

DEPARTMENT OF MANAGEMENT STUDIES
FEEDBACK FROM STAKEHOLDERS AND ACTION TAKEN
(2016-17)

The Department secured feedback from different stakeholders namely Employers, Parents, Students, and Alumnae through both formal and informal mechanisms. Feedback forms were administered among the stakeholders and a report on the feedback for 2016-17 and the action taken are presented.

1. a. Employers Feedback

- Communication and Attitude levels need to be improved
- The curriculum must be Industry relevant

1. b. Parents Feedback

- Parents suggested to improve campus placements and help their wards to secure a decent job

1. c. Students Feedback

- Additional coaching requested by students for Business Statistics and Accounting for Managers

1. d. Alumnus Feedback

- Regular alumni meet should be conducted periodically

FEEDBACK ANALYSIS 2016 – 17

The department collected feedback from the employers, parents, students and alumni on various criteria as specified below and based on the suggestions, relevant actions were taken.

1. Feedback from Employers

Feedback from the employers were collected on the following criteria –

	Criteria for Analysis
C1	Infrastructure and Placement
C2	Resumes and Etiquette
C3	Competency and skill sets
C4	Communication skills
C5	Subject basic and business knowledge
C6	Performance during GD and PI
C7	Awareness about the company profile and job requirements

Sample Feedback - Employer

1 (C)
Employer's



Karunya SCHOOL OF MANAGEMENT
Fostering Values and Excellence



Recruiter Feedback Form

We express our heartfelt thanks for exploring placement opportunities to Karunya School of Management, Karunya University. May we hope that your efforts have been fruitful?

In this context, we request you to share the feedback for improvement.

Please **TICK** your considered opinion:

Infrastructure and Placement Process at our Campus	<input checked="" type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average
Student's Resumes and Etiquette	<input checked="" type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average
Students' Competency and Skill sets	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input checked="" type="checkbox"/> Average
Student's Communication skills	<input type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Average
Student's Subject Basic and Business Knowledge	<input type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Average
Student's Performance during GD and PI	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input checked="" type="checkbox"/> Average
Student's awareness about the company profile and Job requirements	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input checked="" type="checkbox"/> Average
Overall preparedness of the students	<input type="checkbox"/> Excellent	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Average

Any suggestions for improvement

Student understanding level missing
Basic must improve.

Name: Shabeer Ahmad Designation HR - Circle South

Organization Axis bank Email Shabeerahmed.8@axisbank.com

Mobile 0124-4842700 Date 3.1.17 Sign Shabeer

Employers' Feedback 2016 - 2017



Number of Respondents – 20

Cumulative Score - 75

Course of Action as per the suggestions given by Employer (2016 – 2017)

- In response to the suggestion that communication and attitude skills need to be improved, the department added these as an important component under Soft Skills Training by Professionals. The suggestion was carried out under the Placement program organized by the department (Annexure 1)
- Sector Specializations “Logistics and Supply Chain” were introduced in response to the suggestion that the curriculum needs to be industry-relevant. Till today it has a greater response from students (Annexure 2)

Annexure – 1

Training Proposal



Dept of Management Studies

Karunya Institute of Technology & Sciences Coimbatore

Karunya Institute of Management Studies

MBA 2nd YEAR A Comprehensive Placement Training Program 24 Sessions

The Case for Soft Skills Training:

For the past three decades, a growing body of evidence has pointed to the value of soft skills. Research shows that individuals with good interpersonal and self-management abilities have better career success and contribute far more to their organizations than people with only excellent technical skills.

Despite this, many businesses & Institutions continue to under-invest in soft skills training. There's a tendency in many organizations to avoid what's hard to measure. It's easier to see an immediate, tangible result from training someone to use a new software program or master a new technical skill than it is to track the benefits of teaching someone to be a better leader. Luckily, these perceptions are changing. Research shows that soft skills can indeed be effectively learned, and studies have identified several best practices for teaching

them. By making soft skills a priority, organizations/institutions can drive success, growth, and greater return on their training investment.

A Key Contributor to Success

Beginning in the early 1980s, management consultants and scholars began challenging the notion that people with high IQs are most likely to have business and career success. Instead, they found that individuals who use what the management journal *The McKinsey Quarterly* called “the soft S’s of style, skills, staff, and shared goals” (Watson, 1983) generally outperform those who rely only on technical knowledge, organizational structures, and systems.

