

**Annual Report on  
Stakeholder's Feedback on Curriculum  
2023-2024**



**Swami Vivekanand Subharti University  
Meerut**

(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)



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## **Stakeholder Feedback on Curricula/Syllabi** **Analysis Report of Academic Year 2023-2024**

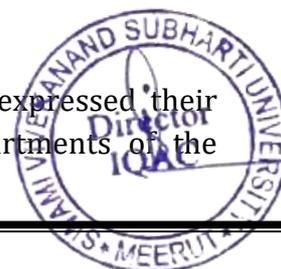
The feedback on the curriculum for the Academic year 2023-2024 was received from the following stakeholders:

1. Students
2. Teachers
3. Alumni
4. Employers
5. Professionals

### **Stakeholder Feedback Collection & Compilation Process**

The following steps have been taken to collect the stakeholder feedback and prepare the analysis report for the same:

- ◆ On 31<sup>st</sup> January 2024, an e-mail was circulated to all the Faculties/Colleges/Departments regarding the online availability of all updated Stakeholder's feedback forms with a request to complete the feedback collection process by 7<sup>th</sup> February 2024 and submission of the Action Plan after discussion in Faculty Boards/Board of Studies by 22<sup>nd</sup> February 2024. The Deans/HOIs/HODs in coordination with the IT department have followed the specified time frame.
- ◆ The Quality Enhancement Working Committee (QEWC) at each Faculties/College/ Departments level compiled and analysed the stakeholder's responses and prepared a Stakeholders' Feedback Analysis Report consisting of an "Action Plan".
- ◆ The Deans / HOIs / HODs forwarded the Stakeholders' Feedback Analysis Report consisting of the "Action Plan" of their respective Faculties/Colleges/Departments to IQAC for further action.
- ◆ The IQAC has perused the Feedback Analysis Reports of Faculties/Colleges/Departments. The IQAC expresses its gratitude to all the Students, Teachers, Employers, Alumni, and Professionals for their valuable suggestions with feedback and acknowledges the excellent service and support of the IT department and QEWC members of every Faculties/College/Department for their involvement in the process of feedback collection analysis and submission.
- ◆ The IQAC is pleased to mention that around 85% of the stakeholders have expressed their positive response to the curriculum offered by the Faculties/Colleges/Departments of the University.



- ◆ The major suggestions of the Stakeholders for the Curriculum update/enrichment/revision have been considered by the Deans/HOIs/HODs to prepare the “Action Plan”. The “Action Pan” of all the Faculties/Colleges/Departments on curriculum aspects concurred with their analyzed reports and need acceptance for the necessary action taken on the given suggestions in A.Y. 2024-25.
- ◆ Hence, the University IQAC is forwarding the compiled report of “Action Plan” (based on the Feedback Analysis Report of the Faculties/Colleges/Departments) for the consideration of IQAC Committee to place it further before the Academic Council of the University.

**Encl.: Action Plan submitted by Faculties/Colleges/Departments based on Stakeholders' Feedback Analysis.**

**(Prof. Dr. Kapil Kumar)**



**Director, IQAC**

## Analysis of the Stakeholders Responses

### 1. Response Recorded for A.Y. 2023-2024:

- a. Students: 4092
- b. Teachers: 701
- c. Alumni: 561
- d. Employers: 166
- e. Professionals: 288

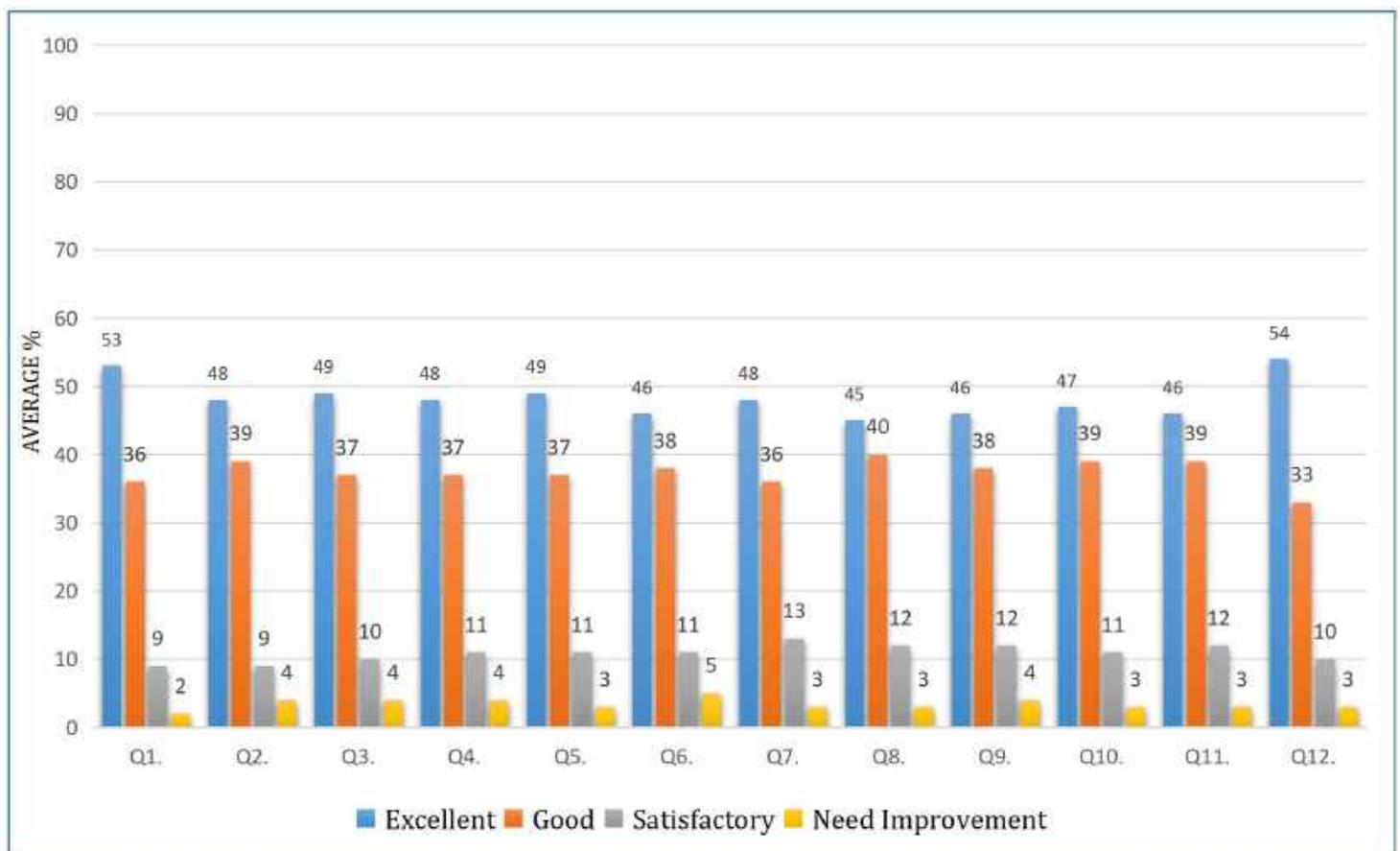
### 2. Response Analysis:

