

STAKEHOLDERS FEEDBACK REPORT



School of Business, Lekhnath, Pokhara

Submitted to:

IQAC, SOB

Submitted by:

Self Assessment Team (SAT)

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1. Purpose and Scope

The purpose of this Policy is to provide a framework for eliciting, capturing, summarising and documenting information on student and stakeholder perceptions of the quality and effectiveness of the university curriculum for use in program evaluation, accreditation and other academic quality assurance processes and activities. Specifically, this Policy provides a framework for:

1. monitoring and improving the quality of students' learning experiences through the timely collection, analysis and reporting of student feedback concerning teaching, learning and assessment;
2. providing students and stakeholders with the opportunity to actively participate in the continual improvement of programs of study via a range of feedback methods;
3. recognising, documenting, supporting and extending good practice;
4. linking student and stakeholder feedback to the systematic development of improvement plans; and
5. ensuring the provision of information to students and stakeholders regarding the consideration of feedback collected over time, including actions taken to address concerns raised in any feedback received.

The scope of this policy covers all units of School of Business and programs offered by it.

Responsibilities

- The school director and the Internal Quality Assessment Committee (IQAC) will be jointly responsible for the collection, analysis and reporting of student and stakeholder feedback relating to academic programs.
- Coordination of responses to feedback will be the responsibility of the director of the School and several other internal committee members.
- The IQAC will be responsible for the publication of School responses to student unit feedback each trimester/semester at least annually.

Policy Provisions

1. General Provisions

- (a) Current-student feedback is a core component of program evaluation, but feedback is also sought from graduates, industry partners, and academic peers.
- (b) All students and stakeholders have the opportunity to provide feedback.
- (c) Feedback processes will be systematic and respectful of the rights of students and staff; and will incorporate strategies to maximise student participation.
- (d) Feedback mechanisms including surveys, informal comments and interviews and other participatory activities will be employed as appropriate and required.

2. Collecting Feedback

- (a) The school seeks student feedback in a form which can be captured, analysed and reported every time a course unit is delivered and every time students graduate.
- (b) A core set of questions will form the basis of a survey deployed to systematically evaluate teaching and learning in all courses of university and school. This set will include questions regarding students' experience of teaching and learning and, optionally, questions that may relate to students' broader study experience on school's policy, curriculum, infrastructure, research and consultancy, student support, information system and public information.
- (c) Where a survey instrument is inappropriate for a specific delivery mode (e.g., on-line delivery) or for specific student cohorts (e.g., second-language students) alternative feedback mechanisms will be deployed.
- (d) All graduating and existing students will be provided with the opportunity to provide feedback on their courses/units of study.
- (e) Stakeholder feedback will be collected as required for specific purposes using methods appropriate for the specific feedback sought.

3. Utilising Feedback

- (a) All schools' staff will engage with, and respond to, student and stakeholder feedback and will undertake improvement planning on the basis of such feedback.
- (b) Specifically, student and stakeholder feedback will be used by academic staff and their supervisors to:
 - improve the delivery of programs and courses through the development of annual improvement plans,
 - enhance program design and the connection of inter-related programs,
 - motivate and support the scholarship of teaching,
 - improve the provision of learning resources, facilities, equipment and services, and inform professional development programs.

4. Reporting Feedback

- (a) All feedback will be reported in a format that ensures that individual respondents cannot be identified.
- (b) Reports on the results of student and stakeholder feedback will be distributed to staff with responsibility for improving student experience.
- (c) Staff will be consulted and informed regarding the use and dissemination of student and stakeholder feedback.
- (d) Students and stakeholders will be informed of changes made to courses, programs and units based on feedback received.
- (e) Results of student surveys will be made public:
 - internally for the purpose of sharing good practice and encouraging ongoing improvement;
 - externally as needed, for the purposes of benchmarking, and
 - externally, as needed, for the information of stakeholders and regulators.