The scholarly research is also borne out by people’s practical, on-the-job experience. Surveys across diverse, highly technical professions, from health care to information services to management, all show that employees rank soft skills like interpersonal communications as among the most important for success in their workplaces.

Making a Substantial Investment

Despite the research and recognition that good soft skills have received, formal education has been slow to respond. For most of the past decade, business executives have been sounding the alarm about how unprepared university graduates are for the workforce, despite solid educations. Engineers, nurses, and MBAs frequently come out of school with excellent technical and quantitative skills, for example, but an underdeveloped ability to build teams, negotiate with colleagues, or lead projects.

According to the American Society of Training and Development’s (ASTD) State of the Industry 2011 report (Green & McGill, 2011), U.S. employers spent \$171.5 billion on employee learning and development in 2010. More than 27.6% of the learning content they provided went to teaching soft skills, including interpersonal (7.49%), customer service (7.35%), and management and supervisory skills (12.83%). Analyst firms, such as Bersin & Associates, that follow corporate training and development trends have found similar results showing that organizations tend to spend at least **20-25% of their training budgets on soft skills initiatives.**

Given both the tremendous importance of soft skills training to workplace success and the substantial investment that training and development departments are already making, surprisingly few Institutions systematically approach this training. A comprehensive, ongoing soft skills training curriculum that’s goal-focused, uses correct pedagogical approaches and incorporates long-term outcomes tracking is very rare.

Taking a Better Approach

Luckily, academic researchers and leading-edge learning organizations are pointing the way to more effective soft skills training approaches. According to the Chartered Institute of Personnel and Development (CIPD), soft skills are best taught by providing five key elements:

- Exposure
- Practice
- Feedback
- Reflection
- Personal experience (Sadler-Smith, 2010)

In a classroom context, this can mean: developing video- or animation-based scenarios to demonstrate the skills or behaviors; incorporating interactive elements that allow learners to practice (active learning); or offering social media tools learners can use to share feedback, reflections, and personal experiences.

But the real key lies in the results more than the process, or rather people or businesses are more concerned about the tangibility of training effectiveness. The key is to take a methodological approach to soft skills training and from the start to do two things:

- Specify the desired outcomes for the learners, both tangible and intangible
- Decide what metrics for those outcomes you'll use and what level of precision you'll want to (or be able to) track
- This can be done by Collecting feedback in the form of peer reviews, self-evaluations, or attitude measures that can demonstrate positive results from the training
- Establishing a baseline for a student's skill level (From Day 1) and then tracking over time how that person grows from that baseline

As the global economy and the pace of change continue to evolve and speed up, the importance of soft skills and the value they provide to organizations/Institutions will continue to grow. The business case for investing in soft skills training has never been greater.

PLACEMENT PREPARATORY PROGRAM		
S.No	PERSONALITY ENHANCEMENT PROGRAM	Hrs/Session
1	Industry Expectation	1.5 Hours
2	Self Confidence & Motivation	1.5 Hour
3	Goal Setting	1.5 Hour
4	Business Presentation 1	1.5 Hours
5	Business Presentation 2	1.5 Hours
	Total	7.5 hours
S.No	VERBAL ABILITY & APTITUDE	HRS/SESSIONS
1	Number Systems,	1.5 Hours
2	Percentage ,Ratio and Proportion	1.5 Hours
3	Seating Arrangement, Direction Test	1.5 Hours
4	Number and Ranking Test	1.5 Hours
5	Coding & Decoding, Series	1.5 Hours
6	Syllogism, Data Sufficiency	1.5 Hours
7	Time, Speed and Distance	1.5 Hours
8	Boats & Streams	1.5 hours