#### a. Students:

Sr. No	Particulars	Excellent %	Good %	Satisfactory %	Need Improvement %
Q1.	Rate the curriculum of the programme in synchronization with the employability.	53	36	9	2
Q2.	Rate the programme in the context of programme/course objectives & outcomes.	48	39	9	4
Q3.	Rate the ratio of theory and practical courses in the curriculum balanced with each other.	49	37	10	4
Q4.	Rate the adequacy of curriculum-specific study material in the Departmental/ Central Library along with other self-learning resources.	48	37	11	4
Q5.	Rate the coverage of all course units in the examination.	49	37	11	3
Q6.	Rate the capability of the programme Curriculum to enhance the skill, competence, employability, and entrepreneurship opportunities.	46	38	11	5
Q7.	Rate the methods to assess the outcome of the programme through assignments/class tests/seminars/field projects etc.	48	36	13	3
Q8.	Rate the existence of a mechanism for Slow performers and Advanced learners and mentoring systems to improve your overall performance.	45	40	12	3

Q9.	Rate the usage of ICT tools i.e. LMS, demonstration, PowerPoint etc. including online resources by teachers to cover the curriculum effectively and make the subject very interesting	46	38	12	4
Q10.	Rate the inclusion of value-added courses as additional courses to acquire extra knowledge & skills useful for facing challenges.	47	39	11	3
Q11.	Rate the opportunity given to express your opinion about the subject content/delivery method/outcome.	46	39	12	3
Q12.	Overall Rating of the Programme Curriculum	54	33	10	3

### **Graphic Representation of Student's Feedback**



Based on the data presented in the graph, it can be concluded that a significant majority of students express satisfaction with the curriculum, which is carefully aligned with employability factors. The curriculum maintains a harmonious blend of theoretical knowledge and practical application across all course units, ensuring comprehensive coverage. The design of the curriculum effectively incorporates professional enhancement activities aimed at improving skills, competencies, and entrepreneurial opportunities. There is ongoing improvement in educational quality and students' awareness of industry standards. Students provide positive feedback on the diverse methods used to achieve program outcomes. The integration of ICT tools by instructors is noted for its effectiveness. Additionally, the mechanisms in place to support both slow and fast learners are widely appreciated by the student body.