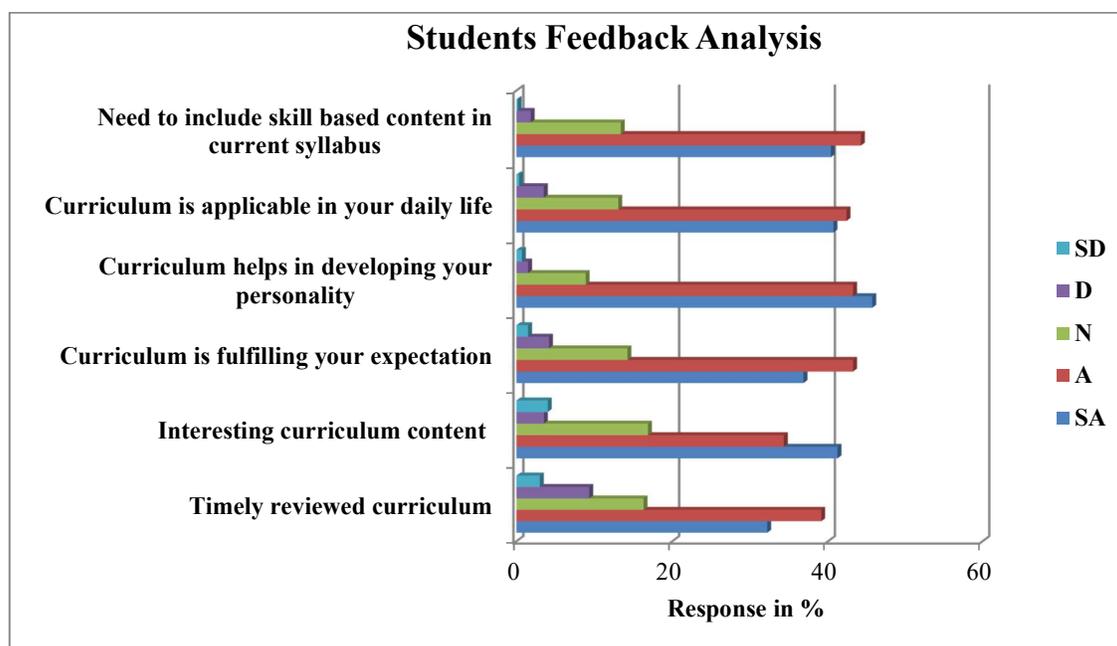
Report of Feedback from Different Stakeholders

Students Feedback:

The students are the most important stakeholders of Higher Education systems. The interest and participation of students at all levels in both internal and external quality assurance have to play a central role. We have collected online feedback from our graduate and under graduate students and stakeholders representing academic and non-academic community. A special five point scale feedback form on the several aspects was developed and they were further put into analysis.

S.N.	Evaluation Scales	Response in %					Total (%)
		SA	A	N	D	SD	
1	Timely reviewed curriculum	32.2	39.13	16.32	9.35	3	100
2	Interesting curriculum content	41.22	34.33	16.89	3.53	4.03	100
3	Curriculum is fulfilling your expectation	36.85	43.22	14.24	4.19	1.5	100
4	Curriculum helps in developing your personality	45.68	43.22	8.9	1.5	0.7	100
5	Curriculum is applicable in your daily life	40.7	42.37	13.07	3.52	0.34	100
6	Need to include skill based content in current syllabus	40.37	44.22	13.4	1.84	0.17	100

On an average 32 percent of the students strongly agree that the curriculum are timely reviewed, 41 percent of the students find them interesting and large percentage of students agree, i.e. 45 percent of the students have observed that the curriculum of the school helps in developing their personality. In the same manner, around 40 percent of the students complied with the scale asking their opinion on the applicability of curriculum in their daily life and the inclusion of skill based content in curriculum. This reveals that the students are positive towards applicability of curriculum and they also opine that the school need to include skill based content in current syllabus.



