

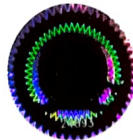


राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संग्ठान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
is pleased to declare the
International Institute for Population Sciences
(Deemed to be University u/s 3 of the USC Act, 1956)
Deonar, Mumbai, Maharashtra as
Accredited
with CGPA of 3.01 on four point scale
at A grade
valid up to February 07, 2027*

Date : February 08, 2022



S. C. Chaturvedi
Director

अन्तर्राष्ट्रीय जनसंख्या विज्ञान संस्थान (विश्वविद्यालय समतुल्य)*

स्वास्थ्य एवं परिवार कल्याण मंत्रालय, भारत सरकार का स्वायत्त संगठन
गोवन्दी स्टेशन रोड, देवनार, मुंबई - 400 088. भारत



(स्थापना / Established in 1956)

बेहतर भविष्य के लिए क्षमता निर्माण
Capacity Building for a Better Future

क्रम सं./Sr. No.: 19-20/

3423

International Institute for Population Sciences (Deemed University)*

An Autonomous Organization of Ministry of Health & Family Welfare, Govt. of India
Govandi Station Road, Deonar, Mumbai - 400 088. INDIA

Minutes of the meeting of the Internal Quality Assurance Cell (IQAC) of the Institute held on Saturday, December 16, 2021.

An in-person meeting of the Internal Quality Assurance Cell (IQAC) of the Institute was held on Thursday, December 16, 2021 at 04.30 pm in the Seminar Hall of the Institute. The following members were present:

Prof. K.S. James, Director & Senior Professor.....	Chairperson
Prof. D.P. Singh, TISS.....	Member
Dr. Sanjay Kumar, UNFPA.....	Member
Prof. Archana Roy.....	Member
Dr. Manoj Alagarajan.....	Member
Dr. Harihar Sahoo.....	Member
Dr. M.K. Kulkarni, Registrar.....	Member
Mr. Anjani Mishra, System Manager.....	Member
Dr. Praveen Kumar, Asst. Library & Information Officer	Member
Mr. Nandlal Mishra, General Secretary, Student Council.....	Member
Prof. R. Nagarajan, Co-ordinator, IQAC.....	Member

Prof. R.B. Bhagat and Mr. Aniket Chattopadhyay could not attend the meeting.

Prof. K.S. James, Director & Senior Professor welcomed all the members for the third meeting of the IQAC.

Agenda Item No. 1: Confirmation of the minutes of the meeting of the IQAC held on September 12, 2020.

The members of the IQAC confirmed the minutes of the previous meeting of the IQAC held on September 12, 2020 as circulated in the agenda papers.

Agenda Item No. 2: Presentation of Action Taken Report (ATR) on the minutes of the IQAC meeting held on September 12, 2020.

IQAC Coordinator presented the Action Taken Report of the IQAC meeting held on September 12, 2020 and the members of the IQAC noted the ATR as circulated in the agenda papers.

Agenda Item No. 3: To note the pre-qualification of IIPS for the NAAC Accreditation process.

The IQAC Co-ordinator explained the process followed at IIPS for assessment and accreditation of the NAAC, to the members. He informed the members that the NAAC has prequalified the IIPS for assessment and accreditation based on (a) Self Study Report submitted by the Institute, and (b) Data Verification and Validation (DVV) process completed by the NAAC (for the convenience of the members, the Self Study Report of the IIPS available in the NAAC website was circulated along with the agenda papers). IQAC Co-ordinator further informed that the NAAC Peer Team may visit the Institute in the month of February 2022 to complete the assessment and accreditation process.

अन्तर्राष्ट्रीय जनसंख्या विज्ञान संस्थान (विश्वविद्यालय समतुल्य)*

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क्रम सं./Sr. No.: 19-20/

3421

International Institute for Population Sciences (Deemed University)*

An Autonomous Organization of Ministry of Health & Family Welfare, Govt. of India
Govandi Station Road, Deonar, Mumbai - 400 088. INDIA

Agenda Item No. 4: To note the "Report of the Committee to Restructure the Academic Departments and Suggest Improvement in Research/Teaching/Training Quality" approved by the Ministry of Health and Family Welfare (MoHFW), Government of India.

Dr. K.S. James, Director and Senior Professor, informed the IQAC members about the background for the constitution of the above-mentioned committee by MoHFW, its terms of reference, strategies adopted by the committee for restructuring, necessity for restructuring the existing departments and teaching programme at IIPS and its rationale, and the major recommendations of the committee. He has highlighted the following major recommendations of the Committee to the IQAC members: (a) changes in the existing departments, (b) addition of new departments, (c) faculty strength in each department, (d) new research centres, (e) provisions made for appointing visiting faculty, and (f) student exchange programmes. Director and Senior Professor also informed the members that, as per the recommendation of the Committee, the Institute has already restructured the departments and set up the two new research centres (Centre of Demography of Gender and Centre for Ageing Studies). Members of IQAC welcomed the restructuring initiatives of the Institute and the recommendations of the Committee.

Agenda Item No. 5: To note the report of the Committee submitted to the Ministry regarding the "Short, Medium and Long-term Implications and the Ways to Address Them in Line with the New Education Policy (2020) for IIPS, Mumbai".

