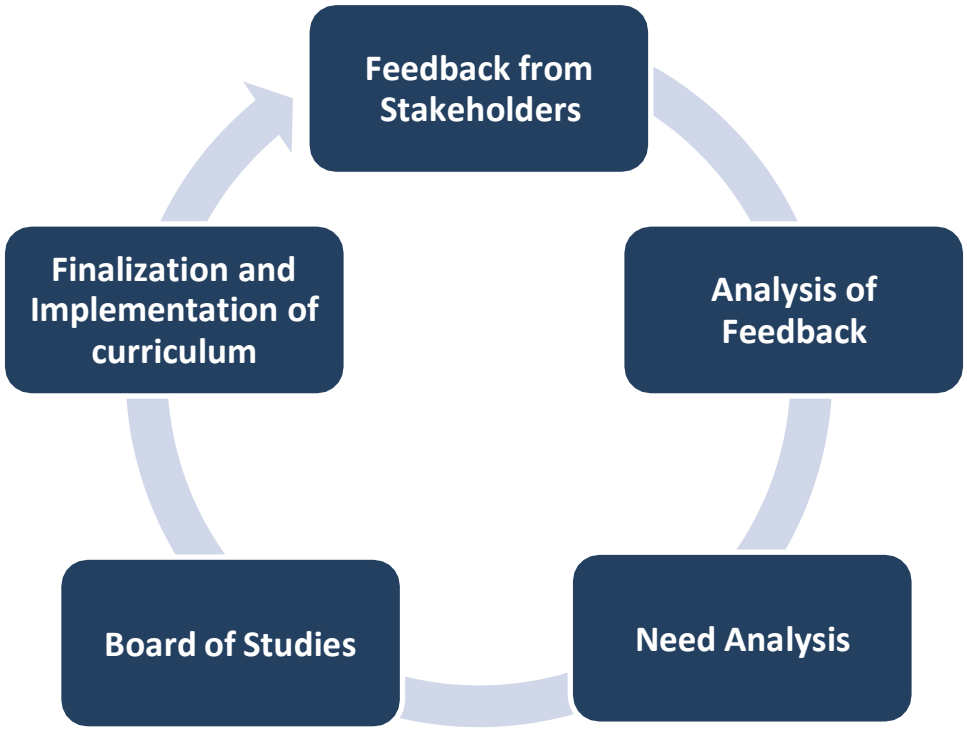
Stakeholder's Feedback Report

Feedback process

The development of curriculum involves a crucial process of creating relevant and tailored inputs through collaboration with expert groups and gathering feedback from stakeholders. GNIT ensures the provision of necessary arrangements for receiving feedback from students, teachers, and other stakeholders regarding curriculum-related institutional processes. The primary objective of obtaining feedback from stakeholders is to gain valuable insights to enhance all aspects of teaching, learning, assessment, and capacity building. Considering curriculum as a vital component of the teaching and learning process, it requires ongoing and periodic evaluation. The following section presents step-by-step process of curriculum development.



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The feedback on the curriculum/ syllabus is recorded at the end of each term, in the months of April and November of every academic year. The Curriculum investigation incorporates the data about planning syllabus and overall experience about the program. Development of curriculum for different programs begins with evaluation of the existing curriculum in the light of the needs of the students, industry and job placement.

In the process of curriculum development and review, the existing curriculum goes through a comprehensive and an elaborated evaluation procedure, which has to undergo various stages with an active contribution of students, teachers and academic experts of other institution.

The institute gathers feedback from students for each course, which is carefully taken into account during the curriculum review process. Students provide their feedback at the end of each academic year through designated questionnaires prepared by the institute. The feedback collection is conducted through the Institute Management System, ensuring an online platform for students to submit their feedback before the end of the semester. Additionally, faculty members are also encouraged to provide feedback on all the courses they teach during the session, which is taken into consideration during the curriculum review process.

Once the feedback from all stakeholders has been compiled, it is evaluated by the curriculum review committee, which is officially appointed by the institute and typically convenes at the conclusion of each semester. The committee engages in comprehensive discussions regarding the suggestions received through the feedback and proposes valuable modifications while ensuring alignment with the existing curriculum framework. Following a thorough analysis of the feedback, proposed changes are discussed in the Board of Studies meeting. Based on the recommendations put forth by the members of the Board of Studies, the necessary revisions are incorporated accordingly.

