



AKS University SATNA

The University with Difference



Action Taken Report on **Feedback of Student** **Faculty Employer and Student Alumni** on **Curriculum 2022-23**

Sherganj, Panna Road, Satna-485001 (M.P.)
Email: info@aksuniversity.ac.in Web: www.aksuniversity.ac.in



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Executive Summary

1. *AKS University recently conducted an extensive survey encompassing students, alumni, faculty, and employers to elicit feedback aimed at modifying the meticulously crafted courses, prioritizing a student-centric approach to education.*
2. *The primary objective of this initiative is to gather a diverse range of perspectives and suggestions from stakeholders, facilitating continuous improvement in the effectiveness and relevance of the university's educational offerings.*
3. *By engaging with stakeholders from various spheres, including current and former students, esteemed alumni, dedicated faculty members, and industry professionals, AKS University underscores its unwavering commitment to excellence in education.*
4. *Through this collaborative approach, the university seeks to remain attuned to evolving educational trends and industry demands, ensuring that its curriculum remains dynamic and aligned with real-world requirements.*
5. *This feedback-driven process not only enhances the quality of education but also reinforces AKS University's dedication to prioritizing the needs and aspirations of its student body.*
6. *By actively soliciting feedback and incorporating suggestions from its stakeholders, the university demonstrates its commitment to providing a dynamic and enriching academic experience for all its students.*
7. *AKS University recognizes that fostering a student-centric learning environment is essential for nurturing the intellectual and professional growth of its students, equipping them with the knowledge and skills necessary for success in their chosen fields.*
8. *Through initiatives such as this survey, AKS University reaffirms its position as a forward-thinking institution dedicated to empowering its students and preparing them to thrive in an ever-changing global landscape.*



1 Stake Holder's Feedback

The AKS University prioritizes the feedback of its stakeholders as an ongoing practice. It values suggestions from stakeholders for curriculum development and other student-related activities. Feedback is typically solicited from the following stakeholders:

- Alumni Survey
- Parents Feedback
- Student Exit Survey
- Employer's Survey
- Faculty feedback

The process of development/modification/implementation of new curriculum is presented bellow. (Figure 1)

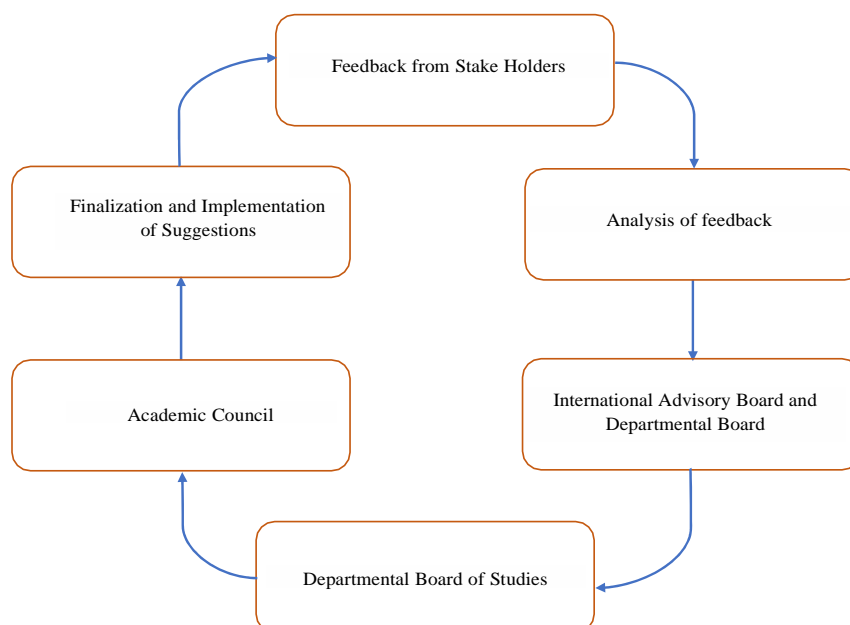


Figure 1: Process of feedback and its implementation

As shown in the Figure 1, feedback is collected from Alumni, Recent Graduate Students (Senior Exit Survey), faculty, Parents and Employers. All the inputs are collected online and gathered for further processing. Once the feedback is analyzed, it



has been sent to different boards (Departmental advisory board as well as International advisory board) for their suggestions. After collecting the information the departmental board of studies prepares the outcome and presented before academic council for further approval and recommendation. After the discussions and clarifications, finally the academic council approved and allowed for the necessary changes. Academic council, chaired by Vice Chancellor, is the highest academic body of the University.