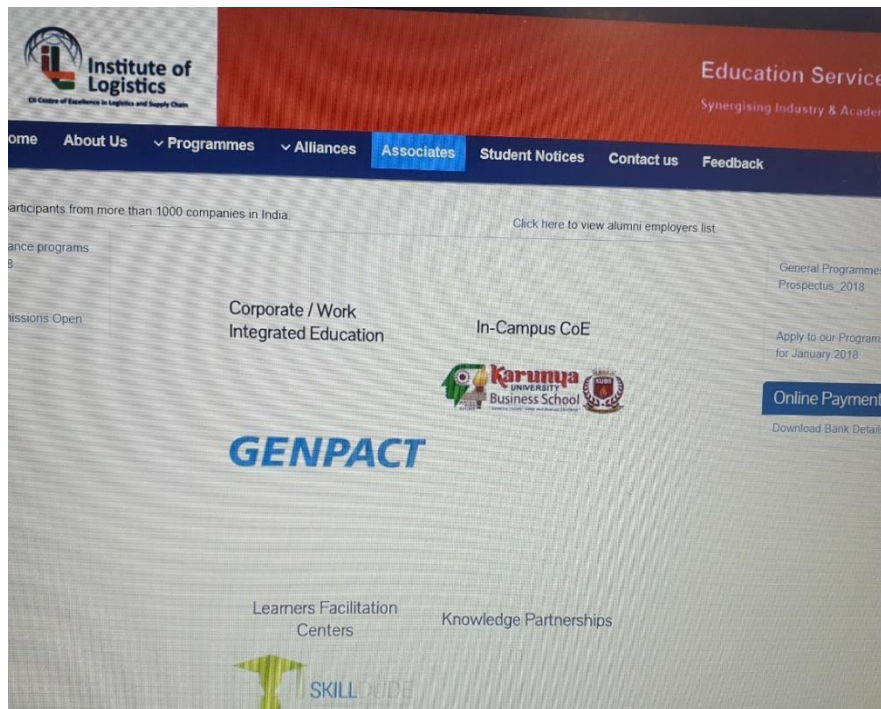
9	Data Interpretation	1.5 Hours
10	Simple Interest	1.5 Hours
11	Compound Interest	1.5 Hours
12	Jumbled Sentences, Cloze Test	1.5 Hours
13	Reading Comprehension, Antonyms, Synonyms	1.5 Hours
14	Subject-verb-agreement - 1, Sentence Correction	1.5 Hours
15	Subject-verb-agreement – 2, Sentence Completion	1.5 Hours
	TOTAL	22.5 Hours
S.No	<u>CAMPUS TO CORPORATE CONNECT (CCC)</u>	Hrs/Session
1	Personal Introduction 1 Concepts	1.5 Hours
2	Just a Minute, Screen Presence 1	1.5 Hours
3	Just a Minute 2	1.5 Hours
4	First Impression and Grooming	1.5 Hours
5	Personal Introduction 2	1.5 Hours
6	Personal Introduction 3	1.5 Hours
7	GD Concepts	1.5 Hours
8	GD Practice	1.5 Hours
9	Selling Skills 1	1.5 Hours
10	Selling Skills 2	1.5 Hours
11	Ace the Interview - Concepts	1.5 Hours
12	Ace the Interview – Preparation	1.5 Hours
13	Mock Interviews – Assessment	1.5 Hours
14	Mock Interviews – Assessment	1.5 Hours
	Total	21 Hours
	Grand Total	51 Hours

Annexure – 2

The following links will show the presence of KUBS as part of MoU with CII to offer Logistics and Supply Chain as knowledge partners.

<http://ciilogistics.com/learn/associates/>

ciilogistics.com - Associates - Corporate work integrated program - In campus Centre of excellence (CoE)



Annexure – 2

16MS3033 SUPPLY CHAIN MANAGEMENT

Credits: 3:0:0

Objectives:

- To provide students with insights about the Supply Chain dynamics
- To understand the importance of managing a supply chain and the role of operations in managing a successful supply chain.
- To make students understand the role of Purchasing in Supply chain management.

Outcome:

- The students would gain an understanding of the key issues in Supply chains
- The students would understand the importance of purchasing and Supplier relationship
- The students would have a clear understanding of the issues in distribution

Course Description: Introduction - Origins of SCM – Importance of SCM- Important elements of SCM – Supply Chain Dynamics, The Bullwhip effect. **PURCHASING ISSUES IN SCM:** The role of purchasing in an organization – The purchasing process –Sourcing decisions- supplier selection- Understanding the structure of the organization for purchasing- Developing successful partnerships – Supplier evaluation and Certification – Developing successful sourcing strategies

OPERATIONS ISSUES IN SCM: Demand forecasting and Collaborative Planning, Forecasting and Replenishment – Aggregate Planning and Inventory Management- **Process Management:** JIT and TQM issues in SCM. **DISTRIBUTION ISSUES IN SCM:** Impact of transportation in SCM – Fundamentals of Transportation – History and evaluation of Logistics – Elements of Logistics Management – Intermodal Transportation – Containerization - **Warehousing:** Types of Warehouses, Warehousing operations, Warehouse Layout and Design, Warehouse Automation, Third Party Warehousing, Fourth Party Logistics. Supply Chain Process integration model – Performance measurement along the supply chain – SCOR Model- Future of SCM