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Stakeholder Feedback Report on Curriculum – 2021-22

1. Student's Feedback

The institution is using the students' feedback as a base to make improvements in the existing system after reviewing and analyzing it carefully. The students' feedback questionnaire encompasses quantitative and qualitative answers, focused on the quality of the in-course content, pedagogy, learning material, views about theory/practical courses, and services extended to them by the institute. The survey is opened to the students twice a year at the end of each term to express their feedback/suggestions on the scheme, teaching-learning, and co-curricular activities; later on, this feedback is analyzed and shared with the concerned department. Appropriate suggestions are put forward to the academic council for implementation. Based on the feedback, valuable changes are recommended by the BoS to revise/shift the content of the course after obtaining formal approval from the academic council of the institute.

The majority of survey participants have expressed satisfaction with the program scheme, highlighting positive feedback from students regarding continuous improvements. Students have shown significant interest in the course content, as well as the delivery of theory and practical classes. The syllabus, instructional plans, and lab manuals have been made readily accessible through the online interface in accordance with the curriculum schemes. Students are content with their assigned courses for teaching and appreciate the activities conducted, such as guest lectures and workshops, during the session 2021-22. While a few students have expressed concerns about the availability of resources, such as reading materials and laboratory equipment/software, the majority have expressed satisfaction with the library's reference materials, which they find sufficient to fulfill both theoretical and practical requirements of the course. The institute has also provided an extension to students, granting them access to e-books and e-resources using their credentials.

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Additionally, the majority of students are satisfied with the software and equipment provided by the Institute to learn insights of theoretical concepts gained by students through lectures, tutorials, and interactions with external experts. The same fundamentals have been applied by the students in the laboratory and via practical to enhance their understanding and concept clarity to relate theoretical components into practice. Institute has also procured a research lab in which the most sophisticated lab instruments have been placed to provide experimentation and testing facilities to the research students within the campus.

Most students have shown their satisfaction with their classroom experience with the faculties opting for different teaching styles including PPTs, site visits, animations, live examples, prototypes, etc., and incorporating interactive elements, problem-solving methodologies that have real-world relevance and provides appropriate challenges to support and enhance their learning process. The institution is hiring well-experienced faculty members having quality teaching, research, or industry experience which could help students learn insights of their programme and associated fields.

Personal mentors are assigned to support students who are facing challenges such as a low CGPA or psychological and social difficulties. These mentors are dedicated to ensuring the overall well-being of the students. Many students have expressed their satisfaction with the mentors' ability to address academic and personal concerns effectively.

Mentors maintain regular communication with their assigned mentees, holding monthly discussions to address any issues they may be facing. They provide guidance and suggest possible solutions to help students navigate their current situations. Furthermore, mentors also keep parents informed about the situation, ensuring they can provide motivation and support to their children in every possible way.

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2. Alumni Feedback

The alumni have expressed appreciation for the curriculum's flexibility in fostering skills across multidisciplinary fields. The institute not only caters to the needs of students but also customizes the pedagogy to enhance their understanding of the subjects. The flexible curriculum places significant emphasis on skill development.

The curriculum aligns effectively with the syllabus of competitive exams like GATE, NET, and others, providing students with the necessary preparation to excel in national and international-level examinations. Preparatory classes aid students in understanding the requirements of these exams. Regular revision cycles, mock tests, and expert talks contribute to students' increased confidence and enthusiasm.

Sufficient input of professional enhancement activities and courses are provided which helps students to get better placements. There is a continuous improvement in the quality of education and market awareness among students. In addition to this, more industry-specific inputs in the curriculum can further help to bridge the gap between industry and academic institutions. Opportunities to deliver should be made available from the very early stages in academia. Wherever possible compulsory mini projects with the counterpart theoretical subjects should be planned for students from the very initial years.

Keeping up with the latest trends, emerging technologies, and industry demands is essential in the current scenario. The curriculum should be regularly updated to incorporate new courses, programming languages, software, subjects, and tools that align with industry requirements. Encouraging greater student involvement in designing innovative projects, planning and executing research work, and other activities will open up more opportunities for them in the future. The resources available in the library, the quality of infrastructure, and the range of supporting services provided to students have received appreciation from alumni.

