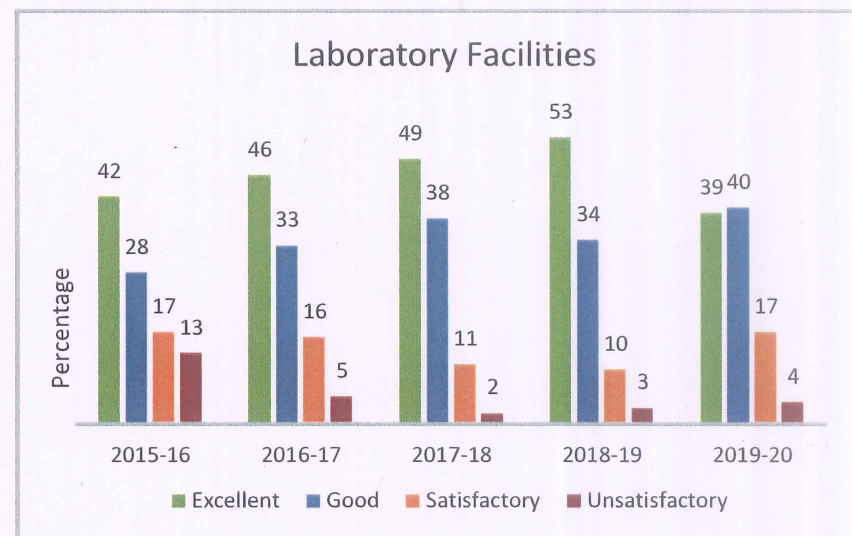
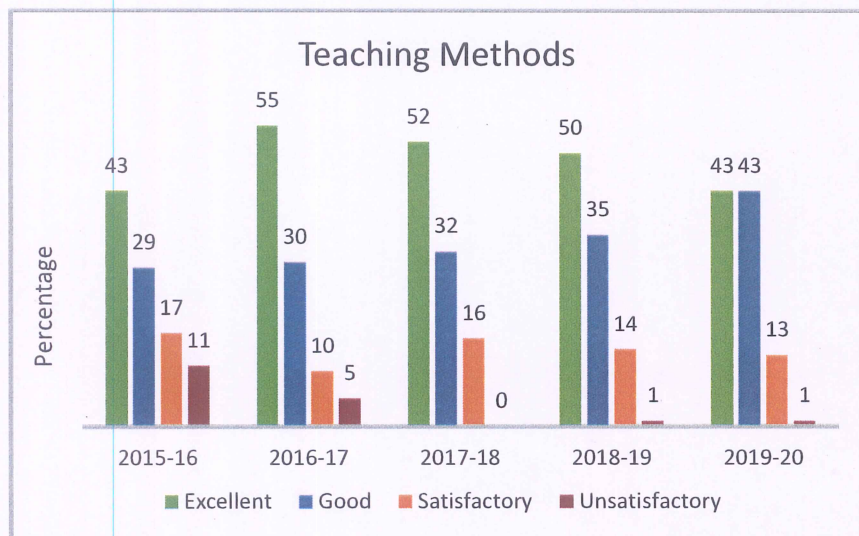
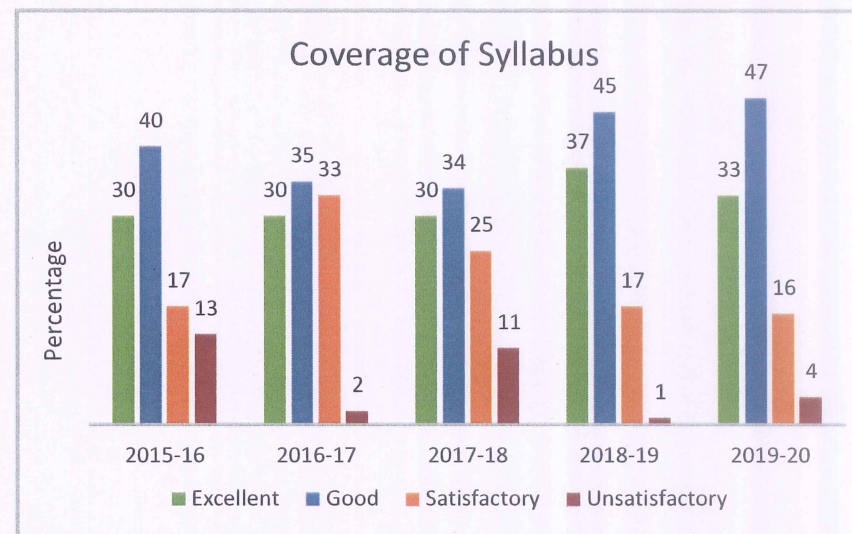