References:

1. Wisner, J.D and Leong K.G (2010), Principles of Supply Chain Management: A balanced approach , Cengage Learning, First Edition
2. Sahay B S, Supply Chain Management for Global Competitiveness, Macmillan India Ltd., New Delhi.
3. Reguram G, Rangaraj N, Logistics and Supply Chain Management Cases and Concepts, Macmillan India Ltd., New Delhi, 1999.
4. Coyle, Bradi & Longby, The Management of Business Logistics, 3rd Ed., West Publishing Co.
5. Sunil Chopra, DV Kalra, (2010) “ Supply chain Management strategy, Planning and Operations, Pearson

Course Objectives: This course aims to:

- Present an insight of the principles of logistics management
- Provide a basic understanding of the logistics operations in a business
- Create an awareness about the various avenues of logistics management

Course Outcomes: After completing this course, the student should be able to:

- Understand the concepts of logistics
- Describe the various industries aligned with logistics
- Depict the various utilities of logistics in customer satisfaction.

Course Description: This course covers broadly the fundamentals of logistics management such as 7 R's of logistics management, various objectives management, various transportation modes, fundamental concepts related to packing, various types of warehouses, time management, roles of intermediaries in logistics, containerization, palletization and various document requirements.

References:

1. Dr. Sudalaimuthu and S. Anthony Raj (2009), Logistics for International Business: Text and cases, Prentice Hall India, New Delhi.
2. Bowersox, Donal J. and David Closs, (2009), Logistical Management, (5th edn.), McGraw-Hill, New York
3. Satish K. Kapoor and Purva Kansal, (2009), Marketing Logistics: A Supply Chain Approach, Pearson Education, New Delhi.
4. Vinod V. Sople,(2009), Logistics Management - The supply chain imperative,(2nd edn) Pearson Education, New Delhi

Annexure – 2**16MS3064 INTERNATIONAL LOGISTICS MANAGEMENT**

Credits: 3:0:0

Objectives: This course aims to:

- Provide the basic understanding of the logistics operations in international business
- have a clear understanding about the various parties involved in logistics activity
- understand the infrastructural support of logistics industry

Outcomes: After completing this course, the student should be able to:

- comprehend to the world of logistics
- identify their careers in this expanding industry.
- Analyse the problems faced by the logistics firms and offer solutions for the same.

Course Description: Logistics flow, logistics costs, international trade logistics chain, objectives of logistics management, 7Rs of logistics management, logistics management in

Export business, INCOTERMS, seaborne trade operations and shipping management, packing and containerization, warehousing management, role of intermediaries in international logistics management, Air transportation, and IATA.

References:

1. Dr. Sudalaimuthu and S. Anthony Raj, Logistics for International Business: Text and cases, PrenticeHall India, New Delhi.
2. Bowersox, Donal J. and David Closs, Logistical Management, 5th ed., McGraw-Hill
3. Vinod V. Sople, Logistics Management – The supply chain imperative, Pearson Education, New Delhi, 2009.
4. Maritime India: Port and Shipping 1995, Munshiram, Manoharlal Publishers, 1995.






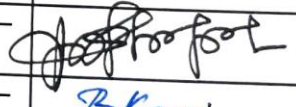


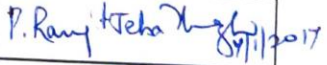

**BOARD OF STUDIES MINUTES OF THE MEETING
(2016- 2017)**

S.No.	Program	Faculty who presented
1	Discussion and Approval of Curriculum and Syllabus for B.Com (CA) for 2017-18 [New Batch]	Dr.B.Kalpana Sai
2	Discussion and Approval of Curriculum and Syllabus for III to VI Semester B.Com & BBA for 2016-17 & 2017-18 Batch	Dr.S.Anthony Raj
3	Discussion and Approval of the free electives for the UG programmes (B.Com, BBA, & B.Com(CA)) offered in 5* and 6*semester and Service Papers	Dr.R.Amudha
4	Discussion and Approval of course curriculum & Syllabus of the Diploma courses DBM (Diploma in Business management)	Dr.C.Samuel Joseph
5	Discussion and Approval of course curriculum & Syllabus of the DLSCM (Diploma in Logistics and Supply Chain Management)	Dr.S.Anthony Raj
6	Discussion and Approval of Executive MBA syllabus	Dr.R.Amudha
7	Discussion and Approval of ACCA (Association of Chartered Certified Accountants) course for B.Com & MBA	Dr.R.Amudha