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3. Employers Feedback

The feedback received indicates that employers are satisfied with the availability of course choices within the curriculum schemes. The prescribed syllabi are deemed relevant for securing employment and enhancing the necessary skills. The curriculum effectively bridges the gap between academia and industry.

4. Faculty Feedback

The faculty members of the institution have established a regular practice of conducting course coordination meetings twice per semester. These meetings primarily focus on enhancing the quality of content, pedagogy, learning materials, student performance, research, and extension activities associated with both theory and practical courses. Faculty members actively provide feedback and suggestions during these meetings, which are then debated and discussed.

Furthermore, feedback is also gathered from faculty members regarding the program scheme, theory courses, and practical courses. Appropriate suggestions are presented to the academic council for consideration and implementation. Based on the feedback received during the teaching-learning process, course instructors are empowered to revise course contents, subject to formal approval from the Chairman of the Board of Studies.

These all have been discussed with the concerned authorities to implement the suggestions in the Programme schemes and other curricular activities.

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Criterion 1 – Curricular Aspects
Key Indicator 1.4 – Feedback System
STUDENT FEEDBACK 2021-22

Sr. No.	Curriculum & Syllabus Evaluation	Excellent	Good	Satisfactory	Needs improvement
1	The curriculum is up-to-date, need based & application oriented	71	21	3	2
2	Syllabus and learning materials are adequate in terms of quality and quantity	53	48	4	-
3	Course content & course outcomes are derived in accordance with outcome-based education system	49	45	3	1
4	Equal weightage is given to theory and practical course content	55	39	5	-
5	Electives offered are supportive to thecore papers	57	37	3	2
6	Faculty encouragement in learning process	53	44	1	1
7	Syllabus coverage in class by the faculty	62	35	2	-
8	Text books/ reference books recommended in the syllabus are relevant & updated	56	39	4	-
9	Availability of library resources	61	35	3	-
10	Reliability of assessment & evaluation process	50	42	5	2
11	Teaching - learning process enables clear understanding of the course content	66	31	2	-
12	The syllabus provides sufficient knowledge & perspective in the respective areas	50	42	5	2

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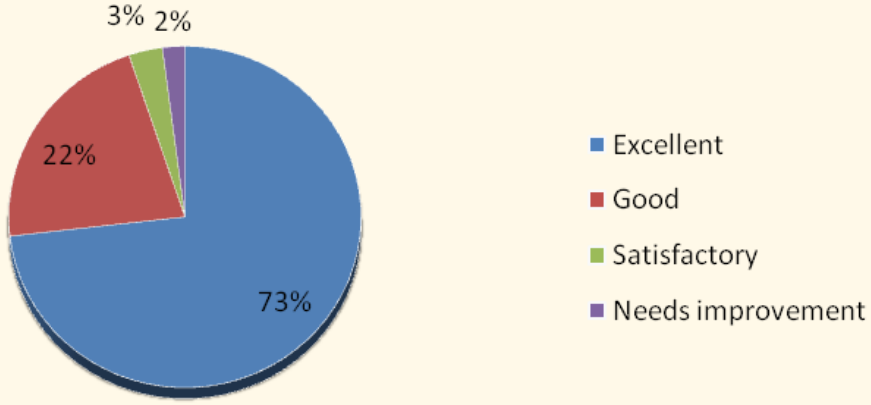
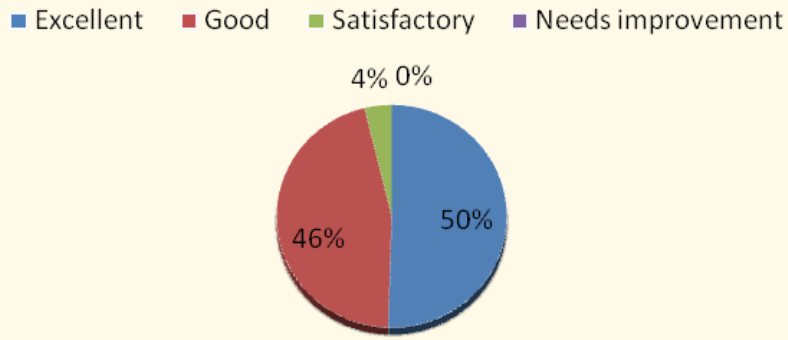
The curriculum is up-to-date, need based & application oriented



