

# QUALITATIVE FEEDBACK

## STUDENTS, ALUMNI AND EMPLOYERS

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## 1. OVERALL INSTITUTIONAL FEEDBACK BY STUDENTS

**Qualitative feedback of the students regarding various aspects of the university and the departments overall, reveal that the issues remained almost same across various departments. Therefore, the excerpts of the feedback are summarised herewith around the common issues pointed out by the students.**

### **Washroom:**

The most needed facility has been identified as the washroom. There was ample focus on building new wash rooms as well as renovating the old ones in various departments. The students suggested that more attention towards appropriate and timely cleaning, regular water supply in them, litter-bins, as well as proper restructuring or proper exhaust facilities to prevent spread of foul smells may be helpful to make this facility more usable and hygienic.

### **Water cooler:**

The next important requirement is that of drinking water facility. The water supply through the water cooler being dependent on the power supply, many departments suffer irregular water supply. Moreover, cleaning of the water coolers and regular servicing of the water purifiers are suggested by the students of almost all the departments. The regularisation of the water supply system and the electricity supply to the newly constructed building, overcoming the initial hitch, shall definitely solve these issues.

### **Transport**

The campus being huge and as teaching-learning has gradually started in the various newly constructed buildings, spread across the campus, transport becomes a significant issue. To students in all the departments, provisions of bus facilities are felt to be really vital. More free or subsidized rate in-campus auto-services are felt needed. This problem is being mitigated through the newly initiated cycle distribution and e-rikshaw services in the campus. Need for safer roads are also highlighted by some of the students pointing out the need to repair roads, walking pathways, appropriate and properly coloured plastic or rubber hump speed-breakers and 360degree mirrors at some unsafe corners of the campus.

### **Canteen**

Accessible and better canteen facilities at subsidized rate was also an important thrust area that can facilitate the students to energize themselves during the long hours of

campus activities. They also pointed out the need to provide some healthy foods also, apart from the usual snacks and meals. More and more coffee shops are coming up and with the introduction of GGV Swabhiman Thali, good food facility at affordable rates is available for all needy students in the campus.

### **Electricity & Wi-Fi**

Electricity and power supply have been issues of concerns in some of the departments running in UTD building, Forestry building that also deters lab, Wi-Fi, and water facilities. Wi-fi connection must be more powerful to accommodate the larger group of students at the big building like the UTD.

### **Website:**

Some suggestions were there regarding updating the university's official website and a faster channel of information and notifications regarding various activities in the university. The students' portal in the website needs a better access and delivery to meet their satisfaction. Access and registration issues in Samarth Website shall be catered as the new website comes into action.

### **Active learning:**

Increased participatory students' involvement in the curricular activity through various interactive strategies are needed especially in the departments like forensic science and history. More specialisations were in demand. More field visits and frequent and enriched laboratory works were also expected to enrich the curricular experience of the students. Though the curricula have gone through a shift change, the student still find more experience based and field-based engagements can make learning effective.

### **Classroom:**

Clean and effective classrooms were an expectation of students of many of the departments that are still running in shared basis. Although there are at least one smart room in all the buildings in the university, the students think more such smart facilities shall enrich their learning and make the teaching-learning interaction more engaging. As various departments are being shifted from the old UTD building, it is the time for a renovation of the old UTD to make it more lively, clean, fresh with ample natural light and air.

### **Laboratory:**

Departments like chemistry and other sciences as well as the engineering and technology voice for a more enriched laboratory facility with regular supply of various apparatus, ingredients and software. A need for more practicalinvolvements were felt not only by the science and technology students but also by the humanities and social

science students. The current curriculum changes in line with the recommendations of the NEP 2020 will prove to cater these issues as provisions of experiential learning has been carefully incorporated.

**Teacher-taught-institution relationship:**

Students of some of the departments have expressed their expectation of a more congenial and cooperative relationship, not only with the teachers but also with the support staff. They expected better management in terms of information sharing and handling with students' issues. It is needed that the support staff or the non-academic staff also become student oriented and are trained to deal with the students with grace and benevolence.