**KARUNYA UNIVERSITY
SCHOOL OF MANAGEMENT**

**Minutes of KSM BoS meeting held on 07.01.2017
Time & Venue:10.00 am, KUBS conference hall**

BOARD OF STUDIES MEMBERS

SL. No.	NAME & DESIGNATION	MEMBERS	SIGNATURE
1.	DR. THAMARAI SELVAN, ASSOCIATE PROFESSOR, NATIONAL INSTITUTE OF TECHNOLOGY, TRICHY	External Expert - Academia	SUGGESTIONS & CONFIRMATION THROUGH EMAIL
2.	MR. BALASUBRAMANIAN, EXECUTIVE DIRECTOR, AUTO PRINT, COIMBATORE	External Expert - Industry	 7/1/17
3.	DR. GEORGE V. ANTONY, DEAN, FISAT, BUSINESS SCHOOL, COCHIN	External Expert - Alumni	ABSENT WITH APOLOGIES
4.	DR. G. RAVINDRAN, GOVT. ARTS COLLEGE, TRIUPUR	External Expert - Special Invitee	
5.	DR. J. CLEMENT SUDHAHAR, PROFESSOR & HOD, KSM	Chairman	ABSENT
6.	DR. C. SAMUEL JOSEPH, PROFESSOR	BoS In-charge Internal Member - KSM	
7.	DR. CHANDRASEKARAN PROFESSOR	Internal Member - KSM	
8.	DR. R. AMUDHA, ASSOCIATE PROFESSOR	Internal Member - KSM	
9.	DR. F. J. PETER KUMAR, ASSOCIATE PROFESSOR	Internal Member - KSM	
10.	DR. S. ANTHONY RAJ, ASSOCIATE PROFESSOR	Internal Member - KSM	
11.	DR. B. KALPANA SAI, ASSOCIATE PROFESSOR	Internal Member - KSM	
12.	MRS. PRAISING LINIJAH, ASST. PROFESSOR	Internal Member - KSM	
13.	DR. P. RANJIT JEBHA THANGAIAH ASSOCIATE PROFESSOR	Internal Member - KSM	 P. Ranjit Jebha Thangaiyah 07/1/2017
14.	DR. J. MACKLIN ABRAHAM ASST. PROFESSOR	Internal Member - KSM	

Members (External)

1. Mr. Balasubramanian, CEO, Auto Print, Coimbatore, Industry Expert. (Concurrence Through mail)
2. Dr. G. Ravindran, Associate Professor, Govt. Arts College, Tiruppur, Academic Expert
3. Dr. George V. Antony, Dean, FISAT Business School, Cochin – Alumni (Concurrence Through Mail)

The BoS meeting was invoked with an Opening Prayer by Dr. F.J. Peterkumar, Dr. C. Samuel Joseph, Professor, KSM, addressed the meeting welcoming the external experts and the internal BoS members and he briefed on the agenda for the BoS meeting.

2. Feedback from Parents

Feedback from the parents was collected on the following criteria. Based on the suggestions, relevant actions were taken for improvement.

	Criteria for Analysis
C1	Overall Education
C2	Overall Facilities
C3	Placement Training
C4	Internet
C5	Library
C6	Sanitation
C7	Residence Facilities
C8	Co-curricular activities
C9	Mentoring and Counselling
C10	Bridge courses
C11	Training Program – Life-skills
C12	Fee structure

Sample Feedback – Parents

Parent Feedback

1. PARENT'S DETAIL

	Name		Age	Qualification	Occupation
Father	Joel Varghese		45	BE	
Mother					
Communication	House Address			Office Address	
	Mobile No.: Email ID:			Mobile No.: Email ID:	
Alumni	Yes	No <input checked="" type="checkbox"/>	Year of Study	Department	MBA

2. YOUR WARD'S DETAIL

Name	Department	Reg. No.	Day Scholar/ Campus Hostel/ Outside Hostel
Naren	MBA	16MS1052	<input checked="" type="checkbox"/>
Mobile No.	Email ID		
HOSTEL DETAILS	Room No.:	Name of the Hostel:	
	Address :		