As the Government of India has adopted the National Education Policy (NEP) 2020, every Institution has to adopt the recommendation of the national policy in due course of time. Dr. K.S. James, Director and Senior Professor, informed the IQAC members about the constitution of the above-mentioned Committee by the MoHFW and the report submitted by the Committee to the MoHFW. He highlighted the following important recommendations contained in the report to the members of IQAC: (a) transforming IIPS into a large multidisciplinary university with enrolment of at least 3000 students in a phased manner; (b) launching undergraduate programmes; (c) moving IIPS towards a large multidisciplinary university; (d) reconfiguration of curricular and pedagogical structure; (e) introducing flexible designs of Master's degree programmes; (f) developing IIPS as a research-intensive university; (g) promoting holistic education; (h) preparing professionals in cutting edge areas; (i) undertaking research and teaching in population ageing and health; (j) setting up advanced programme of study on data analytics; etc. The members of the IQAC appreciated the initiatives taken by the MoHFW and IIPS for preparing the road map for adopting the recommendations of the NEP (2020) in a phased manner.

Agenda Item No. 6: Suggestions of Alumni during the "Global Alumni Meet of the IIPS" held in the month of September 2021 on "Improving the Curriculum on Population Studies" and "Involvement of Alumni in Academic Activities".

Improving the Curriculum on Population Studies: Prof. Archana Roy presented the important suggestions emerging from the panel discussion of the distinguished alumni of IIPS on "Improving the Curriculum of Population Studies". The suggestions are as follows: (a) bridging the gap in technical and substantive aspects of demography; (b) preparing outcome-based syllabus rather than output based; (c) specifying the level of knowledge, skill and competence required while preparing the curriculum; (d) involving students

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क्रम सं./Sr. No.: 19-20/ 3422

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in the development and evaluation of the curriculum; (e) comparing the curriculum of similar programmes offered elsewhere at international level; (f) carrying out demand and supply analysis of degrees provided at IIPS; (g) encouraging a pedagogy with more student engagement and learning by practice; (h) analyzing the new skill requirements for the courses and competitors for IIPS courses; and (i) developing communication and presentation skills among students.

Involvement of Alumni in Academic Activities: Prof. Archana also summarised another panel discussion on *Involvement of Alumni in Academic Activities* of the IIPS. The panel consisted of senior alumni from India and abroad. The suggestions emerged from the panel discussion are given below: (a) involving alumni of the Institute in niche areas of teaching; (b) taking help from alumni for improving the teaching methodology at the institute; (c) engaging alumni for online classes in regular and distance learning courses; (d) approaching the alumni for internship and employment of opportunities for current students; (e) approaching the alumni for support and guidance of the current students of the institute for higher studies in foreign universities; and (f) involving with alumni for international research collaborations for increasing the Institute's visibility.

The members of the IQAC noted the suggestions of the alumni and felt that the Institute should consider the suggestions wherever feasible and should engage with the alumni on a continuous basis for the mutual benefit. IQAC members also felt that IIPS should make use of its alumni spread across the continents for its academic activities.

Agenda Item No. 7: Introduction of Value-Added Courses (VACs) in the master's programmes of the Institute.

The IQAC Co-ordinator informed the members about necessity for introduction of the value-added (VACs) courses for the students of master's programmes of IIPS as per the guidelines of UGC and NAAC. The objectives of introducing the VACs is to help the students in understanding the expectations of industry, improve employability skills, bridge the skill gaps, and develop inter-disciplinary skills. VACs are the courses of 30-hour duration (60% theory and 40% practical or 50% each of theory and practical) which are optional and offered outside the curriculum that add value and help students in getting placement. After deliberating the UGC/NAAC requirements for VACs and its benefits, the members of the IQAC recommended as follows: (a) IIPS should introduce the VACs from the next academic year in its master's programmes; (b) syllabus and guidelines for the VACs may be developed and placed before the Board of Studies and Academic Council for their consideration and approval; (c) the VACs should supplement the student's skills in the areas (which are closer to the field of demography, public health, bio-statistics, etc.) such as data analytics, data visualization, visual analytics, monitoring and evaluation, etc; and (d) VACs may be conducted beyond the regular class hours in the evening/weekends.

The meeting ended with a vote of thanks to the Chair.

(Prof. K.S. James)
Director & Senior Professor

(Prof. R. Nagarajan)
IQAC Coordinator

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विज्ञान संस्थान
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क्रम सं./Sr. No.: 19-20/ 2684
International Institute for
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An Autonomous Organization of Ministry of Health & Family Welfare, Govt. of India
Govandi Station Road, Deonar, Mumbai - 400 088. INDIA

Minutes of the meeting of the Internal Quality Assurance Cell (IQAC) of the Institute held on Saturday, September 12, 2020.

