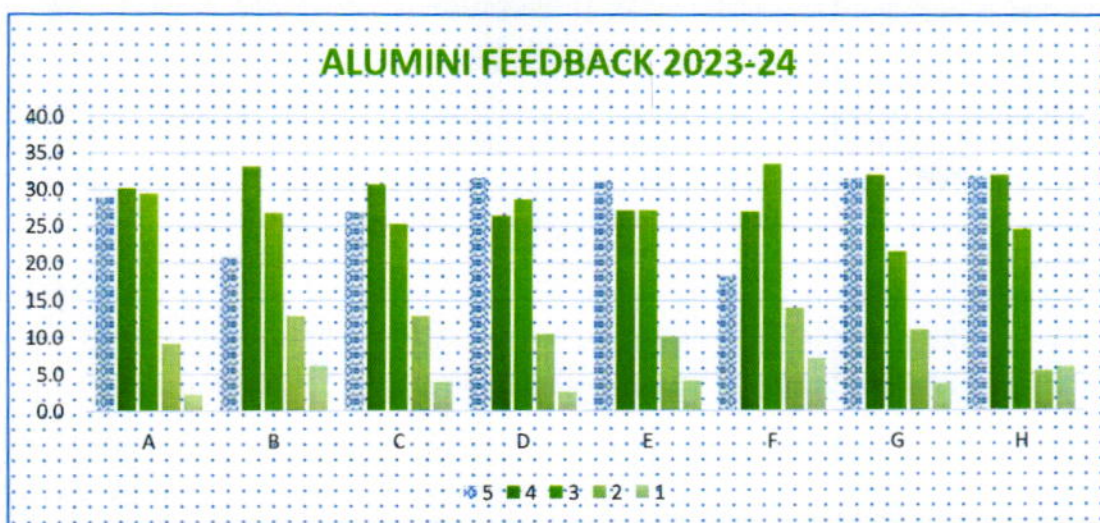
Feedback plays a vital role in the continuous development of any institution. MES Institute of Management, recognizing its importance, systematically collects feedback on various curriculum aspects from key stakeholders, including students, alumni, faculty, employers, and parents, primarily through online modes. The data gathered is analyzed in alignment with recommendations from the "Skill Gap Study for Bangalore Urban District" conducted by NSDC. This analysis is then reviewed collaboratively by the Head of the Institution (HOI) and IQAC coordinators, ensuring informed actions are taken to enhance curriculum relevance and effectiveness. The institution emphasizes the importance of alumni feedback as a valuable resource for institutional improvement. A structured feedback form is used to gather insights on curriculum development and value-added courses. This feedback not only aids in refining the curriculum but also reinforces the strong connection between the institution and its alumni. As part of its tradition, MES Institute of Management actively involves alumni in its activities, leveraging their experiences and perspectives to foster institutional growth and align academic offerings with real-world requirements.

**TABLE SHOWING THE PERCENTAGE OF THE RESPONSES OF THE ALUMNI FOR THE
ACADEMIC YEAR 2023-24**

2023-24		5	4	3	2	1
COURSE APPROPRIATION	A	28.9	30.2	29.5	9.1	2.2
VALUE ADDED COURSES	B	20.9	33.2	26.9	12.9	6.2
EVALUATION MECHANISAION OF THE COLLEGE	C	27.1	30.8	25.4	12.9	3.9
MENTORING SYSTEM IN THE COLLEGE	D	31.7	26.5	28.7	10.4	2.6
LEARNING RESOURCES	E	31.3	27.2	27.2	10.1	4.1
SPORTS FACILITY IN THE COLLEGE	F	18.3	27.1	33.6	14.0	7.1
EXTENSION ACTIVITIES- CC AND EC	G	31.5	32.1	21.6	11.0	3.7
OVERALL RATING OF THE COLLEGE	H	31.9	32.1	24.6	5.4	6.0



**GRAPH SHOWING THE PERCENTAGE OF THE RESPONSES OF THE ALUMNI FOR THE
ACADEMIC YEAR 2023-24**



The 2023-24 alumni feedback highlights high satisfaction levels (95%-98%) across key parameters like faculty expertise, mentoring, learning resources, and extension activities. However, areas like sports facilities and learning resources require slight improvements. Addressing these minor gaps will enhance the institution's offerings and ensure continued alumni support and satisfaction.

