

S.S. Dempo College of Commerce and Economics, Cujira, Goa

COURSE & DEPARTMENT WISE Stake Holders Feedback Report (2019-20)

| Sr. No. | Program Name (UG) | Department | Feedback Obtained | Action Taken |
|----------------|--------------------------|-------------------|--|---|
| 1 | B.COM (Teachers') | Commerce | <p>1. From the feedback it is observed that sufficient reference books are available for all subjects in the syllabus.</p> <p>2. There is a need to bridge the gap between industry standards /current global scenarios and academics.</p> <p>3. Evaluation of students is done as per the university guidelines which teachers feel are sufficient.</p> | <p>1. More reference books as per the syllabus are ordered by the librarian.</p> <p>2. As a result short courses like Introduction to GST, Business Analytics were introduced</p> |
| 2 | | Economics | <p>1.It is revealed from the feedback that the curriculum is as per the needs of the stakeholders.</p> <p>2.Even though reference books are available in the college library, more copies should be made available to the student.</p> | <p>More reference books as per the syllabus are ordered by the librarian.</p> <p>One Day State Level Seminar on "Challenges and Performance in the Indian Banking Sector" was held on 18th January to improve the knowledge of faculty and students on the challenges faced by the banks in recent years and the performance of the banking sector in India.</p> |
| 3 | | English | <p>It is observed that the course objectives stated in the curriculum are well defined, however one some the teachers were neutral on 'Curriculum is based on needs of stakeholders'</p> | <p>The project paper on Corporate Communications for the third year BCom students enabled them to visit the industry.</p> <p>The department initiated the process of syllabus revision in the subject of Mass Communication.</p> |

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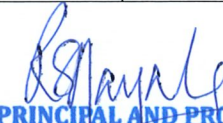
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| 4 | B.COM (Teachers') | Mathematics & Statistics | <p>1.It is agreed that curriculum is based on needs of stakeholders.</p> <p>2.It is observed from the feedback that sufficient reference material and books are available for the topics mentioned in the syllabus.</p> <p>3.Some teachers feel that the curriculum is not sufficient to bridge the gap between industry standards /current global scenarios and academics.</p> | To bridge the gap between industry standards /current global scenarios and academics department has conducted "Aptitude made easy" sessions for our students |
| 5 | | Law | Curriculum is relevant and based on the needs of stakeholders | Talks were conducted for students on Constitution of India, Right to Information Act and Road Safety |
| 6 | | Information Technology | <p>Teachers' Feedback:</p> <p>The feedback of 18-19 was depicting that one of the teachers was indifferent towards curriculum offering sufficient academic flexibility in terms of inter-disciplinary options and a wide range of subjects and bridging the gap between industry standards /current global scenarios and academics.</p> | <p>In order to bridge the gap, two Workshops were organised in each of the Semesters:</p> <p>1)Two days State level Workshop on "Data Science and Digital Analytics" on 18th and 19th October 2019</p> <p>2)One-day State level "Workshop for Research Aspirants" on 20th Jan 2020. The workshop was held with a view to give step-by-step guidance to all researchers in the research process.</p> |

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| 7 | B.COM (Teachers') | EVS | It is observed that the course objectives stated in the curriculum are well defined and clear to the teachers and students. However, it is felt that the curriculum is not sufficient to bridge the gap between the industry standards/current global scenario and academics. | Environmental studies being an inter-disciplinary subject, a field trip was conducted to the Salim Ali bird sanctuary, Chorao to experience the mangrove ecosystem and its biodiversity. At the venue the students were explained the environmental/agricultural activities undertaken in Goa in the past and the need for eco-friendly sustainable agricultural practices in the present and the future. |
| | B.COM | Alumni' | The feedback obtained from alumni on curriculum is positive. | |
| | | Parents' | The parents have rated the syllabus as excellent however few parents were of the opinion that the efforts put in by the students was a major area to improve. | More books were added to the library to help the students to study better. |
| Sr. No. | Program Name (UG) | Feedback Obtained | | Action Taken |
| 1 | B.B.A | Students' Feedback: Over 90 percent of the students are aware of the various course objectives. | | The course objectives are defined and updated on the website along with a well-defined syllabus. Every faculty shares the objective of the course with the students at the commencement of the individual course. |