### Suggestions/ Recommendations:

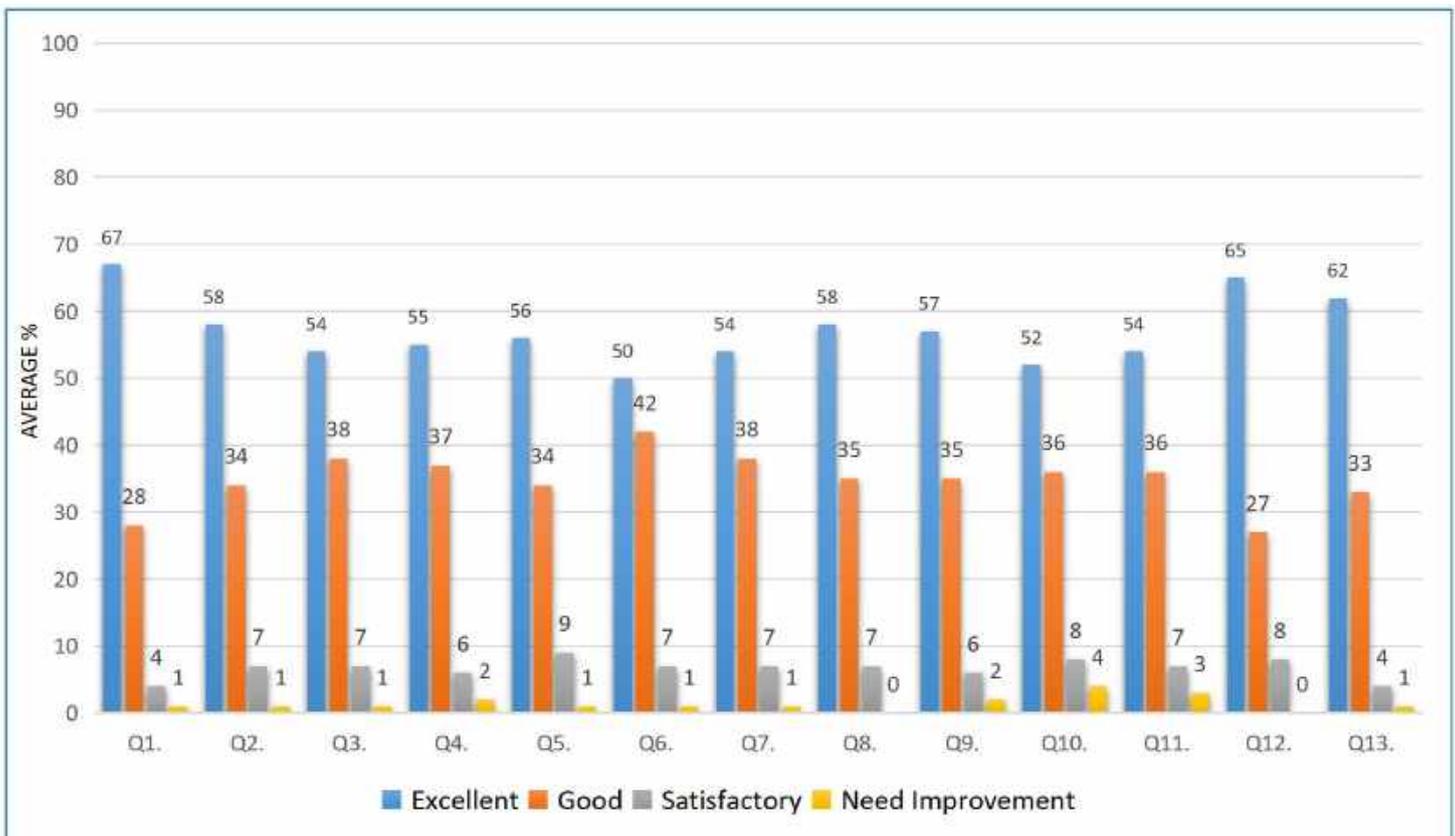
- The Faculties/Colleges should organize events that bridge industry and academia, such as seminars, workshops, and trips, to enhance students' abilities and knowledge.
- The Departmental Library/Central Library should ensure adequate availability of prescribed books and curriculum-specific study materials to enrich students' knowledge.
- To enrich practical-based teaching methodologies in the Faculties/Colleges, while faculty members are progressively shifting towards more interactive teaching styles.
- To create opportunities for experimentation, and innovation, and emphasize the development of critical thinking and problem-solving abilities for the students.
- Increasing the utilization of different ICT-enabled tools to cover all aspects of the curriculum.

#### b. Teachers:

S. No	Particulars	Excellent %	Good %	Satisfactory %	Need Improvement %
Q1.	Rate the clarity in stating the programme objectives & outcomes	67	28	4	1
Q2.	Rate the relevance of curriculum updation for career & social needs	58	34	7	1
Q3.	Rate the flexibility of the curriculum for further improvement & updation.	54	38	7	1
Q4.	Rate the proportion of courses in terms of core courses, skill, ability enhancement, dissertation etc.	55	37	6	2
Q5.	The curriculum gives equal importance to theoretical and practical training.	56	34	9	1
Q6.	The curriculum undergoes periodic revision based on feedback and outcome assessment.	50	42	7	1

<b>Q7.</b>	Your engagement in curriculum design, revision and development methods	54	38	7	1
<b>Q8.</b>	Rate the inclusion of teaching & learning resources as reference, and assessment methods in the curriculum	58	35	7	0
<b>Q9.</b>	Rate the depth of the curriculum to fulfil the expectations of regional/national/global agencies	57	35	6	2
<b>Q10.</b>	Rate the adequacy of prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum.	52	36	8	4
<b>Q11.</b>	Rate the courses in the curriculum to inculcate leadership skills/ team management/ entrepreneurship skills along with personal and career development.	54	36	7	3
<b>Q12.</b>	Rate the values & ethics in the curriculum to build a good citizen.	65	27	8	0
<b>Q13.</b>	Mechanisms of course exit survey and classroom teaching feedback to achieve the expected outcomes of the curriculum.	62	33	4	1

### **Graphic Representation of Teacher's Feedback**



Based on the aforementioned feedback analysis, it is inferred that 67% of respondents possess clarity in articulating the program objectives and outcomes. They express contentment with the distribution of courses, encompassing core subjects, skills development, ability enhancement, and dissertation components. Regarding specific courses such as leadership, team management, and entrepreneurship skills, 55% of instructors have provided satisfactory feedback, highlighting their contribution to faculty growth and development. Furthermore, respondents express satisfaction with the courses assigned to them for teaching, as well as with activities such as guest lectures, workshops, and student projects organized during the academic year 2023-24. Faculty members have also indicated contentment with the academic resources available in the library. The feedback suggests that the curriculum emphasizes both theoretical knowledge and practical training. Additionally, faculty members have proposed recommendations aimed at enhancing and fortifying the university's ongoing academic framework.