Syllabus and learning materials are adequate in terms of quality and quantity



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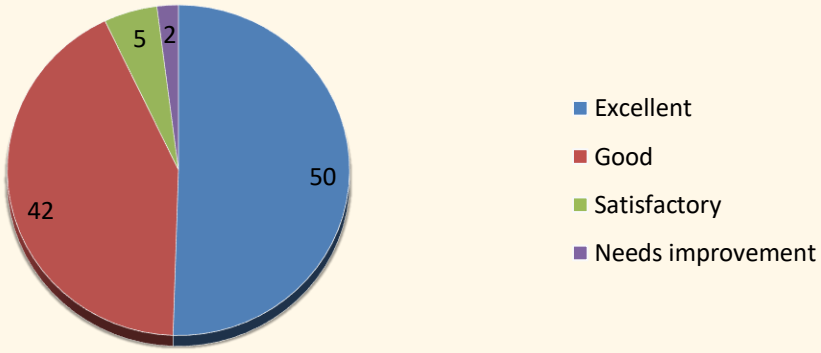
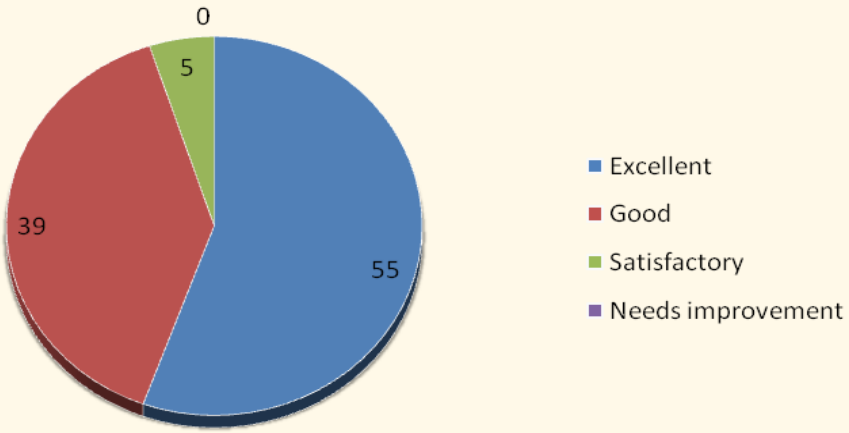
The syllabus provides sufficient knowledge & perspective in the respective areas



Equal weightage is given to theory and practical course content



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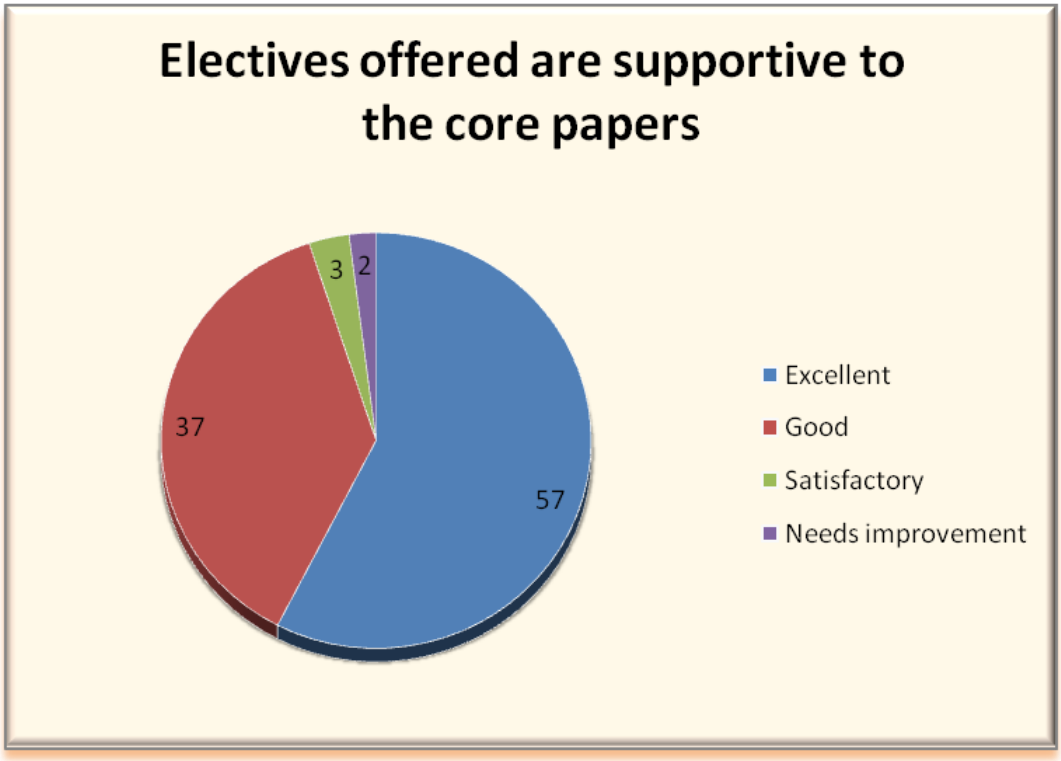