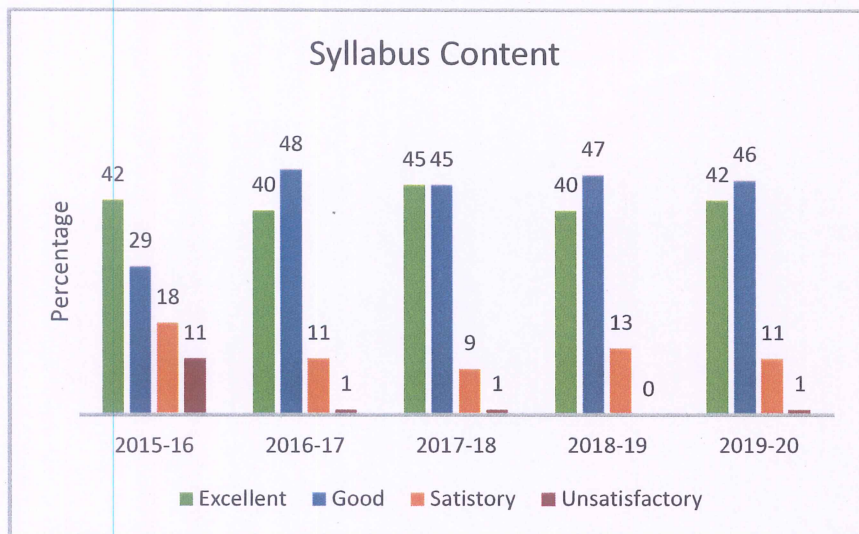
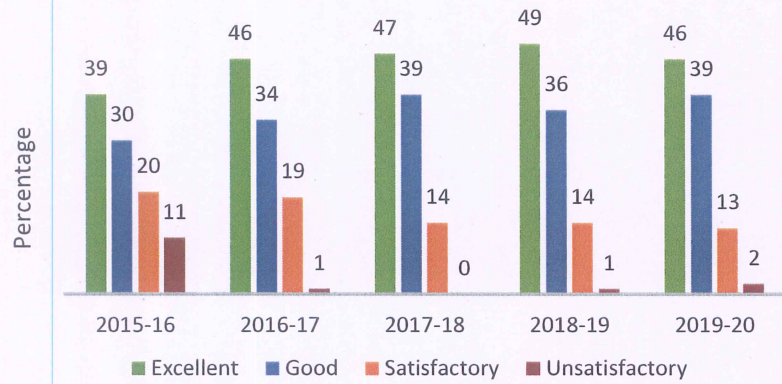