### Suggestions/ Recommendations:

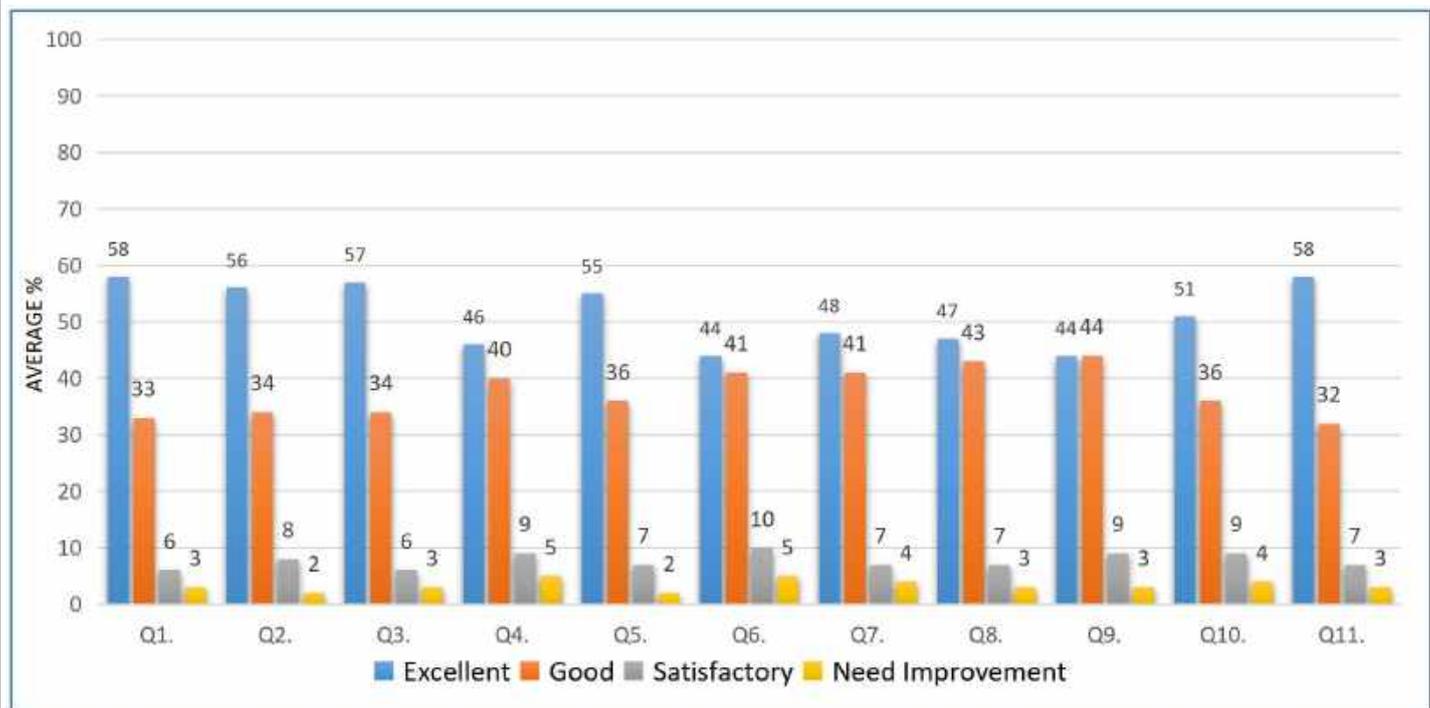
- Brainstorming sessions for faculty members should be proposed for creating new and innovative ideas that could be used to enhance the competencies of employability or entrepreneurship of the students.
- A greater number of titles as well as volumes of books/e-books is also required in the Departmental Library. The material should be upgraded with the latest edition of the books.
- Additional training activities should be integrated into the regular teaching schedule with advanced tools to foster personal and career development among students.
- To enhance the assessment and evaluation processes for postgraduate courses and research scholars.
- To expand research-oriented activities this can be achieved by providing greater access to international journals renowned for their high impact factors.

### c. Alumni:

S.No.	Questions	(Excellent) %	Good) %	(Satisfactory) %	(Need Improvement) %
Q1.	How the syllabus and sequence of courses in different semesters/years of the programme was delivered?	58	33	6	3
Q2.	How were the programme and course outcomes defined in the Curriculum?	56	34	8	2
Q3.	How do the lectures/Practical/Assignments help to understand the course contents?	57	34	6	3
Q4.	Rate the facilities and resources provided in the Departmental/ Central Library to make learning more comfortable and to increase multidisciplinary knowledge	46	40	9	5

<b>Q5.</b>	Rate the conduction of Sessional and End Semester exams in time with proper coverage of all units in the curriculum.	55	36	7	2
<b>Q6.</b>	Rate the training given to you in the recent trends and concepts for career development.	44	41	10	5
<b>Q7.</b>	How the student-centric methods i.e. seminars/ workshops/field visits/ group discussions/ competence etc. make you a compassionate professional with the right values & attitudes?	48	41	7	4
<b>Q8.</b>	Rate the follow-ups of curriculum delivery outcomes.	47	43	7	3
<b>Q9.</b>	Rate the interdisciplinary and holistic education provided by the curriculum to impart life-long learning for continued professional development.	44	44	9	3
<b>Q10.</b>	Rate how the ICT tools and online resource materials were used for effective delivery of the curriculum.	51	36	9	4
<b>Q11.</b>	Overall Rating of the Programme Curriculum	58	32	7	3

### **Graphic Representation of Alumni's Feedback**



The adaptable curriculum, which emphasizes course delivery and program outcomes, received positive feedback from alumni, with 59% expressing satisfaction. In the academic year 2023-24, the majority of alumni have provided favourable responses regarding the use of ICT tools and online resources for effective curriculum delivery although a smaller segment of alumni feedback indicates areas where curriculum improvement is needed. Alumni expressed satisfaction with the

career development training offered to them. Alumni highly praised the quality of teaching, infrastructure, and other support services provided to students. However, they also offered suggestions for further enhancing the university's offerings.