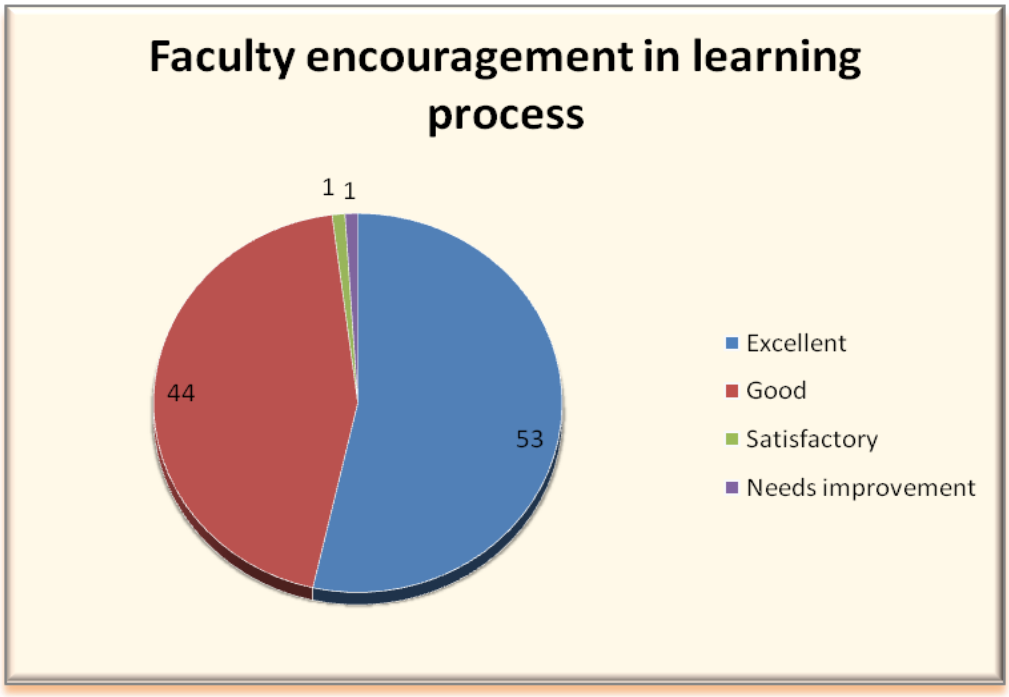

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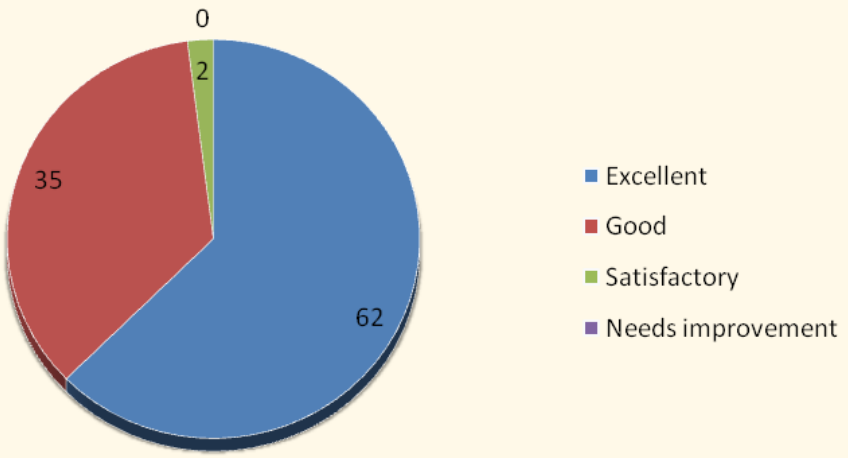
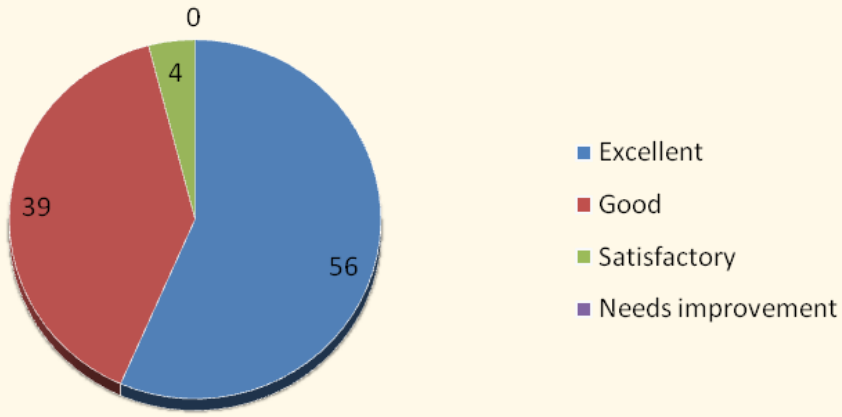