1.1 Feedback process of the Institute

Curriculum Design and Development is a significant process that involves consulting with experts and developing relevant need-based inputs based on feedback from stakeholders. In this regard, the university makes the requisite arrangements for students, teachers, parents, alumni and employers to provide input on curriculum-related institutional processes. The ultimate goal of stakeholder input is to gain valuable insights for improving teaching, learning, evaluation, and ability in all areas. Curriculum, as one of the most important elements of the teaching-learning process, must be evaluated on a regular basis. The process of development of curriculum is presented below.

2 Student Exit Survey

After thoroughly evaluating and examining the students' suggestions, the university is using it as a foundation for making changes to the current structure. The student feedback questionnaire collects quantitative and qualitative responses about the quality of in-class content, pedagogy, learning materials, perspectives on theory/practical courses, and university services.

2.1 Feedback Questions and Response of Student Exit Survey

Students feedback is utmost important for revision of curriculum. A set of questionnaire has been prepared and it was presented before students for their



valuable suggestions.

The Table 1 shows the different questionnaire and responses.

Table 1: Feedback Questions and Response of Student Survey

Question ID	Criteria Statement	Response
Criteria 1	Curriculum course content is well organized	Outstanding /good/Average /Below average
Criteria 2	Curriculum provides sufficient knowledge to analyze and solve complex engineering problems	Outstanding /good/Average /Below average
Criteria 3	Curriculum have a sufficient number of courses for improving design skill	Outstanding /good/Average /Below average
Criteria 4	Curriculum provides sufficient knowledge to utilize modern tools, technologies and trends	Outstanding /good/Average /Below average
Criteria 5	Curriculum influences social, economical and ethical responsibility	Outstanding /good/Average /Below average
Criteria 6	Curriculum provides a platform to work individually and in a multidisciplinary team	Outstanding /good/Average /Below average
Criteria 7	Curriculum develops the inquisitiveness for life long learning	Outstanding /good/Average /Below average
Criteria 8	Curriculum provides a platform to become an entrepreneur	Outstanding /good/Average /Below average
Criteria 9	Curriculum provides hands on practice on skill development	Outstanding /good/Average /Below average
Criteria 10	Curriculum is enriched with courses which lead to employ-ability and higher studies	Outstanding /good/Average /Below average

3 Faculty Feedback

The university's faculty members have made it a habit to hold course coordination meetings twice a semester. These meetings centered on improving the quality of content, pedagogy, learning materials, student performance, research, and extension activities

for theory/practical courses and other curriculum Aspects. Faculty members express their feedback/suggestions on the teaching-learning process, research, and extension activities, and these are debated and discussed during these meetings. Faculty members also provide feedback on the Program Scheme, and the courses offered.

3.1 Feedback Questions and Response of Faculty Feedback

A set of questionnaires have been prepared to collect the feedback from the faculty



members addressing the above mentioned issues. Table 2 shows the different question-naire asked for the survey.

Table 2: Survey Questions and Response of Faculty Feedback

Question ID	Criteria Statement	Response
Criteria 1	The curriculum was well designed to incorporate outcome based learning	Outstanding /good/Average /Below average
Criteria 2	The course focused on skill development, employability and entrepreneurship	Outstanding /good/Average /Below average
Criteria 3	Course syllabus demonstrates the project based learning	Outstanding /good/Average /Below average
Criteria 4	The course is relevant to the current industry trends	Outstanding /good/Average /Below average
Criteria 5	Design of syllabus was well structured to achieve balance between fundamentals and advanced topics	Outstanding /good/Average /Below average
Criteria 6	The curriculum designed for fulfillment of program educational objective	Outstanding /good/Average /Below average
Criteria 7	curriculum is designed to inculcate ethical practice and value	Outstanding /good/Average /Below average
Criteria 8	Curriculum was innovative and periodically updated based on recent trends and attributes	Outstanding /good/Average /Below average

4 Student feedback Analysis (Alumni Survey)

Feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Providing students engage with feedback, it should enhance learning and improve assessment performance.