**Suggestion/ Recommendation:**

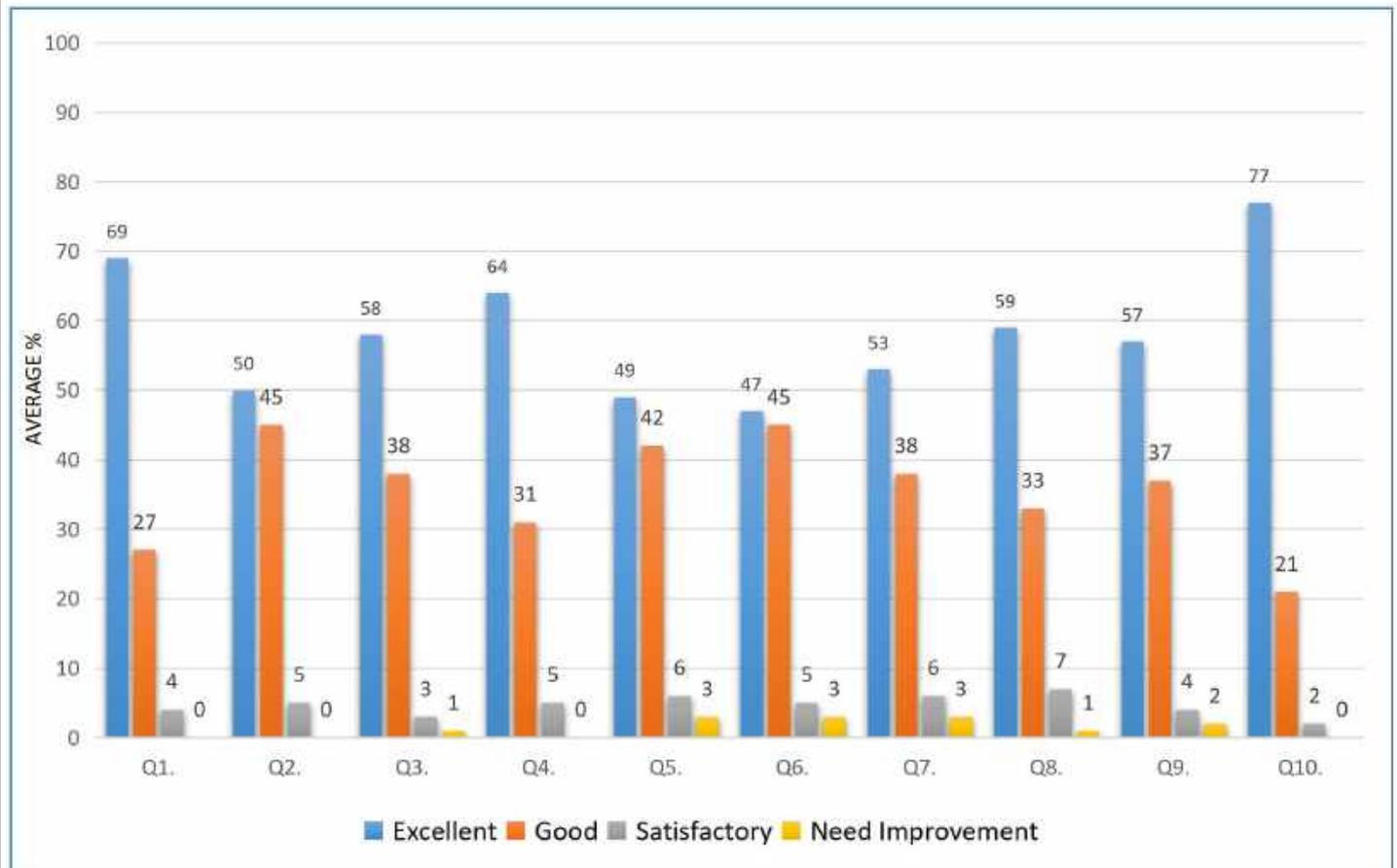
- Organize additional seminars, guest lectures, technical sessions, and workshops to enrich their learning experience and enhance their career prospects.
- Ensure access to diverse study materials in the Departmental/Central Library to broaden students' multidisciplinary knowledge.
- Update the curriculum with the latest trends, technologies, and industry requirements to promote self-learning among students.
- Regularly incorporate subjects, new courses, languages, software, and tools demanded by the industry into the curriculum.