## **2. STUDENTS' FEEDBACK ON TEACHING-LEARNING**

Feedback of the students plays an important role for the improvement of the teaching learning aspect especially pedagogical aspect of the curriculum transaction. Our university is continuously striving to improve upon the teaching learning by addressing the needs of the students based on their feedback. In this regard, our university collected the feedback from the students regarding various pedagogical components. The feedbacks were obtained both quantitatively as well as qualitatively. In this report the open-ended feedbacks of the students' have been analyzed qualitatively and their suggestions are reported department wise as described below:

### **1. ANTHROPOLOGY:**

Almost all the students of the department were satisfied with the teaching of the faculty members and said that teachers have good skills of teaching, motivates the learner, teachers trying their best for content delivery, good interaction and presentation skill, professionally good, communicates the content very well, mentors well etc. Apart from these the students have suggested for the need of more faculty members and facilities, organisation of practical classes and one or two teachers needs to improve interaction skill in the class.

### **2. BOTANY**

The students of Botany department were of the view that all the teachers are good in their academics, very cooperative, outstanding in their teaching, decent, masters of their subject, well disciplined, explains the concept very well, motivate and support the students. Only one student was not satisfied with the explanation of a teacher and the pace of teaching was very fast.

### **3. BIOTECH**

The analysis of the qualitative feedback of the department of Biotech reveals that all most all the students were satisfied with the teaching style of the teachers. They were of the view that the teachers have very good knowledge about subject matter, talented, good in teaching, helpful in nature, punctual, have good teaching style, support students whenever required, well experienced, interactive in class, good presentation skill, dedication for teaching work etc. In few instances students have suggested for the improvement in voice modulation, emphasised on need of more faculty members and timetable management, improvement in infrastructure and in some classes', interaction could be more interactive.

### **4. CIVIL ENGINEERING**

A huge number of students have given their feedback regarding the courses of civil engineering. All most all the students were satisfied with the teaching of faculty

members. The students had the view that all teachers taught them very nicely, their content knowledge excellent, have good communication skill, supportive, excellent and nice teaching style, very helpful, punctual, explained the content in simple way, provide external knowledge. Few students have said that the teaching style is 'fabulous and mind blowing', few teachers have excellent knowledge in chemistry and computer programming, motivational based lectures, practical knowledge was useful, lectures were highly beneficial etc. Very few students were not satisfied with the teaching style and interaction of teachers. Overall, students were well satisfied with the teachers.

## **5. CHEMICAL ENGINEERING**

All most all the students of the chemical Engineering were satisfied with the teaching style of the teachers. They were of the view that teachers were good in teaching, abundance of subject knowledge, techniques of teaching and were supportive, helpful to students, teach with interest, gives their best for students, friendly and provide proper guidance wherever required etc. One or two students have suggested for the improvement in communication skill and vocabulary skill of teacher and emphasised on friendliness with teachers.

## **6. CHEMISTRY**

All most all the students of the Chemistry department were well satisfied with the transaction of curriculum by the teachers. They were of the view that the teachers are very good in teaching, in communication skill, explanation of content was excellent, energetic lectures delivered by teacher; teachers have efficient conceptual content quality and like. They were also of opinion that teachers are friendly in nature, supportive, and helping in nature. The content course was completed in time. Few students have made suggestion for the improvement in pitch of voice, ascent and communication.

## **7. ELECTRONICS AND COMMUNICATION ENGINEERING**

The students of the ECE department were completely satisfied with the teaching of all the teachers. They were of the view that teaching of teachers were very good, explained the concept nicely, helpful and cooperative in nature with little strictness (few teacher), students are able to understand the concept explained by the teacher, motivates the students, and they have enjoyed lab activities. The doubts of the students were also clarified very nicely by the teachers. Few students have suggested not giving different subject to teacher every year, and need improvement in pitch of voice. Some of the teachers were very friendly with the teachers.