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| Sr. No. | Program Name (UG) | Feedback Obtained | Action Taken |
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| 1 | B.B.A | <p>Students' Feedback:</p> <p>Over 95 percent of students agree that the learning value of the programme in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives is high. The syllabus is well defined, and encourages student centric learning. It allows application oriented thinking, based on sound knowledge of management theories, principles and concepts.</p> | <p>Participation in the Vibrant Goa Summit-Buddy programme</p> <p>Introduction of student clubs (Marketing, Finance, HR and Entrepreneurship) and activities under each of the clubs.</p> <p>Global Immersion tour was organised in addition to State level as well as National level.</p> |
| | | <p>Over 95 percent agreed that the BBA programme is an industry relevant programme as it focuses on building competencies. Learning of skills is reinforced through varied aspects of 'learning beyond the syllabuses through contemporary syllabus, effective delivery and comprehensive evaluation.</p> | <p>Participation in various State level and National level management events</p> <p>Interactions with Executives from the Industry.</p> |
| | | <p>Over 95 percent of the students agree that the learning and teaching methods encourage student participation. The BBA programme divides students into groups to enhance participation and hone skills like leadership, team building, negotiation and conflict management. The programme offers a flexible learning system blended with abundant provision for student participation, skill practice and activity orientation.</p> <p>Students have ample opportunities to hone and display their competencies by organising management events.</p> | <p>Skill building and participation through case studies, field projects, films, role plays, study tours, organisational projects and internships.</p> |
| | | <p>Over 90 percent of the students agree that adequate reading resources are made available to them through a well-designed library. The library comprises national and international textbooks, reference books, journals and magazines, business periodicals etc. besides the regular book bank. All students expressed that the BBA programme and its content is very relevant and value adding.</p> | |

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| 2 | B.B.A | <p>Teachers' Feedback:</p> <p>The course objectives and learning outcomes are clearly defined, understood by the teachers them and that these are in turn communicated to the students.</p> <p>All teachers agree that the curriculum is well designed and balanced covering core, perspective building and behavioural courses. Additionally, the projects carried out under business electives and summer internships component also provide meaningful industry partnership. Introduction of electives through a cafeteria approach is a unique feature of the programme. Interdisciplinary courses are integrated in the programme which enable capacity building of students.</p> <p>All teachers also agreed that the programme facilitates adoption of new teaching methods such as case studies, role plays, field visits, presentations, group discussions. Students are provided with an academically rich, highly flexible learning system blended with abundant provision for skill practice and activity orientation.</p> <p>They are very satisfied with the resources offered by the library</p> <p>Teachers follow a continuous evaluation process which focuses on formative as well as summative learning. Evaluation based on individual as well as group contribution. Varied evaluation methods are adopted to assess and build specific competencies.</p> | <p>Facilitated participation in the Vibrant Goa Summit- Buddy programme (Industry Summit)</p> <p>Introduction of student clubs (Marketing, Finance, HR and Entrepreneurship) and conduct of activities under each of the clubs.</p> <p>Guided the organisation of State Level Management programme, 'Conquest'.</p> <p>Organisation of Global Immersion tour in addition to State level as well as National level were organised.</p> <p>Other practical methods of learning like raft making, dance etiquette, as well as interaction with executives.</p> <p>Facilitated participation in various State level and National level management events</p> <p>Organised interactions with executives from the industry</p> |

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| 3 | B.B.A | <p>Alumni' Feedback:</p> <p>Approximately 88% of the respondents provided a very positive rating with respect to the parameter concerning the learning value of the programme in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives.</p> <p>Over 90% of the respondents were satisfied with the parameter relating to applicability /relevance of the programme to real life situations.</p> <p>Over 90% of the respondents agreed that the learning and teaching methods encouraged student participation.</p> <p>All students are happy about overall content of the programme.</p> | Efforts have been made to sustain the quality of the programmes by having varied academic and extra-curricular activities. |
| 4 | | <p>Parents' Feedback:</p> <p>Over 90% parents were positive about the programme adding learning values in students in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives.</p> <p>Approximately 88 % of the parents rate the programme very positively in terms of the relevance of subjects to job and future aspirations of their wards.</p> <p>Over 96% of the parents very happy with the evaluation methods used in the programme</p> <p>Approximately 13% parents rate the outcomes the programme has helped their ward achieve as excellent, 45% as very good and about 42% as good</p> | Efforts have been made to sustain the quality of the programmes by having varied academic and extra-curricular activities |

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| 1 | M.Com. | Students' Feedback: The students agreed that the course objectives are clearly defined and understood by them | 1. Students are provided with a copy of the syllabus and the course outcomes at the beginning of the programme. |
| 2 | | 1. Students are satisfied with the depth that the programme content providers. | 2. The course provides a good balance of Finance, Accounting and Management subjects in the curriculum. |
| 3 | I.M.Com. | 1. Majority students found that the learning value that the programme offered in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives was good and the content studied was applicable in real life situations. | 3. To supplement the learning that the curriculum provided value added courses and industry interactions were introduced. |
| 4 | | 1. The students strongly agreed that the teaching learning methods encourage student participation, the courses offered were stimulating and the evaluation methods tested the knowledge of the students adequately. | 4. Group discussions, flip classroom etc. and the learning resources provided in the library were adequate and appropriate. Assignments, quizzes, ISAs and SEAs were used to test the knowledge of the students. |
| 5 | | 1. Students found the overall content of the programme good and their purpose of joining the programme was fulfilled. | |
| 6 | | Teachers' Feedback: The teachers agreed that the curriculum is based on needs of stakeholders and that it has good balance of theory and applications. | 1. The curriculum offers a wide range of subjects in the areas of accounting, finance and management <ul style="list-style-type: none"> Teaching methods such as presentations, group discussions, flip classrooms etc. can be easily adopted. The wide range of value added courses offered in the college supplement advanced learning with respect to core curriculum and bridge the gap between industry and academics. |
| 7 | | The teachers strongly agree that the course objectives and learning outcomes are well defined, time allotted to cover the curriculum is sufficient and the evaluation methods in the curriculum are sufficient for providing proper assessment. | 2. Approximately 90 instructional days are allotted in the academic calendar. The Teachers are able to cover the curriculum in the time allotted The library is well stocked with sufficient reference material and books on the topics mentioned in the syllabus. |