3. Your views on the Working of Autonomy in the Design of Curriculum & Teaching, Learning and Evaluation

Karunya Institution of Technology and Sciences has brought in several changes in the Design of Curriculum. Tick your options						
S. No.	Particulars	Excellent	Very Good	Good	Average	Poor
1	Raising the standard of education through Curriculum	<input checked="" type="checkbox"/>				
2	Competency of the Teachers in imparting the Course content and Skills effectively	<input checked="" type="checkbox"/>				
3	Importance given to practical aspects in curriculum	<input checked="" type="checkbox"/>				
4	Courses in the curriculum are socially relevant	<input checked="" type="checkbox"/>				
5	Education provided creates confidence to face competitive exams	<input checked="" type="checkbox"/>				

6	Courses in the curriculum are suitable for Employability / Entrepreneurship	✓				
7	The interaction between staff and students inside and outside the classrooms		✓			
8	Usage of Technologies by faculty relevant to the course		✓			
9	Evaluation system in exams followed in the Institution		✓			

4. Your views on the Education, Facilities and Resources in Karunya Institute of Technology and Sciences

Karunya Institution of Technology and Sciences provides lots of facilities and resources to encourage and motivate the students to learn more. Some of them are mentioned below.

S. No.	Particulars	Excellent	Very Good	Good	Average	Poor
1	The Institution offers quality education in a holistic way		✓			
2	The overall facilities available in the Institution			✓		
3	Placement training and facilities		✓			
4	Internet and Wi-Fi facility		✓			
5	Library facilities	✓				
6	Sanitation facilities		✓	✓		
7	Facilities in the Residences			✓		
8	Co-curricular activities	✓				
9	Mentoring and counselling system	✓				
10	Bridge courses in English / Computer / Mathematics conducted in the First year	✓				
11	Training programmes to impart life skills	✓				
12	Fee Structure		✓			

5a. What is the unique feature of Karunya Institute of Technology and Sciences?

Good environment

5b. Are you willing to contribute to the development of the Institution? In what way?

Yes

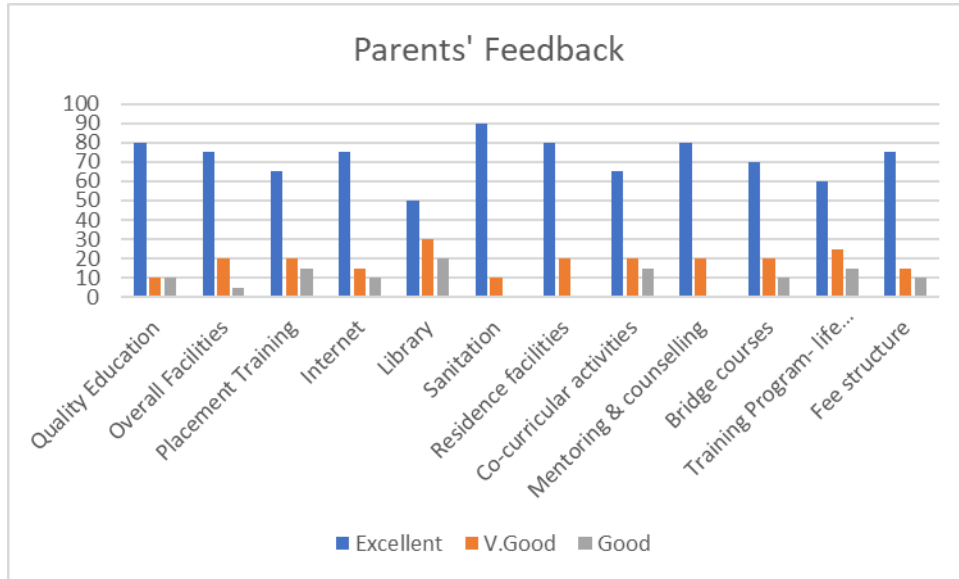
5c. How do you rate the developmental activities organized by the department / institution?

Good

5d. What do you expect from the Institution for your son / daughter towards education?

Capable professional

Parents' Feedback 2016 - 2017



Number of Respondents – 20

Cumulative Score - 72

Course of Action as per the suggestions given by Parents (2016 – 2017)

In response to the parents' suggestion to improve campus placements, an exclusive Placement Officer Mr. Suresh Kumar was appointed and subsequently, placements have increased.

3. Feedback from Students

Feedback from the students was collected on the following criteria. Based on the suggestions, relevant actions were taken for improvement.