**8. COMPUTER SCIENCE AND ENGINEERING**

Very few students of the CSE department responded with respect to qualitative feedback. Out of all the responded students many of them were satisfied with the teaching style of the teacher. The voice of the teachers was clear, audible and polite. Two students were not satisfied with the teaching of a teacher especially the voice, language, behaviour and personality. They have also suggested for to completed the course on given schedule of the department.

**9. CSIT**

Very few students of the department of CSIT have given their feedback on qualitative aspect. All the students were satisfied with the pedagogical aspect of the teaching learning.

**10.COMMERCE**

Very few students of the department of commerce have given their feedback on qualitative aspect. All the students were satisfied with the teachers and transaction of curriculum. The teachers have provided theoretical as well as life lesson and also motivates them.

**11.ECONOMICS**

All the students of the department of economics were satisfied with the teaching learning of teachers. They were of the view that teachers possess good subject knowledge, excellent in teaching, supportive, motivate the students and have good communication skill. Apart from these, the students have suggested for use of technology mediated teaching, topic and stories should not be repeated, and teachers should be freed from non-teaching/office work so that teacher can devote time for quality teaching.

**12.ENGLISH**

A large number of students have given their feedback on qualitative aspect of the teacher. All most all the students have the view that the teachers of English departments were very good in teaching, concept explaining; making students curious about topics; and guiding helping and motivating students at every step. The students were also of opinion that the teachers were kind, lovable, generous, punctual, polite, humble, trying to build confidence, and motivate to participate in classroom discussion. In few instances the students have suggested improvement in quality of voice and requested to make teachers free from administrative responsibilities so that the students can be benefited from their class.

### **13. EDUCATION**

A large number of prospective teachers of the department of education have given their feedback in qualitative form. The feedback of the students reveals that all of them like the teaching style of the teachers as they have used wide variety of skills and techniques to make the concept clear. Along with this the teachers have always motivated the students, give their best while transacting curriculum, discuss the topic in the class, makes the teaching interesting, constructive, value based, explain the content to make learning effective, teachers are always accessible, strict as well as friendly, genuine concern for students understanding of concepts, full with positive vibes, helps to update precious knowledge, tries to understand the students, well disciplined, and good classroom management. All most all the students have given positive feedback regarding teaching learning aspect of the department. Few students have suggested for the facilities of Wi-Fi in the department.

### **14. FORENSIC SCIENCE**

Nine students of the department of Forensic Science have given their feedback about teachers. They have said that the teaching style and communication ability of the teachers were good and have suggested for the use of Hindi language while delivering the content so that it will help for conceptual clarity.

### **15. FORESTRY**

The students of the Forestry department were very much satisfied the with the teaching of teachers. They were of the view that the teachers' teaching style was good, classes were interactive, concept were explained clearly, motivated the students, good command over the subject, teachers were humble and supportive, presentation and communication were good, some teachers were very polite, and supportive. They have also suggested little improvement like voice modulation, use of Hindi language during teaching, and organisation of field trip.

### **16. HISTORY**

All the students of the department of History were very much satisfied with the teaching of teachers. They were of the view that teachers possess good subject knowledge, excellent in teaching, supportive, and motivate the students. The teaching style helps them to understand the subjects well. Apart from these, the students have suggested for the little improvement in the pitch of voice, voice modulation and use English during teaching. Overall the students were satisfied with teaching.



**17. INFORMATION TECHNOLOGY**

No qualitative feedbacks were given by the students.

**18. INDUSTRIAL AND PRODUCTION ENGINEERING**

The students of the Industrial and Production Engineering department were completely satisfied with the teaching learning activities of all the teachers. They were of the view that teaching of teachers was very good, explained the concept nicely, and some lectures were extra ordinary, and they made the content very easier to understand. The teachers were supportive, helpful and cooperative in nature. The theoretical as well as practical classes were good. Few students have suggested for use of English, organisation of placement camp, use of English while teaching and motivate the students in class.