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| | I.M.Com. | Alumni' Feedback 1. The alumni were highly satisfied with the programme content and found it relevant to real life situations. They agreed that the activities organized by the college/department helped in the overall development of the students personality. | |
| 1 | M.T.T.M | Students' Feedback: Learning and teaching methods need to encourage student participation | As per the suggestions from the students in the learning-teaching process, the department has revamped the methods, tried different teaching approaches to enhance participation from both- learner and teacher. The syllabus has been revised to meet the needs of professional syllabi such as ICAI, ICSI, CFA and CMA so that the students get a better alignment in their aspirations to qualify these exams as well as balance learning in I.M.Com Program.. |
| 2 | | Students' Feedback: Purpose of joining program not fulfilled. | The department has incorporated additional training in required areas, more frequent interaction sessions with students to identify the issues faced and take required action. However, the students will realise the benefits of the program in the years to come. |
| 3 | | Students' Feedback: Unhappy with Depth and content of the program, as it is extremely rigorous and In-depth. | Faculty however have appreciated the depth and content of the program, as the program is aligned with professional courses, the content of the program is rigorous and challenging to deliver. |
| 4 | | Teachers' Feedback: Course objectives are well defined and open to new teaching methods. Course offers flexibility in terms of interdisciplinary papers. | Faculty appreciate the content of the I.M. Com program. The variety of papers being offered in the program, makes students good at fundamental knowledge of the commerce industry. The faculty have adopted techniques such as Group Discussion, Debates and presentations to make students not only confident at the conversation level but also to strengthen their inherent capabilities at the subject matter level. Faculty have regular formal and informal discussions to bring themselves abreast of new resources and techniques. |
| 5 | | Evaluation methods are sufficient for proper assessment. | Faculty are satisfied with the evaluation pattern of the program. 100 percent of faculty have responded positively to this question. |



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| 6 | M.T.T.M | Parents' feedback: The program outcomes are being achieved and the program is able to add value to the students and prepare them for the industry. There is a positive feedback for availability of resources as compared to the Academic Year 2018-19 | |
| 1 | | My purpose of joining the programme is fulfilled | A further understanding of why a student joins a particular course is to be identified for subsequent batches. The class mentors are collecting the purpose of joining as a handwritten document by the student. Evidence available in mentoring files. Hard copy of the student's Statement of Purpose is Collected. |
| 2 | | The learning and teaching methods encourage student participation: | Videos with better class engagement techniques to be shared with the visiting faculty for the next academic year. Takeaway for future batches. |
| 3 | | The programme workload was manageable | As there are multiple faculty and through mentoring sessions it was identified that multiple assignments are given by teachers, so a staggered timetable for assignment deadlines will be shared in advance to reduce stress and burden on students. Takeaway for future batches: ISA Timetable format attached. |
| 1 | PGDM (Event-Management) | Students' Feedback: Event students have participated in the feedback, out of which all the students felt that the course objectives were clearly defined and understood by them. The overall response from the students was found to be positive, good and agree. | Programme objectives were shared with students on the website in the syllabus as well as during the orientation/induction programme. |



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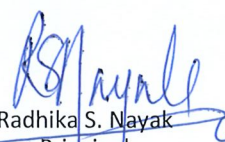
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| 2 | PGDM (Event-Management) | <p>Teachers' Feedback:</p> <p>All teachers strongly agrees that the curriculum is based on needs of stakeholders</p> <p>All teachers were in strongly agrees that the course objectives and learning outcomes are well defined and understood by them and that these are regularly communicated to the students.</p> <p>All teachers also agreed that the programme facilitates adoption of new teaching methodologies such as case studies, Assignments, field trips, presentations, Group Discussions.</p> <p>They are very satisfied with the resources offered by the library. Students benefit from the book bank which is well equipped and upgraded from time to time.</p> <p>The programme facilitates the process of continuous evaluation through ISAs by using a various evaluation methods which help assess the performance of students.</p> | Course syllabus with objectives is shared with all the teachers at the beginning of every course and semester. |



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