	Criteria for Analysis
C1	Academic course
C2	Teaching and Evaluation
C3	Facilities
C4	Guidance
C5	Extra-curricular

Sample Feedback – Students

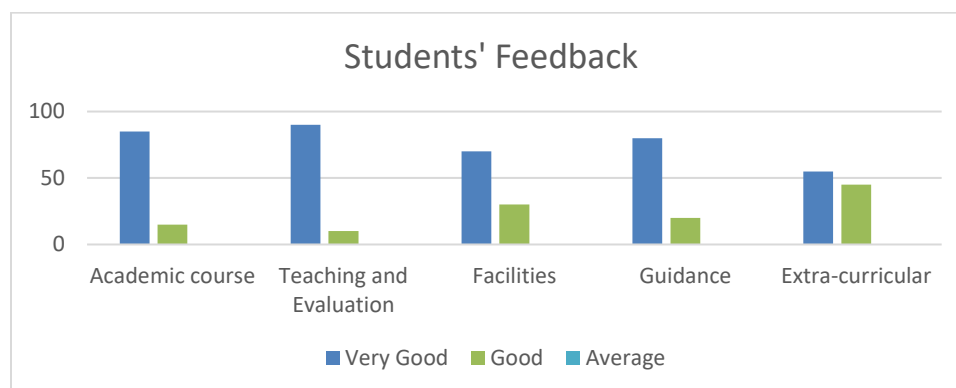
IQAC - Student Feedback on Academic Quality

Department: MBA

Reg. No. of Student: 16MS1031

#	Criteria	1. Very Good 2. Good 3. Average 4. Poor 5. Very Poor				
		1	2	3	4	5
A) Academic Course						
1	Choice Based Credit System and Course Design		✓			
2	Choice of course content to meet placement requirement		✓			
3	Knowledge and intellectual enhancement through course content			✓		
4	Teaching hours per week and credits allotted for each course			✓		
5	Syllabus and suggestion of resources for further reading			✓		
6	Freedom in selecting elective and inter-departmental courses			✓		
B) Teaching and Evaluation						
7	Teaching method followed by teachers		✓			
8	Focus on practical knowledge, assignments and activities		✓			
9	Preparation, communication and attitude of teachers		✓			
10	Weightage given to different components of continuous internal assessment and its implementation		✓			
11	Fairness of evaluation method followed for continuous assessment and semester exam		✓			
12	Availability of faculty for interaction and guidance		✓			
13	Mechanisms available to redress academic grievances					
14	Helpful attitude of administrators and non-teaching staff to provide conducive atmosphere for learning	✓				
C) Facilities						
15	Library facilities		✓			
16	Lab / ICT facilities			✓		
17	Residence facilities			✓		
18	Recreational and student counselling facilities	✓				
D) Guidance						
19	Procedure followed in extension activities		✓			
E) Extension						
20	Extracurricular activities available and student participation	✓	✓			
21	scope offered for enhancing knowledge and skills through various clubs	✓	✓			
F) Overall						
22	Overall rating of the program and other facilities provided			✓		

Students' Feedback 2016 - 2017



Number of Respondents – 135

Cumulative Score - 76

Course of Action as per the suggestions given by Students (2016 – 2017)

Students requested additional coaching for 'Business Statistics and Accounting for Managers'. Thereby, additional classes were organized after 4.00 pm with respective subject experts

4. Feedback from Alumni

Feedback from the alumni was collected on the following criteria. Based on the suggestions, relevant actions were taken for improvement.

	Criteria for Analysis
C1	Level of knowledge
C2	Allotment of credits
C3	Syllabus, design, resource
C4	Elective course choice
C5	Skills relevant to the placement
C6	Industry relevant course
C7	Teaching method
C8	Syllabus
C9	Faculty availability for interaction
C10	Fairness in evaluation
C11	Redressing grievances
C12	The helpful attitude of staff
C13	Library
C14	Lab
C15	Day Scholar/hostel facilities
C16	Recreational facilities
C17	Extension Activities Methodology
C18	Extra-curricular facilities
C19	Club Activities

Sample Feedback - Alumni

Internal Quality Assurance Cell (IQAC)
Karunya Institute of Technology and Sciences
Coimbatore – 641 114