**19. JOURNALISM AND MASS COMMUNICATION**

Very few students of the department of Journalism and Mass Communication have given the feedback. The students who have given feedback were satisfied with the teaching and have not suggested any improvement.

**20. PHYSICAL EDUCATION**

The feedback of this department is quite encouraging as the students found most of their teachers engaged in encouraging and motivational teaching-learning. They appreciate the way teachers connect the theories to the real-life issues of the sports world. Some improvements in communication skills among the newly joined Teachers may make the teaching learning more effective.

**21. PHARMACY**

Apart from some deviations, the feedback towards the curricular experience in the department of pharmacy indicates a positive teaching-learning environment. They find their teachers of good knowledge and skills as well as mark them as helpful, kind, gentle, and warm. Few improvements in teaching strategies can make their experience better.

**22. PHYSICS**

The department of physics also had managed to grab highly satisfactory feedback from its students as they found their teachers supportive, knowledgeable, motivating, approachable, and effective. Like some other departments senior teachers with lots of other responsibilities need to ensure their classes to be held in time.

**23. MATHEMATICS**

Feedback on the teaching-learning in the mathematics department is very enthusiastic and highly positive. The students found their teachers inspiring, jovial, easy-going, kind and caring and equipped with good teaching skills. They reported that the teachers always gave them something extra to their syllabus that benefits them. One example can be inspiring them to read foreign author books.

**24. MBA**

Students of MBA had a satisfactory level of teaching-learning experience in their department.

**25. MECHANICAL ENGINEERING**

The students of Mechanical engineering expressed a high level of content with their curricular experience noticing punctuality, communication skills, energy, care & compassion, encouragement, and inspiring environment. A little improvement in incorporating some more practical and example-based teaching may further enhance their experience.

**26. Rural technology**

Most of the students expressed their satisfaction with the teaching learning being organised in the department by various teachers, though there were some incidental issues. One good suggestion came to incorporate inter-departmental sharing of teaching staff so that resources available in the campus can be best used for ultimate students' experiences.

**27. Social work**

Students mostly find the teaching-learning in the department effective and motivating. Only few issues to resolve the problems of lack of sufficient teaching staff and irregularity in the classes had been highlighted. A need to make the class lessons livelier and more interesting were also indicated to make their curriculum experiences more enriching.

**28. ZOOLOGY**

Students of the department mostly held a high positive opinion about the teachers and the teaching learning of the department. With some teachers, they wanted more

friendly and approachable relationship where there is a sense of fear, even though they otherwise admire those teachers and also find them helpful. More deliberately flexible and benevolent handling with the students may help the department to fix this issue. Variations in using the teaching aids is required as students wanted some teachers to use normal white boards rather than always using digital boards, the reason behind must be investigated. There are suggestions to make the language of communication easier for all that make an otherwise effective class more accessible. Induction training to some of the new faculties may help them with skills of speech, speed and volume of oration, better and polite interpersonal management, honest and effective evaluation strategies, time management in the classroom and during the curriculum, energetic engagements, skills of explanations, necessary to carry teaching-learning in a better way. Many teachers in senior positions might had issues with class-regularity, though their teaching were much appreciated.

### 3. STUDENT'S FEEDBACK FOR PRACTICAL /LABORATORY COURSES

The open-ended responses/suggestion of the students regarding practical or laboratory courses were analysed qualitatively and department wise suggestions are reported below:

#### **Anthropology**

The students of the anthropology department endorsed the requirement of specific and separate laboratory, better laboratory equipments and facilities, emphasis on conduction of practical both in lab and in field, regular and better organisation and management of practical activities and class so that they can integrate theoretical knowledge with practical. Students have also suggested for taking class on time, and also emphasised on improvement in methods of teaching.