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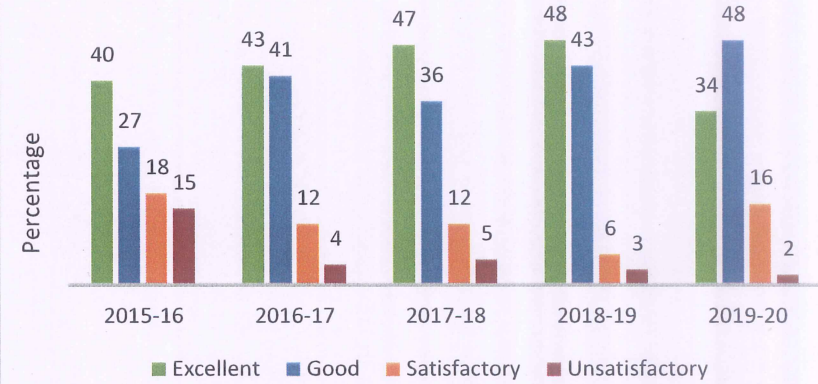
**Analysis of Student Feedback and
Action Taken Report on Design and Review of syllabus
[2015-16 to 2019-20]**



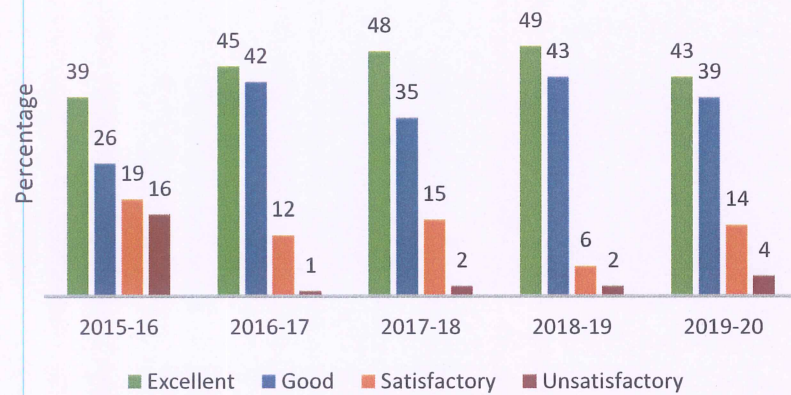
Teaching Guidance and counselling



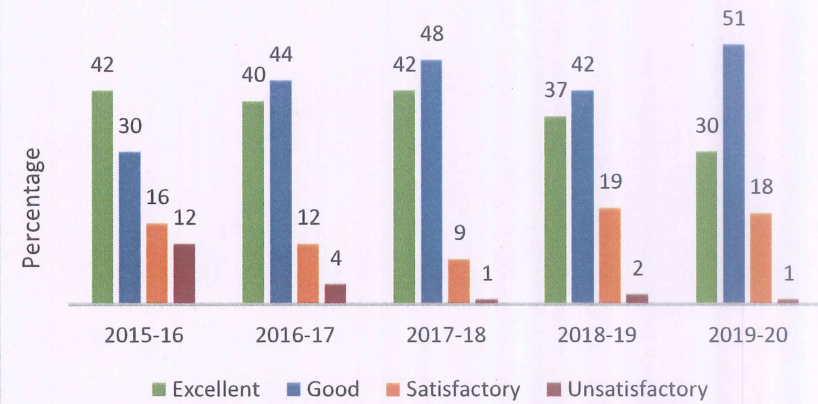
Conduct of CFA-ESE



Staff Student Relationship




CFA-ESE Weightage



S.No	OBSERVATIONS	ACTIONS TAKEN AND ITS IMPACT
1	<p>Syllabus Content</p> <p>In the academic year 2015-16, 71% of the students thought the syllabus content was excellent and good, while 29% were satisfied and dissatisfied.</p>	<p>Action taken: The University has communicated the Board of Studies Chairpersons through a circular to include renowned academicians, industry experts and alumni to improve the syllabus content.</p> <p>Impact: During the year 2018-19, renowned academicians and industrialists served on the Board of Studies, which revamped the courses to reflect the most up-to-date information.</p>
2	<p>In the academic year 2016-17, students felt that basic skill enrichment should be part of the curriculum in addition to their main course of study.</p>	<p>Action taken: IQAC have communicated the Board of Studies Chairpersons to include Skill enrichment, Employability prospects, and Self-employment courses.</p> <p>Impact: In OBE curriculum job specific courses, skill-based courses and entrepreneurship are included in all disciplines.</p>
3	<p>In the year 2018-19, there was a need to change the question paper pattern enabling students to equip themselves to face competitive exams.</p>	<p>Action taken: Remarkable changes has been made in question paper patterns to accommodate multiple choice questions (MCQs), analytical type and descriptive type questions enabling students to equip themselves for competitive exams.</p> <p>Impact: A total of 25 candidates cleared competitive exams during 2019-20 due to introduction of MCQs and analytical type questions.</p>


 09/09/2020
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