**d. Employers:**

S.No.	Questions	(Excellent) %	(Good) %	(Satisfactory) %	(Need Improvement) %
Q1.	How do you think an employee has acquired the following attributes through the programme: - a. Core-Competency	69	27	4	0
Q2.	How do you think an employee has acquired the following attributes through the programme: - b. Vast and in-depth knowledge of the subject	50	45	5	0
Q3.	How do you think an employee has acquired the following attributes through the programme: - c. Proficiency in technical aspects	58	38	3	1
Q4.	How do you think an employee has acquired the following attributes through the programme: - d. Communication skill	64	31	5	0
Q5.	How do you think an employee has acquired the following attributes through the programme: - e. Research aptitude	49	42	6	3
Q6.	How do you think an employee has acquired the following attributes through the programme: - f. Innovative thinking& self-directed learning for continuous professional development	47	45	5	3

Q7.	How do you think an employee has acquired the following attributes through the programme: - g. Managerial & leadership qualities	53	38	6	3
Q8.	How do you think an employee has acquired the following attributes through the programme: - h. Values & Ethics towards professionalism	59	33	7	1
Q9.	How do you rate the overall performance of our students	57	37	4	2
Q10.	How do you rate the Overall Curriculum offered by the University?	77	21	2	0

### **Graphic Representation of Employer's Feedback**



Employer feedback indicates a high level of satisfaction, approximately 67% across various attributes including core competencies, extensive subject knowledge, proficiency in technical aspects, communication skills, research aptitude, innovative thinking, and self-directed learning for continuous professional development. According to the feedback received, employers expressed satisfaction with the diversity of choices offered in the curriculum. The emphasis on managerial and leadership qualities

within the prescribed attributes received positive recognition from a majority of alumni, enhancing their skills and employability prospects. The curriculum effectively bridges the gap between industry requirements and academic preparation; however, suggestions were made for regular updates to the syllabus.

**Suggestions/Recommendations:**

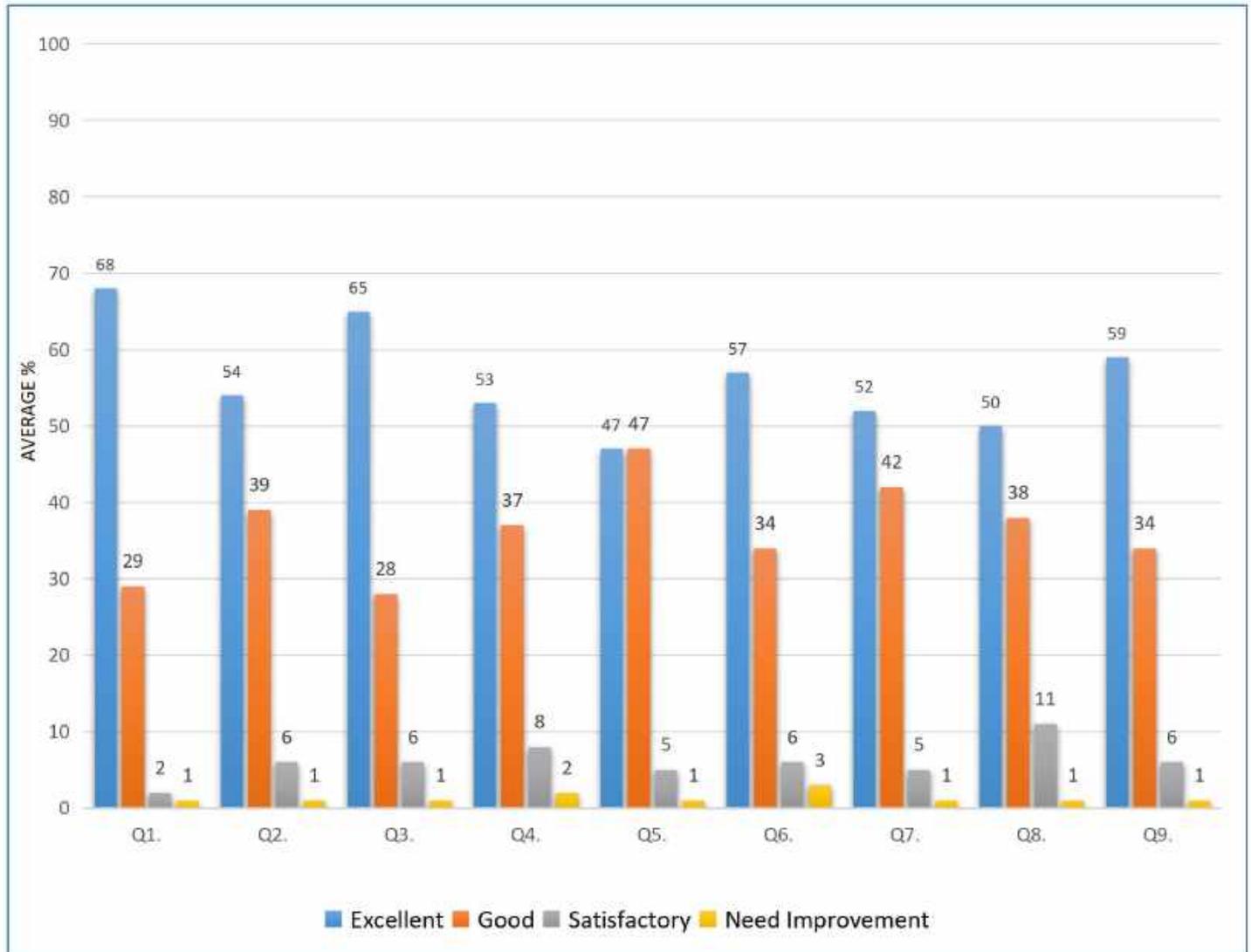
- Offering more internships and practical training opportunities to enhance students' hands-on experience in real-world settings.
- Facilitate networking events and career fairs to connect students with potential employers and broaden their career prospects.
- Develop entrepreneurship initiatives and incubation programs to support students in launching their ventures.
- Encourage collaborative research projects between students and industry professionals to promote practical application of knowledge.
- Establish mentorship programs to guide students in their career aspirations and professional growth.