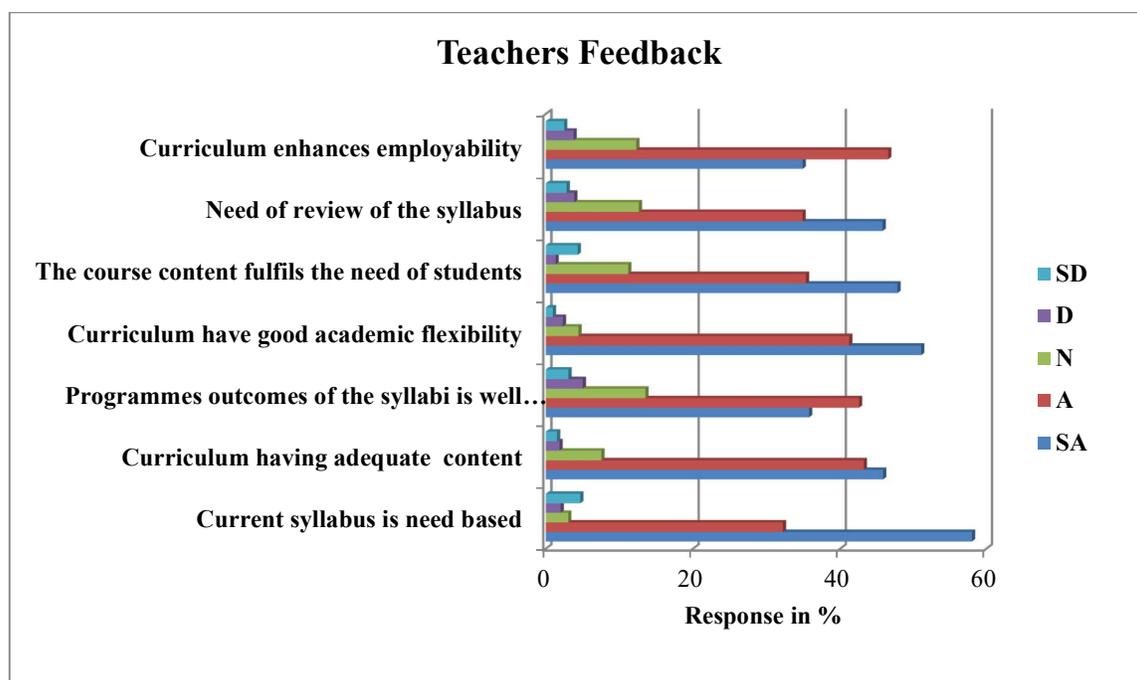
Teachers Feedback:

The school, being the only central college under Pokhara University implementing management courses, follows the prescribed curriculum of the university. The feedback on curriculum is taken by the respective subject teachers and director regarding suggestions on improvement of the syllabus and its implementation. We have received feedback on the curriculum and analyzed.

S.N.	Evaluation Scales	Response in %					Total (%)
		SA	A	N	D	SD	
1	Current syllabus is need based	58.02	32.22	3.05	2.02	4.69	100
2	Curriculum having adequate content	45.83	43.21	7.56	1.87	1.53	100
3	Programmes outcomes of the syllabi is well defined	35.78	42.56	13.54	5.04	3.08	100
4	Curriculum have good academic flexibility	51.03	41.23	4.45	2.33	0.96	100
5	The course content fulfils the need of students	47.78	35.34	11.2	1.34	4.34	100
6	Need of review of the syllabus	45.76	34.89	12.65	3.87	2.83	100
7	Curriculum enhances employability	34.9	46.52	12.3	3.78	2.5	100

The analysis of the table above reveals that larger percentage, i.e. 58 percent of the faculty in the school agree that the current syllabus is need based. Similarly, 51.03 percent of the teachers agree that the curriculum availed to them for academic implementations have good academic flexibility. In the same manner, 47 percent of the faculties strongly agree the course

content fulfill the need of the students. It can be observed in the above table that most of the faculties are inclined towards agreement of the evaluation dimensions revealing affirmative opinions in those dimensions.