#### **Forestry**

All the students of B.Sc. Forestry said that the practical and laboratory activities are good and excellent. They have not suggested any improvement regarding practical and laboratory activities

#### **Chemical Eng\_ECE**

Maximum students of the Chemical Engineering were satisfied with the existing laboratory and practical courses. They have suggested for the procurement of new equipment and materials, allocation of more time for laboratory activities and more space need to be provided so that they would be able to conduct experiments. The students have emphasised on proper maintenance of equipment.

#### **Education**

The prospective teachers and teacher educators (B.Ed. & M.Ed.) were satisfied with the existing practical facilities. Many students have suggested for the establishment of a computer laboratory in the department, sports facilities, more scope for learning by doing, procurement of teaching learning aids which is required for internship, more internet bandwidth, more scope should be provided for drama and art education focusing on practice, more scope should be provided for practice of sign language by the students. Maximum students were satisfied the practical activities conducted in the department.

#### **Biotechnology**

Laboratory /practical activities are the most important part of the curriculum. Most of the students were satisfied with the existing lab facilities and also the practical conducted the department. In spite of the existing facilities, the students have suggested some points for better organisation of laboratory and practical activities. They are as follows:

- Procurement of chemicals and glassware
- Maintenance of equipment

- Availability of chemicals in laboratory
- More training on handling of equipment
- More space for lab
- More demonstration

## **CHEMISTRY**

Practical is the core or the chemistry curriculum. Most of the students were satisfied with the existing lab facilities and also the practical. In spite of the existing facilities, the students have suggested some points for better organisation of laboratory and practical activities. They are as follows:

- Procurement of chemicals and glassware
- Maintenance of seepage problem
- Availability of chemicals in laboratory
- More training on handling of equipments
- More number of burettes stand, burner, test tube etc
- More instruments and apparatus

## **CIVIL ENGINEERING**

Practical is one of the important aspects of the civil engineering curriculum. Most of the students were satisfied with the existing lab facilities and also the practical. In spite of the existing facilities, the students have suggested some points for better organisation of laboratory and practical activities. They are as follows:

- Old equipments should be replaced with new one
- Provide necessary software
- Lack of chemicals in laboratory
- Laboratory space need to be bigger
- Replacement of Existing equipments with new instruments
- Lab needs proper maintenance
- Latest technology based equipments required

## **CSE**

All the students of CSE said that the practical and laboratory activities are good and excellent. They have not made any specific suggestion or any improvement regarding practical and laboratory activities. Only one students have suggested for more number of computer system so that one student can work in one system at a time.

## **CSIT**

All the students of CSIT said that the practical and laboratory activities are good and excellent. They have not suggested any improvement regarding practical and laboratory activities. This shows that all the students are satisfied with the lab and practical activities of the department.

**ECONOMICS**

All the students of Economics department have not suggested any improvement regarding practical and laboratory activities.

**Industrial Production**

Practical and laboratory activities are the core of the Industrial Production curriculum. Most of the students were satisfied with the existing lab facilities and also the practical. In spite of the existing facilities, the students have suggested some points for better organisation of laboratory and practical activities. They are as follows:

- More demonstration of how machine works
- More emphasis should be placed on practical knowledge base
- More instruments and apparatus
- Improvement required in laboratory

**Information Technology**

All the students of Information Technology said that the practical and laboratory activities are good and excellent. They have not suggested any improvement regarding practical and laboratory activities. This shows that all the students are satisfied with the lab and practical activities of the department.

**Journalism and Mass Communication**

All the students of JMC department are satisfied with the practical and laboratory. Maximum students have no suggestion regarding practical and laboratory activities. Very few students have emphasised on the more exposure to media laboratory and also of practical.

**MATHEMATICS**

All the students of mathematics department have not suggested any improvement regarding practical and laboratory activities.

**MANAGEMENT**

All the students of MBA said that the practical activities are good and excellent. Only two students have suggested for the organisation of more practical activities. This shows that all the students are satisfied with the practical activities of the department.