Syllabus coverage in class by the faculty



Text books/ reference books recommended in the syllabus are relevant & updated



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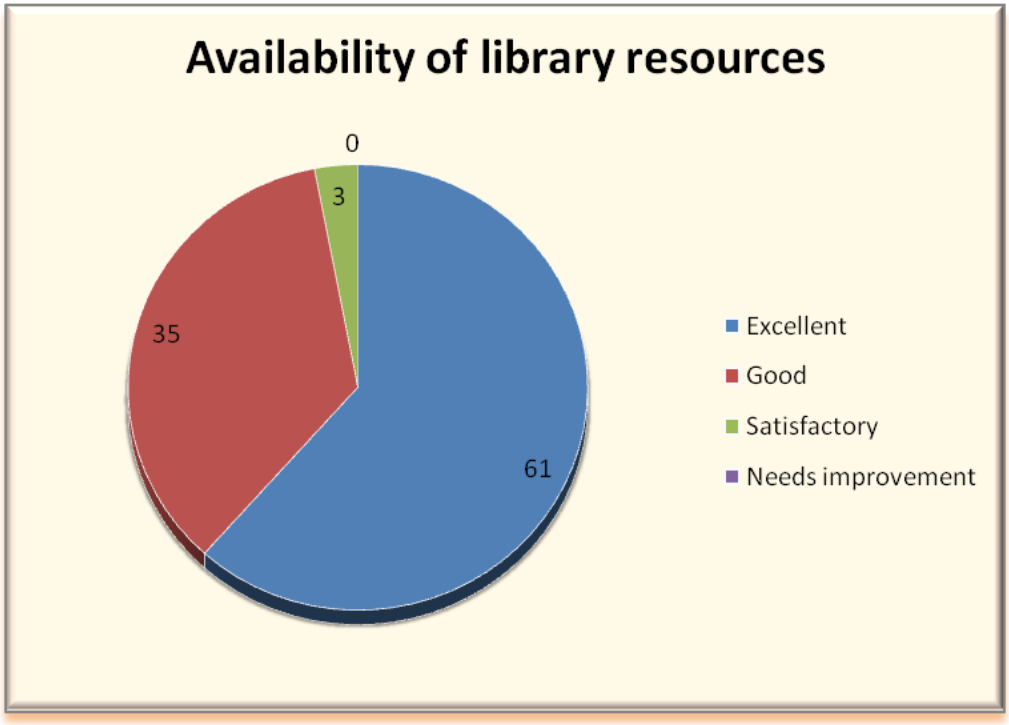