**e. Professionals**

S.No.	Questions	(Excellent) %	(Good) %	(Satisfactory) %	(Need Improvement) %
Q1.	The programme curriculum is well-structured & dynamic in nature.	68	29	2	1
Q2.	The curriculum develops the competencies/ outcomes.	54	39	6	1
Q3.	The objectives of the Programme are well-defined.	65	28	6	1
Q4.	The programme curriculum consists of a sufficient number of skill-specific courses.	53	37	8	2
Q5.	How do you rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the industry	47	47	5	1
Q6.	The curriculum covers the current trends and practices with respect to the emerging needs of stakeholders.	57	34	6	3
Q7.	The curriculum consists of the contents useful to provide employability, entrepreneurship, and competency skills to the students.	52	42	5	1

Q8.	The courses in the curriculum provide the students with the required managerial/ leadership qualities and encourage work as part of the team.	50	38	11	1
Q9.	The curriculum facilitates an overall holistic development of the student	59	34	6	1

### Graphic Representation of Professional Feedback



According to the above-mentioned graphical representation, the respondents stated that the programme curriculum is well-structured and dynamic and aimed at developing competencies and achieving defined objectives. It includes a sufficient number of skill-specific courses and incorporates current industry practices into designing experiments. The curriculum covers emerging trends and stakeholder needs, ensuring it includes content essential for enhancing employability, entrepreneurship, and competency skills. Courses also focus on fostering managerial and leadership qualities, promoting teamwork, and facilitating holistic student development.

**Suggestions/Recommendations:**

- Enhance the development of well-equipped skills labs to focus on skills enhancement in the programme and organize extra classes to support career development.
- Ensure students receive comprehensive training to excel in placement interviews and secure campus placements.
- Ensure the curriculum covers current trends and practices aligned with emerging stakeholder needs and inculcate the practice in the curriculum to enhance employability, entrepreneurship, and competency skills among students.
- Offer courses in the curriculum that develop required managerial and leadership qualities foster teamwork and provide more technical training in the latest library software.

## Action Taken Report on Feedback given by Stakeholders on Curriculum during 2023-2024

### A. Students

S. No.	FEEDBACK	ACTION TAKEN
1	The study materials in the departmental libraries need to be updated.	<ul style="list-style-type: none"> <li>• Following an in-depth discussion at the 34th Academic Council meeting on July 25, 2024, it was decided to delegate responsibility for addressing this issue.</li> <li>• All Heads of Institutions (HOIs) and Heads of Departments (HODs) have been asked to compile a list of books for the university library, focusing on newer editions, exclusive editions, and rare books, for the academic session 2024-25.</li> <li>• These lists should be submitted to the HOD of Library &amp; Information Sciences and the Secretary of the University Library Committee.</li> <li>• Each college has been allocated a specific budget for procuring these books. Submissions must clearly indicate the remaining budget for book purchases to streamline the approval process.</li> <li>• The Hon'ble Vice Chancellor has directed that the procurement of these books be completed before the start of the first semester examinations.</li> <li>• Discussions also included enhancing the collection of books for the Disability Advisory Center and further enriching the e-library.</li> <li>• Efforts will be made to ensure that the e-library is easily accessible to all students through the Learning Management System (LMS).</li> </ul>
2.	Departments should organize a greater number of seminars, workshops,	<ul style="list-style-type: none"> <li>• The University has long prioritized strengthening industry-academia relationships.</li> <li>• It was observed that faculty members often treat</li> </ul>



	and visits to enhance the knowledge and learning experience of students.	<p>curriculum completion and the organization of workshops/seminars as separate activities.</p> <ul style="list-style-type: none"> <li>• The CEO emphasized the need for a cohesive strategy, starting from the faculty appointment process.</li> <li>• Moving forward, the University will prioritize recruiting faculty members with industry experience.</li> <li>• Faculty members are encouraged to identify relevant curriculum topics where industry experts can be invited to deliver lectures.</li> <li>• Faculty, in consultation with Heads of Departments (HODs) and Heads of Institutions (HOIs), have been asked to organize interdisciplinary seminars and workshops (both in-person and virtual) as part of their curriculum planning.</li> <li>• A new policy mandates that each college conduct at least one virtual and/or physical seminar or workshop every month.</li> </ul>
3.	More practical-based teaching should be included in the curriculum. Practical aspects of theoretical knowledge should also be discussed.	<ul style="list-style-type: none"> <li>• In response to the suggestions received, the curriculum for programs has been revised to place greater emphasis on practical, hands-on learning activities, such as field trips, industry visits, and collaborative projects, aligned with current industry trends.</li> </ul>

### B. Teachers

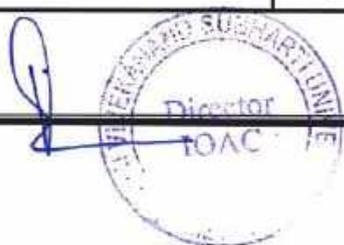
S.No.	FEEDBACK	ACTION TAKEN
1	The library lacks sufficient reading materials.	<ul style="list-style-type: none"> <li>• The College Library Committee and the University Library Committee, each with faculty-specific budgets, will collaborate closely.</li> <li>• Their joint efforts will focus on acquiring essential and</li> </ul>