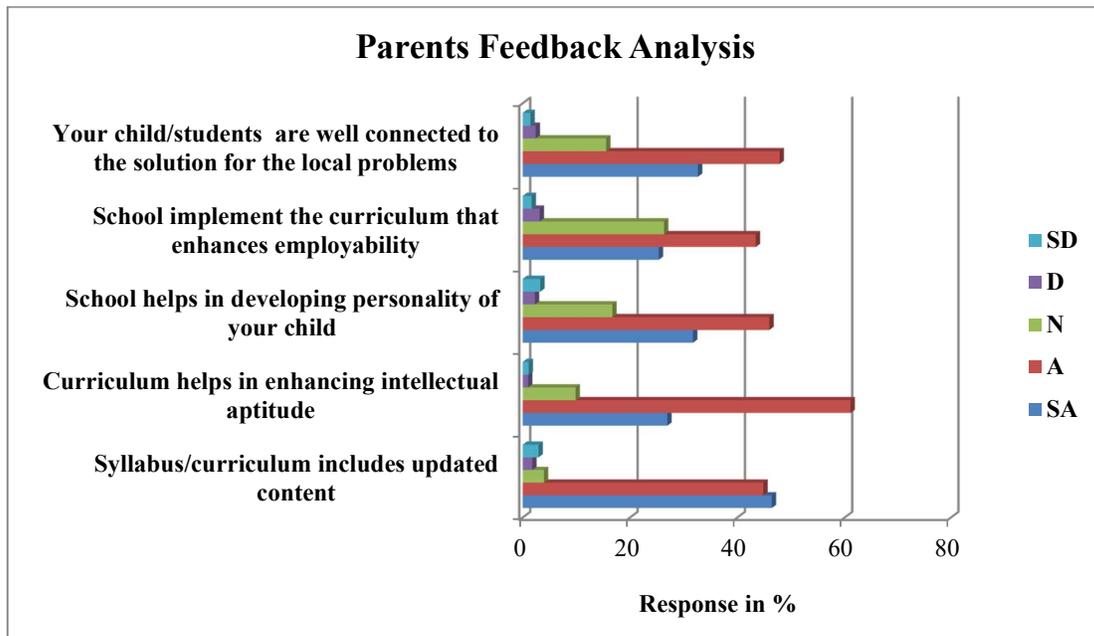


Parents Feedback:

The school implements a system of evaluating parents' opinion towards curriculum and basic teaching learning activities implemented. The online feedbacks were obtained from the parents willing to response and as well as personal interview were conducted among the parents during the time of graduation regarding the implementation of curriculum and overall academic activities of the school. Some major feedbacks that were pointed out have been depicted as below:

S.N.	Evaluation Scales	Response in %					Total (%)
		SA	A	N	D	SD	
1	Syllabus/curriculum includes updated content	46.43	44.85	3.97	1.78	2.97	100
2	Curriculum helps in enhancing intellectual aptitude	26.96	61.1	9.86	1	1.12	100
3	School helps in developing personality of your child	31.75	45.97	16.71	2.3	3.3	100
4	School implement the curriculum that enhances employability	25.37	43.45	26.34	3.17	1.67	100
5	Your child/students are well connected to the solution for the local problems	32.67	47.89	15.56	2.42	1.46	100

Analyzing the table above, it depicts that larger percentage of parents agree to the statement that the curriculum includes updated content, around 46 percent of the parents agree to it. It means that the curriculum implemented by the school is updated. Likewise, 32 percent of the parents strongly agree that the students are well connected to the solution for the local problems by the programs operating in the school. It implies that the students are well connected to exterior event/s outside the curriculum. Most of the scales asked were responded positively which reveals that the institution is operating positively in those dimensions. The following figure also reveals it.



Alumni Feedback:

Our alumni are valuable for us. The school is continuously making an effort to get connected to the huge alumni network it has, not only for feedback but, for necessary review and feedbacks from its alumni which are essential inputs regarding improvement in facilities and employability of our students. We requested our alumni to provide there sincere feedback on curriculum though online feedback forms on curriculum and overall aspects of the institution. Based on the observations of the alumni, the analysis is exhibited as follows:

S.N.	Evaluation Scales	Response in %					Total (%)
		SA	A	N	D	SD	
1	Need of syllabus updating	39.56	44.65	9.58	4.02	2.15	100
2	Course content connects students towards exterior world	37.45	59.58	4.32	2.13	1.32	100
3	Course curriculum intellectually stimulated you	27.65	54.75	12.65	3.76	1.21	100
4	Course curriculum fulfilled your academic expectations	32.45	47.43	11.34	7.36	1.87	100
5	Programme helped in developing networking (academic and non-academic)	29.98	53.32	12.87	1.67	2.2	100