**Mechanical Engineering**

Practical and laboratory activities are the core of the mechanical engineering curriculum. Most of the students were satisfied with the existing lab facilities and also the practical. In spite of the existing facilities, the students have suggested some points for better organisation of laboratory and practical activities. They are as follows:

- Emphasis on purchasing of advance machine and instruments
- Number of instruments should be more
- Maintenance of existing instruments and apparatus

### **Physical Education**

Maximum numbers of students were satisfied with the practical activities conducted by the physical education department. However, some of the students have suggested some improvement to making practical activities more meaningful.

They are:

- Increase in the number of equipment
- Purchasing of and improvising existing equipment
- Proper maintenance of play ground
- Purchasing of scientific sports equipment
- Scope for internship

### **Physics**

Laboratory and practical activities are the most important part of the physics curriculum. Most of the students were satisfied with the existing lab facilities and also the practical conducted the department. In spite of the existing facilities, the students have suggested some points for better organisation of laboratory and practical activities. They are as follows:

- Procurement of chemicals and glassware
- Maintenance of equipment
- Availability of chemicals in laboratory
- More training on handling of equipment
- More space for lab
- More demonstration

### **Pol. Sci.**

The response of the students reflects that maximum numbers of students were satisfied with the practical activities of the department. Few students have suggested for the procurement of books in library specifically subject based book.

### **Rural Tech**

Many students of the rural technology department were satisfied with the practical and laboratory activities organised by the faculty members. Only few students have suggested for the emphasis and improvement in practical knowledge and providing materials for it.

### **Social Work**

Very few students have provided their feedback on laboratory/practical activities of the department. All of them were satisfied with the field work/activities. They have suggested only for providing more and timely information regarding field work.

### **Structural Engineering**

Only one student has given feedback regarding laboratory/practical activities. The feedback emphasised on providing computer system for practical task.

**Zoology**

Laboratory and practical activities are the most important part of the zoology curriculum. Most of the students were satisfied with the existing lab facilities and also the practical conducted the faculty members of the department. In spite of the satisfaction of the existing facilities, the students have suggested some points for better organisation of laboratory and practical activities. They are as follows:

- Procurement of chemicals/lab materials
- Maintenance of equipment
- Reducing of load of record preparation
- More time be allotted for lab activities
- Ensuring of chemicals before lab work
- Require more instruments for better lab work
- New apparatus should be procured
- New microscope require for better lab work
- More opportunities be given for practical
- Time limit for spotting be increased
- Images of the microscope should be shown through screen



## 4. ALUMNI FEEDBACK FOR BETTER TEACHING-LEARNING

Alumni are the important resources for evaluating the curriculum. The alumni already are in the field and are facing the job market, appearing for the competitive examinations, or trying for some kind of entrepreneurship. Therefore, they are the best person to take opinion of how far the curriculum helped them to face challenges of the current work-life or in its preparation. Qualitative feedback were sought from the alumni regarding how far they see their curriculum relevant for their job, what changes they suggest in the curriculum as well as what improvements in teaching-learning can make a better operant curriculum.

### **Relevance of curriculum for job:**

The alumni mostly found their curriculum relevant and useful to meet the needs of the present world of work. Specially the alumni of engineering and education found their curriculum very much relevant. The alumni of Education also found their curriculum helpful for various competitive examinations like TET, KVS, NVS, NET, etc. Many found it useful for daily life also.

Some expected the university to open up a job opportunity for him/her and therefore is not in a position to mark the curriculum as relevant. In some other opinion, incorporating some more aspects of life skills and job skills and orienting the syllabi in some specific way could have made the curriculum more relevant and save it from being 'too general'. Also that there are few suggestions to incorporate some more practical aspects in the curriculum to make it more engaging.

### **Scope of changes in the curriculum:**

Modern and updated knowledge as well as regular, preferably annual updating is necessary for a quality curriculum as mentioned by the alumni.