1. A majority rated it positively, with 28.9% "Excellent" and 30.2% Very Good on **Course Appropriation**. A notable 9.1% rated it "Average" and 2.2% as "Poor," indicating minor room for improvement in course design.
2. **For Value-Added Courses (VAC)** 33.2% rated it as Very Good, 12.9% rated it Average, and 6.2% as Poor suggesting a need to enhance the relevance and quality of VACs.
3. Regarding **Evaluation Mechanism**, well-received with 27.1% Excellent and 30.8% Very Good. 12.9% "Average" and 3.9% Poor ratings indicate scope for streamlining evaluation practices.
4. **Mentoring System of MESIOM** has received high brilliant ratings 86% between excellent, very good and good
5. **For Learning Resources**, 31.3% rated excellent and 27.2% "Very Good," yet 10.1% Average and 4.1% poor suggest areas to improve accessibility or quality.
6. **Sports Facilities** rated with around 80 % 14.0% Average, and around 7.1% expecting significant need for improvement.
7. **For Extension Activities (CC & EC)** well-rated overall, with 31.5% Excellent and 32.1% Very Good,
8. **Regarding the overall College Rating** Strongly positive, with 31.9% "Excellent" and 32.1% "Very Good"

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ACTION TAKEN REPORT FOR THE YEAR 2023-24

Feedback from all the stakeholders- Faculty, Students, Alumni, are taken every year by HOI in coordination with IQAC which can be filled online regarding various aspects including curriculum. The analysis is reported and suitable timely actions are taken for the overall development of the institution and students. The summary of the action taken report for the academic year 2023-24 is as follows.

FEEDBACK FROM FACULTY	
QUESTIONS RATED BELOW AVERAGE (SUGGESTIONS)	ACTION TAKEN
Enhance Advanced Topic Coverage	Incorporate more cutting-edge topics and recent industry trends to meet evolving student and industry needs
Optimize Chapter Load on students and faculty	Institution follows planned seamless time table to provide ample time for the faculty members to complete syllabus with elaborate explanation and required activity for every course, which helps both faculty and students to comfort the process of teaching and learning
Strengthen Practical Orientation:	Integrate hands-on projects, case studies, and experiential learning activities to improve practical relevance.
Improve Learning Material Availability:	Ensure timely and adequate provision of textbooks, e-resources, and reference materials to support student learning.
Improve Communication About Syllabus Changes:	Establish regular and transparent communication channels (e.g., newsletters or portals) to update students on syllabus modifications



FEEDBACK FROM STUDENTS	
QUESTIONS RATED BELOW AVERAGE (SUGGENSTIONS)	ACTION TAKEN
Enhance Value-Added Programs	Revised value-added courses are adopted to make them more career-relevant, with a focus on practical skills and employment readiness.
Improve Analytical Skill Development	Introduced more content or activities focused on analytical thinking, such as case studies, problem-solving workshops, and research opportunities
Power NEP Curriculum:	Expand and promote NEP syllabus elements that are receiving positive feedback, ensuring they are well-integrated across programs.
Monitor and Refine Assessment Methods	Although the objectivity of evaluation is rated positively, continual refinement is ensured for fairness and relevance to real-world applications



FEEDBACK FROM ALUMNI

QUESTIONS RATED BELOW AVERAGE (SUGGESTIONS)	ACTION TAKEN
Enhance Value added courses	Revise value-added courses to ensure they align with current industry trends and student career aspirations.
Streamline Evaluation Mechanisms	Improve transparency, objectivity, and efficiency in evaluation to address concerns from "Average" and "Poor" ratings
Strengthen Mentoring	Faculty members are assigned with group of students by HOI who are continuously monitored by the mentors whose performance is observed and steps are taken to improve their performances consistently. Standardized mentoring practices across departments to ensure consistent support and guidance for all students.
Upgrade Sports Facilities	Invest in modernizing sports infrastructure and equipment to enhance student satisfaction and participation in physical activities.
Learning Resources	Institution has taken keen initiative to improve learning resources by installing projectors, lap top facility for ICT enabled teaching, increase in the number of book subscription facility in the library. The Institution has provided e-resource facility for the students
Broaden Extension Activities:	Diversify co-curricular and extracurricular offerings to engage a wider range of student interests and needs.

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