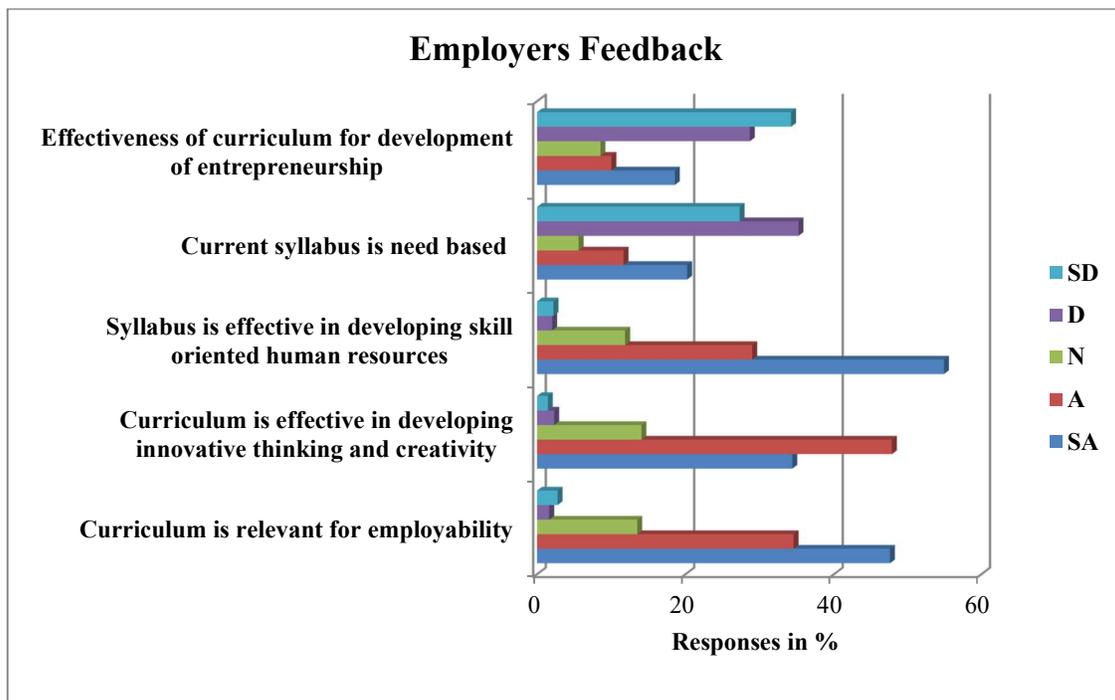
The table above reveals 39 percent of the alumni strongly agreed on the scale stating need of syllabus updating, which means that the school needs to emphasize on implementing updated curriculum. Likewise, 37 percent and 32 percent of the alumni strongly agreed on the aspects that course content connects students towards exterior world and course curriculum fulfilled your expectations respectively. It means that the curriculum implemented by the school assists students in developing network externally and is fulfilling their expectations too. However, it depicts that larger percentage of alumni has responded positively, i.e. in agreement towards the updating of the syllabus.

Employers Feedback:

Considering the stakeholder approach, the school of business respects and regards the feedback or suggestions provided by employer organizations as an eminent path towards the institutions development. The school has initiated a system to take considerable feedback from its employer organizations assisting it during job placements and internships. The school had designed an online feedback forms which were deployed during placements and internships to collect the feedback. Besides, some personal interviews were also taken with the stakeholder community. The analysis of the feedback is presented below:

S.N.	Evaluation Scales	Response in %					Total (%)
		SA	A	N	D	SD	
1	Curriculum is relevant for employability	47.54	34.56	13.5	1.65	2.76	100
2	Curriculum is effective in developing innovative thinking and creativity	34.38	47.8	14.06	2.31	1.45	100
3	Syllabus is effective in developing skill oriented human resources	54.89	29	11.87	2.03	2.21	100
4	Current syllabus is need based	20.23	11.65	5.6	35.22	27.3	100
5	Effectiveness of curriculum for development of entrepreneurship	18.56	10.02	8.54	28.66	34.22	100