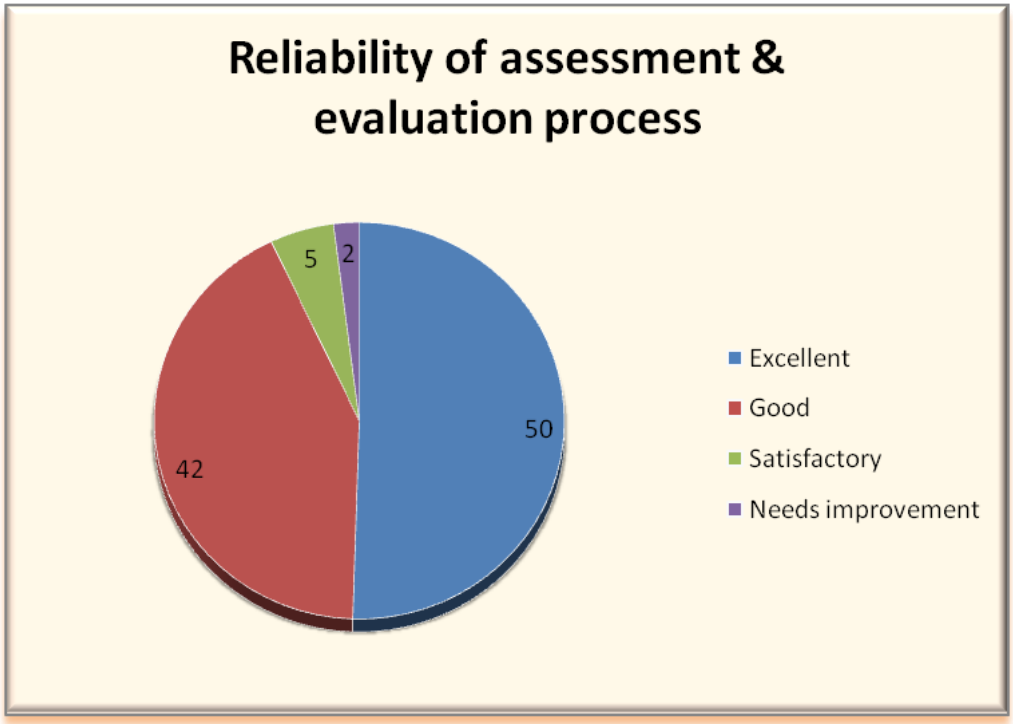

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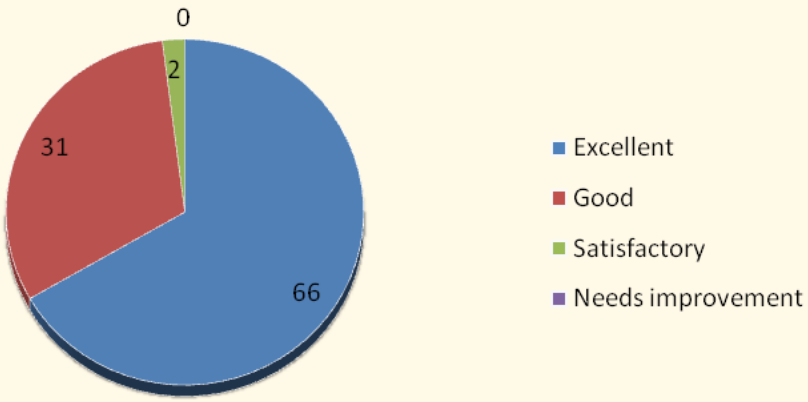
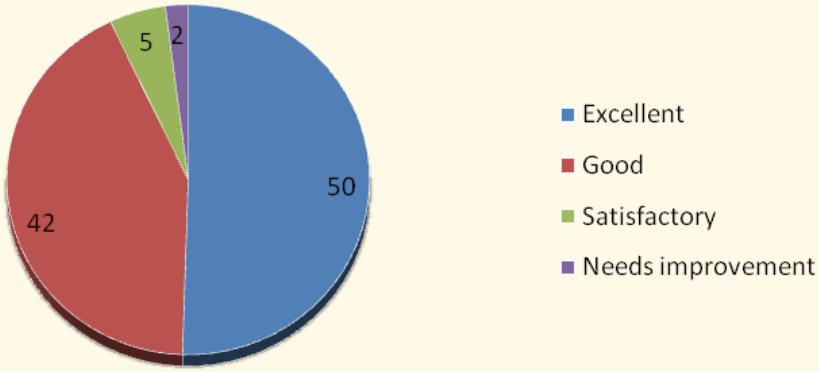
Teaching - learning process enables clear understanding of the course content



The syllabus provides sufficient knowledge & perspective in the respective areas



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