IQAC – Alumni Feedback

#	Criteria	Very Good	Good	Average	Poor	Very Poor
A) Course Content of Program Attended						
1	The level of knowledge enrichment achieved through the course content		✓	.		
2	Allotment of credits for each course and teaching hours per week			✓		
3	The syllabus, design, resource and outcome of each course		✓			
4	Choice provided to select elective courses and inter departmental courses	✓				
5	The course content enabled acquiring of skills relevant to placement opportunities			✓		
B) Industry Relevance of Course Content						
6	Courses give more importance to ethical practices so as to mould the personality traits of learners	✓				
7	Courses taught link the knowledge they gain with the real world situations	✓		✓		
8	Courses impart more practical knowledge than theory	✓	.			
9	Course design narrows the gap between Industry and academia		✓			
C) Teaching and Evaluation						
10	Teaching method followed by teachers	✓				
11	Syllabus portions for each course given for self-study and learning in forms of assignments, seminars, etc.	✓				
12	Preparation, communication, and helpful attitude of teachers in assisting the learners		✓	✓		
13	Weightage given to different components of continuous internal assessment and the way in which they are implemented			✓		
14	Fairness of evaluation method followed for continuous internal assessment and semester exam	✓	✓			
15	Availability of faculty for interaction and guidance			✓		
16	Mechanisms available to redress academic grievances	✓				
17	Helpful attitude of administrators, staff and non-teaching staff to provide suitable campus culture and atmosphere	✓				
D) Facilities						
18	Library facilities		✓			
19	Lab / ICT facilities		✓			
20	Day Scholar facilities / Hostel facilities		✓			

21	The recreational and student counselling facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) Outreach Activities							
22	Methodology followed in extension activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Extracurricular activities available and student participation in them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	The scope offered for enhancing knowledge and skills through various clubs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F) Overall							
25	Overall rating of the program and its implementation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Handwritten Signature]
Signature

FEEDBACK ABOUT THE INSTITUTION

1. Do you feel proud to be associated with your institution as an alumnus?

Yes

2. How do you rate developmental activities organized by the Department / Institution for your overall development?

Good

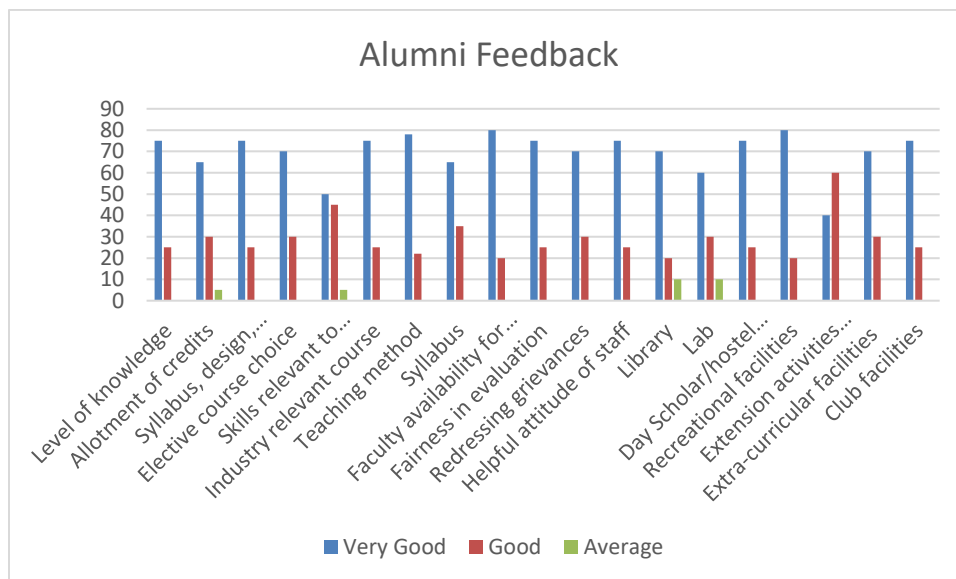
3. Are you willing to contribute to the development of the Institution / Department? How?

YM

4. Your vision for the Department

5. Any other suggestions/comments:

Alumni Feedback 2016 - 2017



Number of Respondents - 60

Cumulative score - 70

Course of Action as per the suggestions given by Alumni (2016 – 2017)

Based on the feedback given by Alumni to conduct Alumni meets periodically, the suggestion was well received and an action plan initiated to conduct one in Cochin and Chennai in future

MBA Alumni Meet

S. No	Date of Meet	Venue	Number	Batch
1	20.03.2017	Chennai	26	Across batches

S. No	Date	Alumni Meet & Reunion
1	29-07-2017	Silver Jubilee Reunion Class of 1992
2	2-10-2017	Inaugural Alumni Day Celebration