4.1 Feedback Questions and Response of Alumni Survey

Looking at the various aspects like industrial needs, environmental issues, ethical responsibilities, use of modern tools,...etc, we have prepared a questionnaire and presented



before the alumni for conducting the survey, which is shown in Table 3

Table 3: Feedback Questions and Response of Alumni Survey

Question ID	Criteria Statement	Response
Criteria 1	Curriculum meets the industrial and pro- fessional needs	Outstanding /good/Average / Below average
Criteria 2	Choice based /elective courses of the curriculum enriches the domain knowledge	Outstanding /good/Average / Below average
Criteria 3	Curricula have a sufficient number of courses for improving design skill	Outstanding /good/Average / Below average
Criteria 4	Curriculum provides sufficient knowledge to utilize modern tools, technolo-gies, and trends	Outstanding /good/Average / Below average
Criteria 5	Curriculum influences social, economic, and ethical responsibility	Outstanding /good/Average / Below average
Criteria 6	Curriculum provides a platform to work individually and in a multidisciplinary team	Outstanding /good/Average / Below average
Criteria 7	Curriculum develops the inquisitiveness for lifelong learning	Outstanding /good/Average / Below average
Criteria 8	Curriculum provides a platform to become an entrepreneur	Outstanding /good/Average / Below average
Criteria 9	Curriculum helps me to stand in a bet-ter position compared to other university graduates	Outstanding /good/Average / Below average
Criteria 10	Curriculum is enriched with courses which lead to employability and higher studies	Outstanding /good/Average / Below average

5 Employer Survey

During Placement drives, Guest lectures/Workshops, and Board of Studies, the university solicits input from employers and industry experts on a regular basis. On the feedback obtained, a thorough review and corrective action is performed, followed by timely corrective action with a proper action taken report.

5.1 Feedback Questions and Response of Employer Survey

In order to make the students aware of their roles and responsibility that the student



should pursue on job, enhance the skill and how the curriculum helps them to achieve their target, keeping these things on mind a set of questionnaires have been prepared and presented for valuable suggestions. Table 4 shows the different questionnaire prepared for the survey.

Table 4: Survey Questions and Response of Employer Survey

Question ID	Criteria Statement	Response
Criteria 1	Curriculum meets the industrial and professional needs	Outstanding /good/Average / Below average
Criteria 2	Curriculum imparts the behavioral and managerial attributes	Outstanding /good/Average / Below average
Criteria 3	Curriculum enables analytical and design skill of the graduates	Outstanding /good/Average / Below average
Criteria 4	Curriculum provides sufficient knowledge to utilize modern tools, technologies and trends	Outstanding /good/Average / Below average
Criteria 5	Curriculum influences social, economical and ethical responsibility	Outstanding /good/Average / Below average

6. Action Taken Report on Feedback Analysis result for the year 2022-23

Following feedback from students, faculty, alumni, and employers regarding the curriculum, a comprehensive analysis was conducted. Based on this analysis, recommendations were provided to the Dean. These recommendations were then discussed by faculty members and submitted to the Board of Management (BoM) for approval. Upon approval by the BoM, actions were taken to enhance the curriculum further. The faculty-specific and program-specific recommendations, along with the actions taken, are summarized below:

6.1 Action Taken on feedback on Curriculum

Name of the Faculty	Programs	Recommendation	Action Taken
Faculty of Engineering and Technology	B Tech / M Tech in Civil, Mechanical , Electrical, Mining Engineering, Cement Technology B.	Departments across various engineering disciplines acknowledge the adequacy of their current curricula but see opportunities for improvement through a stronger emphasis on	<ul style="list-style-type: none"> ➤Enhanced hands-on training is being implemented across all programs. ➤Research components are integrated into



	Tech Computer Engineering	research-based projects to enhance students' understanding and contribute to societal progress. This includes intensifying the focus on research-driven projects in cement Technology, Mechanical, Electrical, Mining, Civil, and Computer Science and Engineering departments to deepen comprehension, boost employability, and stay abreast of technological advancements.	undergraduate courses starting from the 6th or 7th semester. ➤Mandatory industrial training is required for all programs.
Faculty of Management Studies	BBA and MBA programs	The updated undergraduate and postgraduate curricula in this department have received favorable responses from students. However, to further improve program offerings and increase student employability, there is a requirement to increase the focus on field projects.	Additional field projects have been integrated into the course curricula.
Faculty of Computer Application & Information Technology and Sciences	B.C.A and M.C.A	While the current curriculum is considered satisfactory, there are evident opportunities for enhancement. Strengthening the emphasis on research-based real-time projects and integrating the latest technological advancements can significantly improve students' knowledge and contribute meaningfully to societal progress.	Industrial training and research-based real-time projects integrated with the latest technological advancements have been introduced into the course curricula.
Faculty of Basic Science		The undergraduate and postgraduate programs in Physics, Chemistry, and Mathematics departments under the Faculty of Basic Science have received satisfactory ratings from faculties. However, to enrich student knowledge and better prepare them for fundamental research, additional hands-on training and research projects need to be integrated into the curriculum.	Action taken to incorporate research component in the curriculum