The table above depicts that 47 percent of the employers strongly agree that the curriculum is relevant for employability, which means that the curriculum is generating employment opportunities for the graduates. In the same manner 54 percent of the employers provided the feedback that the syllabus implemented is effective in developing skill oriented human resources. They also agreed on the aspects that curriculum is effective in developing innovative thinking and creativity. Whereas, 34 percent and 27 percent of the employers showed their disagreement towards the scale enquiring whether the curriculum is effective for development of entrepreneurship and the syllabus is need based respectively. This revealed that the school’s curriculum is still needed to be reviewed and redesigned in such a way that it focuses the needs requirement of the employers and is also effective in developing entrepreneurship.



SUMMARY OF ACTIONS UNDERTAKEN FROM FEEDBACK

Feedback from Students

Overall the students have given a feedback that there were ample ambience for them to improve their communication skill, personality development, self-motivation, confidence, good mentoring and good academic support extended by faculty and the school. Majority of the students revealed their positive opinion on the applicability of curriculum in their daily life however they suggested the inclusion of skill based content in curriculum. The students suggested the school to include skill based content in current syllabus.

Feedback through Class Meetings with CR:

- a. Students expressed their satisfaction in understanding most of the subjects except a few where concepts are to be explained in detail.
- b. They suggested that more practical oriented teaching can be included.
- c. Students expressed their interest in field visits, internships and project works.
- d. Students also suggested that subject teachers can present videos on latest technologies and concepts and integrate lectures with virtual lectures in global platforms in their subject.
- e. Students requested for more problems to be given for practising on each topic.

Actions Taken:

1. Suggestions given by students are circulated among the faculty during faculty meeting.
2. Faculties were advised to take steps for improvement and integration of their lectures to necessary updated theories and practices. They were availed with necessary facilities to do so.
3. Field trips and internships were arranged timely.
4. The faculty members are encouraged to use ICT enable lab and video lecture for their subject.
5. The school director requested academic council and the curriculum department of the university to review and update the curriculum/syllabus as soon as possible.
6. Well-furnished ICT classrooms and labs are being constructed.

Feedback from Teachers

Most of the faculties are portrayed their positive opinion towards the evaluation dimensions. However, the formal and informal mechanisms the school deploys to obtain the feedback of the teachers or faculties have revealed following key feedbacks as major ones:

Feedback:

- a. There is a need for reviewing the syllabus and incorporating more updated concepts and practices in respective subject matters.
- b. Requisition and procurement process for project works, internships and field visits needs to be improved.
- c. Modification and optimization of the classroom atmosphere to include certain sophisticated equipments and a corporate ambience by the provision of well-furnished digital boards, ICT enabled screens, false ceilings, lightings, window sheets, etc.
- d. Institution to focus more on developing entrepreneurship and innovative capability among students.

Actions Taken:

1. Faculties with high exposure and experiences were allocated more number of graduate level classes.
2. Research Management Cell (RMC) was established to coordinate and regulate the research, innovativeness and entrepreneurial ideas of faculties and students inside the school.
3. The school also has established and formalized Internal Quality Assessment Committee (IQAC) responsible for reviewing and monitoring overall quality of the institution.
4. Classes started to be well furnished and equipped with ICT enabled facilities.
5. Faculty training and development in integrating new technologies and pedagogies for qualitative teaching learning environment has been increasingly emphasized.

Feedback from Parents:

The school has implemented a formal system of interacting with parents and stakeholders at the end of every semester. The director, IQAC Chairman, faculties, and administrative staffs interact and take their opinion after the end of an academic calendar. Parents opined that students are well connected to the local community problems by the programs and they are well networked to the exterior event/s outside the curriculum too. Most of the parents responded positively which reveals that the institution is operating in a fair manner however, we have observed the following aspects as major feedbacks from parents.

Feedback:

- a. Parents suggested that the students must be involved in the research activities and networked with the local business problems.
- b. The school needs to update students about the latest developments in business and economic sector.
- c. Parents felt that the placement and internships are also needed to be focussed in the companies of repute.
- d. Incorporation of global curriculum and concepts by increasing the global collaborations with reputed universities.
- e. Parents expressed to have better provisions for proper career counselling.
- f. They also suggested developing mechanism to help and guide the low performers.