		<p>rare books, journals, and other valuable resources.</p> <ul style="list-style-type: none"> <li>• This collective approach aims to ensure that academic programs and research are supported by easily accessible materials.</li> <li>• The acquisition process will be aligned with the university's evolving needs to maintain relevance and quality.</li> </ul>
2	The curriculum should be revised every 3 years.	<ul style="list-style-type: none"> <li>• All faculty members are warmly encouraged to propose suggested changes at the relevant forums, where these revisions will be carefully considered.</li> <li>• The faculty has the prerogative to recommend changes to the curriculum.</li> <li>• The curriculum is periodically reviewed based on input from the Faculty Board/Board of Studies, which is then discussed in the Academic Council for approval and implementation.</li> <li>• For colleges with governing bodies, their recommendations are followed in accordance with the applicable directives.</li> </ul>

### C. Employer

S.No.	FEEDBACK	ACTION TAKEN
1	The curriculum should be regularly updated to incorporate the latest technological advancements in the industry.	<ul style="list-style-type: none"> <li>• To address this concern, it is recommended that additional faculty members with industrial experience be recruited.</li> <li>• The inclusion of professionals from industrial backgrounds will bring valuable insights into the latest trends, technologies, and their associated benefits and challenges.</li> <li>• These insights will enable the faculty to seamlessly integrate current industry practices into syllabus</li> </ul>



		<p>revisions during the Board of Studies meetings.</p> <ul style="list-style-type: none"> <li>• This approach ensures that the curriculum remains relevant, up-to-date, and aligned with industry standards.</li> </ul>
2	<p>There is a need to enhance the applicability of practical and experimental knowledge to better align with industry requirements.</p>	<ul style="list-style-type: none"> <li>• To address this, the university's colleges have ensured that all students engage in comprehensive practical sessions.</li> <li>• Regular industrial visits, held every three months, complement these practical sessions to enhance students' understanding of key concepts and real-world applications.</li> <li>• These industrial visits are specifically aligned with the theoretical content covered in the curriculum, providing students with valuable hands-on experience.</li> </ul>

#### D. Alumni

S.No.	FEEDBACK	ACTION TAKEN
1	<p>More seminars and workshops should be organized to enhance the learning experience.</p>	<ul style="list-style-type: none"> <li>• The university has implemented a policy to host at least one seminar or workshop each year, either virtually or in person, with the support of industry experts.</li> <li>• This initiative aims to strengthen university-industry relationships, enhance the effectiveness of the training and placement cell, and ensure that faculty members stay current with the latest trends and technologies in technical advancements.</li> </ul>
2	<p>Update the library by incorporating more books related to the subjects offered in the curriculum.</p>	<ul style="list-style-type: none"> <li>• The concern has been proactively addressed through the formation of a college-level committee and a University Library Committee, with appropriate budget allocations.</li> <li>• By the academic year 2024-25, both the university and college libraries are expected to have a comprehensive collection of program-related books and journals,</li> </ul>



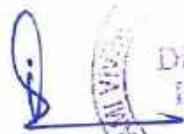
		effectively supporting advanced knowledge and research.
3	The course curriculum should encourage and motivate students to engage in extra learning and self-directed study.	<ul style="list-style-type: none"> <li>• The University's Learning Management System (LMS), integrated within the ERP system, is designed to help students revise their programs and syllabus through recorded online classes.</li> <li>• Each department and faculty will actively encourage both faculty and students to enroll in at least two value-added courses offered by the University, such as foreign languages, digital marketing, child care, and others.</li> <li>• Students are also encouraged to register for selected courses on SWAYAM and explore various online learning opportunities through platforms like MOOCs and other reputable sources.</li> </ul>

#### E. Professional

S. No.	FEEDBACK	ACTION TAKEN
1	Appropriate balance between theoretical concepts and practical application in the course content.	<ul style="list-style-type: none"> <li>• In the case of apex bodies, where theory and practical hours are predefined, flexibility is limited.</li> <li>• For courses governed by the University, Deans and Heads have been directed to review the syllabus in line with the National Education Policy (NEP) 2020, which provides an opportunity to integrate skill development across all programs.</li> <li>• The university aims to equip students to become both entrepreneurs and employers, ensuring that theoretical knowledge is complemented by practical experience.</li> <li>• Each session will emphasize skill development, with increased focus on field visits, industry partnerships for training, and student exchange programs.</li> </ul>



2	Focus on programme curriculum related to industry needs, Employability and Entrepreneurship.	<ul style="list-style-type: none"> <li>• The University Academic Council has recommended registering the University as an innovation center with the MSME and the Ministry of Commerce to meet all necessary requirements and support aspiring entrepreneurs.</li> <li>• This registration will help determine eligibility for financial assistance for research, prototype development, marketing strategies, and other entrepreneurial needs.</li> <li>• The University's Entrepreneurship Development Cell (EDC) will continue to support startups at every stage, from conception to execution, turning entrepreneurial aspirations into reality.</li> <li>• The EDC will organize sessions with renowned experts from various fields to share their experiences and insights with students.</li> <li>• To further inspire and guide aspiring entrepreneurs, field visits will be arranged to help them understand societal needs and shape their startups in the right direction.</li> </ul>
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Director - IQAC




Vice Chancellor

Vice Chancellor  
Swami Vivekanand  
Subharti University  
MEERUT

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Digitally signed by Yakoob Mohammed  
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