Faculty of Commerce & Financial Studies		The Commerce department's faculty members find the current curriculum satisfactory. However, they agree that incorporating more practical training would improve students' skills and increase their employability.	Training in commercial farm for the student to be incorporated in the curriculum
Faculty of Education	B.Ed.	The National Council for Teacher Education's (NCTE) criteria are followed by the two programs offered by the Faculty of Education. Feedback from students ranges from good to excellent, however the dean recommends that the course could be improved by include more real-world demonstration projects.	Demonstrative projects should include in the curricula
Faculty of Agriculture Science and Technology	B. Sc. (Ag.) / M.Sc. (Ag.)	The Faculty of Agriculture Science & Technology's Undergraduate and Postgraduate curricula are based on the Vth Dean Committee's recommendations, which cover all pertinent topics. Nonetheless, the ICAR and local governments have recommended that local and regional agriculture take up about 20% of the curriculum. Students will gain a lot from the inclusion of local agricultural studies.	Local agricultural study incorporated in the curricula
Faculty of Life science & Technology	M.Sc. Biotechnology	Regarding the updated curriculum, 72% of students gave it an excellent to exceptional rating. The dean of the biotechnology departments has suggested adding additional practical courses to strengthen students' ability to do cutting-edge research.	More hands on training and practical training incorporated in the curricula
Faculty of Social Science and Humanities	Social Science	The Dean of the Faculty has identified areas for improvement, even if the current curriculum is thought to be sufficient. Increasing the emphasis on research projects has the potential to improve students' knowledge and make significant contributions to the	More research projects in the curricula on Social Science



		progress of society.	
Faculty of Pharmaceutical Science & Technology	B Pharm / M Pharm	The existing curriculum is considered satisfactory because it follows PCI criteria. However, the Dean of the Faculty of Pharmaceutical Science and Technology has argued that research-based initiatives should receive more attention because they can improve students' comprehension and significantly advance society.	More Hands on training Practical training incorporated in the course curricula
Faculty of Law	BALLB / BBALLB /LLM	Although the existing curriculum has received generally positive ratings from students, there is still opportunity for improvement. There is evidence that increasing the focus on research-based initiatives can benefit students' learning and have a major positive impact on society.	Incorporation of more case study in the curricula
Faculty of Medical Sciences	B.MS	Two courses are offered by the Faculty of Medical Science's Paramedical Department in accordance with the standards established by the Madhya Pradesh Paramedical Council (MPPC). In order to improve the program's adaptability and students' abilities, the dean suggests including human values and ethics.	Incorporation of human value and ethic in the course curricula

9.0 Conclusion :

In summary, the comprehensive insights derived from the surveys of students, faculty, alumni, and employers have provided a profound understanding of the strengths and areas for enhancement within the university's curriculum design. By embracing diverse perspectives and feedback, we are poised to uphold the relevance, effectiveness, and alignment of our educational programs with the needs of both students and industry stakeholders. It is imperative to sustain this collaborative ethos in curriculum development, fostering a culture of innovation, adaptability, and academic excellence.

Following discussions within the department, actionable steps have been initiated based on the analysis of the survey findings. These actions encompass the following categories:


1. **Enhancing Course Curricula:** Adopting a multifaceted approach that integrates training, hands-on experiences, and research projects is pivotal. This approach nurtures a dynamic learning



environment, not only disseminating theoretical knowledge but also cultivating practical skills and fostering innovation.

2. **Facilitating Training Sessions:** Providing opportunities for faculty to engage in ongoing training sessions ensures they remain abreast of the latest pedagogical techniques, technological advancements, and industry trends. Additionally, hands-on training for students enables the application of theoretical concepts in real-world scenarios, promoting critical thinking, problem-solving, and collaboration skills essential for professional success.
3. **Emphasizing Research Projects:** Research projects serve as a cornerstone for curriculum enhancement, fostering a culture of inquiry and innovation. Engaging students in research endeavors deepens their understanding of course material while nurturing creativity and curiosity. These projects enable students to explore emerging topics, address contemporary challenges, and contribute to knowledge advancement within their respective fields.
4. **Creating a Dynamic Learning Ecosystem:** Integrating training, hands-on experiences, and research projects into course curricula establishes a holistic learning ecosystem. This approach equips students with the skills and knowledge needed to excel in an ever-evolving global landscape, ensuring that our educational programs remain relevant, rigorous, and responsive to the needs of students, industries, and society at large.

By implementing these initiatives, we are committed to fostering continuous improvement and excellence in higher education, preparing our students for success in their academic and professional endeavors.


Registrar
AKS University, Satna
Registrar
AKS UNIVERSITY
Satna (M.P.) 485001