Actions Taken:

1. Students' research activities have been promoted through the collaborative research projects with local bodies and global universities.
2. Students were encouraged and sent to participate in national and international seminars, workshops and conferences in order to connect them with the external developments.
3. A separate committee named 'Internship and Placement Cell' has been established and is operating to better manage internships and placements.
4. 'Students Counselling Cell' has been established to look after the career counselling and grievance handling of students.
5. Arrangement of remedial classes for the ones who need has been put into consideration.

Feedback from Alumni

The school has huge alumni network. It has implemented an online survey form to obtain review and feedbacks from its alumni which are essential inputs regarding improvement in facilities and employability. The alumni responded that the course content connects students towards exterior world and course curriculum fulfilled their expectations respectively. They also responded quite satisfactorily stating the curriculum implemented in inspired them to study and it also connected them to the needs of the industry. However, during the interaction with them following major feedbacks were noted down as significant feedbacks.

Feedback:

- a. Alumni suggested that they need to be invited to the school to interact with the students in- order to update them about the industry specific development and changes and also to share their experiences.
- b. Alumni should have a forum to contribute their ideas.
- c. Alumni mentioned that the fresh graduates need to be made aware and encouraged about the needs of the market and industry at the University level.
- d. Alumni felt that the infrastructural and library facilities need to be improved.
- e. Alumni expressed that they need some school authority to channelize and extend their help to the students for internships and placements and even in research projects.
- f. Opportunity to be provided for improving communication skills, personality development and character building.
- g. Increase input towards attitude development and improvement of students (such as self-motivation, level of confidence)
- h. Increase participation and motivate students for co-curricular and extra-curricular activities

Actions Taken:

1. Alumni Cell was formed and were provided initial budget to formalize it.
2. Series of Alumni lectures and interactions were arranged so as to enable the students about the latest developments and challenges in the industry and market.
3. Alumni were encouraged and called to take guest lectures in the discipline of their interest.

4. Alumni Meet was organized by Alumni Cell to recollect and configure the contributions and assistance of the Alumni towards the school.
5. Alumni were given an opportunity to participate and interact with authorities in the University as well as School's level through the formalized Alumni Cell.
6. Several new reforms were made in the internships, placements, research and project works to improve innovations and motivated involvements of students in the near future.

Feedback from Employers

The school has initiated a system to take considerable feedback from its employers assisting during job placements and internships. The school had designed an online feedback forms which were deployed during placements and internships to collect the feedback. They opined that curriculum is effective in developing innovative thinking and creativity. Whereas, they exhibited their discontentment towards the ineffective development of entrepreneurial capabilities. They also revealed that the school's curriculum needs to be reviewed and redesigned to focus the needs requirement of the employers. However, following major feedback were considered significant during the interactions with them.

Feedback:

- a. School need to emphasize more in developing entrepreneurial capabilities of the students
- b. The institution continuously needs to review its curriculum and syllabus in order to address the industry needs and market needs.
- c. Employers felt that the students' possess relatively fair communication skills but lacks in the application of technical and subject specific knowledge.
- d. Employers observed that the students' exposure towards computer literacy needs to be improved.
- e. Students were observed relatively a bit lower in the competitive exams and zeal towards competitiveness.

Actions Taken:

1. The cell named ‘Corporate Relations and Placement Cell’ has been formed to appraise and channelize the needs of the employers as per the skills of the students during internships and placements.
2. The Corporate Relations and Placement Cell has channelized the requirement and nexus of the industry with the school by undergoing several MOU’s with business chambers and business organizations.
3. Students were assessed on their technical and non-technical skills and were suggested the ways of improvements from several academic cells inside the school.
4. Several add-on programs, such as lecture series of business personalities, talk programs, workshops and seminars were conducted with business and industry partners.
5. Several student clubs were formed and initiated by the students and faculties to develop an outreach towards business community.
6. Increased emphasis has been given to conduct industry-academia dialogue as per the requirement of the course and students willingness.