The alumni, particularly from background of technology related subject areas, suggested to incorporate more and more industry and society linked Practical and productivity elements. Less focus on theoretical and fact-based contents and more focus on design and application-based experiences is felt to be the need of the hour by the alumni. Identifying and including contents that connect with real life situation may also make the curriculum more appealing and relevant.

In general, the alumni opined that adding more subject and elective areas, more research-oriented subjects, case-history based learning opportunities, some more creative elements, as well as more advanced knowledge (particularly for zoology), may turn out to be instrumental to make the curriculum more enriching.

Updation are required in the curriculum as per the syllabus of competitive examinations like UGC NET, P.S.C. etc. as well as curriculum design of various reputed universities may also be consulted to keep the curriculum upto a high mark.

### **Improvements in teaching-learning**

New methodologies more hands-on teaching aids enriched lab experiences can make the teaching-learning effective. The teaching methods should create and nurture interest, and for that the teachers and students should be able to be on more interactive engagements.

The alumni thought that the teaching-learning should altogether Focus on quality than the quantity as there are ample of information available to the students. A meaningful disorientation from the examination centred teaching and minimising focus on how to secure marks, there is need to maximise productive output of the students.

A lot of lab experiences as well as reading experiences can also make the teaching-learning more effective. Like, practical case studies and Research articles may also be included to initiate discussion.

The alumni found that the quality of teachers vary too much. Appropriate subjects should be allotted to a suitable faculty that would be helpful for the students to get the best of expertise. They also stressed on the fact that the Teachers should have fluency in both English and Hindi. They should utilise the daily life examples and experiences to make the contents more relatable and convincing.

Students' voices need to be heard with patience and their doubts and questions must be addressed in due time. Therefore, the alumni also focussed on strengthening the mentor system.

Lastly, they found that a fitting infrastructure may also be a significant factor to make the operant curriculum more lively and engaging.

### **Other suggestions:**

The proud alumni of GGV wanted to see their adored institution to a new height. They wished for a more green, peaceful and aesthetically presented campus of the university that can have a mark as a central university campus.

A residential campus for students has its own charm as well as benefits. Therefore, more affordable hostel facilities, especially for the Girls, were felt to be necessary. Basic facilities like proper sanitation, sufficient classroom, and drinking water were also suggested by the alumni.

The alumni suggested for easy conveyance and transportation facilities within the campus that makes the resources accessible and saves a lot of time and energy.

Subsidised bus facility in the city to campus is also thought to be helpful for the day scholars.

Any university campus today, not only exist physically, but exist at a globally connected virtual world. That part has become so essential in today's context that a campus without the internet access makes every student isolated and helpless. The alumni therefore, voiced for good internet facilities for the students across the campus. They also found scope of improvement in the online data management and upgradation during and post admission. Digital communication of various notifications should also be prioritised to make the university paperless.

The alumni felt that entrepreneurship initiatives should be encouraged and apprenticed right from the beginning of their graduate life. Better laboratory facilities can also mark a difference in the quality of academic life.

On part of teaching-learning, they suggested induction on better teaching methodologies, bilingual communication, better motivation and mentoring initiatives, ample scope of extra-curricular activities, internship and project based teaching-learning, hiring experts, and better student intake through a national level testing.

Interestingly the alumni also raised a requirement of various beyond the curriculum experiences including seminars and interactive sessions on spiritual and emotional aspects that can be helpful to save students from drug abuse, social media addiction, and help them to lead a meaningful and peaceful life.

## 5. EMPLOYERS' FEEDBACK

Very limited input from the various employers to the students of the university reflected a need of making curriculum industry linked, practical and hands on and include experiences of the in-use technologies as well as processes in the world of work.



PROF.A.S.RANADIVE



PROF. C. S. VAZALWAR



Dr. SAMBIT KUMAR PADHI



Dr. PAYEL BANERJEE



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