An Online meeting of the Internal Quality Assurance Cell (IQAC) of the Institute was held on Saturday, September 12, 2020 at 11.30 am through the Webex platform. The following members were present:

Prof. K.S. James, Director & Senior Professor.....	Chairperson
Prof. D.P. Singh, TISS.....	Member
Dr. Sanjay Kumar, UNFPA.....	Member
Prof. Archana Roy.....	Member
Dr. Manoj Alagarajan.....	Member
Dr. Harihar Sahoo.....	Member
Dr. M.K. Kulkarni, Registrar.....	Member
Mr. Anjani Mishra, System Manager.....	Member
Dr. Praveen Kumar, Asst. Library & Information Officer	Member
Prof. R. Nagarajan, Co-ordinator, IQAC.....	Member
Dr. M.P. Rajan.....	Invitee

Prof. Bhagat, Mr. Aniket Chattopadhyay and Mr. Nandlal Mishra could not attend the meeting.

Prof. K.S. James, Director & Senior Professor welcomed all the members for the second meeting of the IQAC and explained the action taken on the minutes of the previous meeting held on 01.10.2019.

- Status of application of IIPS with NAAC:** Director informed about the two stage application procedure involved in NAAC accreditation and informed that IIPS has applied for Institutional Information for Quality Assessment (IIQA) for the NAAC accreditation in the month of February 2020 and NAAC has approved the IIQA on 20th March 2020 (just before the Covid-19 lockdown). He further informed that, due to lockdown, the second stage procedure i.e., to upload the Self Study Report (SSR) is delayed. As per NAAC notification, it has been informed that the timeline to upload the SSR is extended for a period of 3 months after the normal academic activities resume as per the Government/University notification.
- Preparation of IIPS for the submission of Self Study Report (SSR) to NAAC:** Director has informed the members about the preparation of IIPS for the submission of SSR to NAAC. Dr. Harihar Sahoo has informed about the data collected from all the Departments/Sections/Cells for the SSR for the last five years. Subsequently, Director invited Dr. Rajan to make a presentation about the components of SSR. Dr. Rajan has made a detailed presentation about the various domains/aspects of SSR, quantitative and qualitative metrics involved in accreditation and weightages given for different components of SSR. After the thorough discussion on the presentation made by Dr. Rajan, IQAC has decided to make separate Committees for each component of the SSR for the preparation and finalization of the components of SSR.

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क्रम सं./Sr. No.: 19-20/ 2685

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3. **Prevention of Plagiarism:** IQAC has discussed about the modalities for the prevention of plagiarism and decided to assign the task of checking the dissertations to the Library of the Institute. Henceforth, all the dissertation submitted by the Ph.D students will be sent to the Library and the Librarian will issue the certificate to the students as per the permissible UGC norms for plagiarism.
4. **Quality issues in online teaching:** IQAC has discussed about the quality issues involved in online teaching and decided to adopt the following methods to enhance the quality: conducting extra/remedial classes for the needy students; using online quiz in the classes; giving written assignments to the students; making the video recording of the lectures available to the students in Moodle platform; and providing the power point presentation used by the teachers in the Moodle platform. It was also suggested that Institute also may evolve mechanism to further enhance the quality of research projects.

The meeting ended with a vote of thanks to the Chair.

R. Nagarajan

Prof. R. Nagarajan
IQAC Coordinator

Ommy

Director & Senior Professor

International Institute for Population Sciences

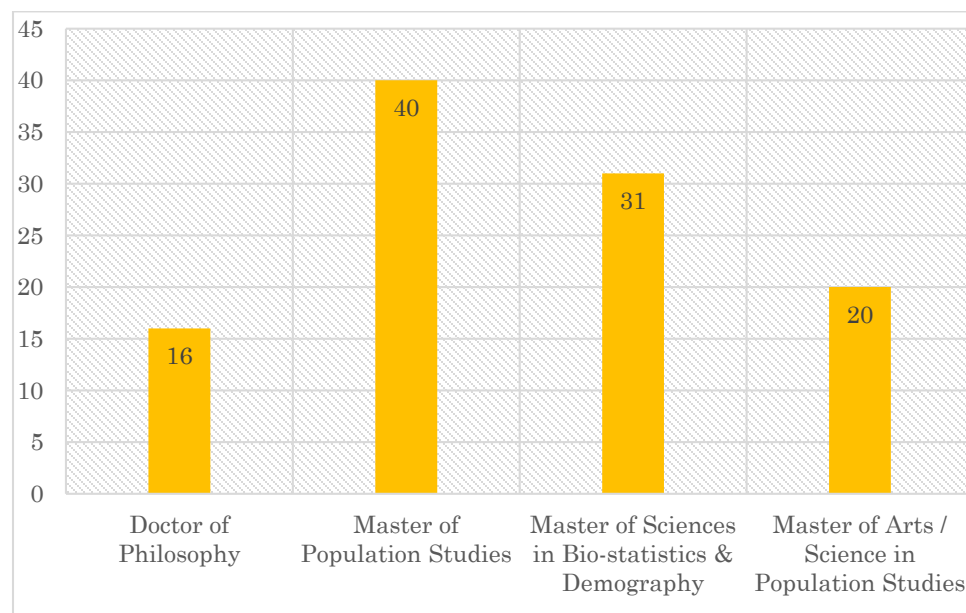
Student Satisfaction Survey 2021-22



Introduction

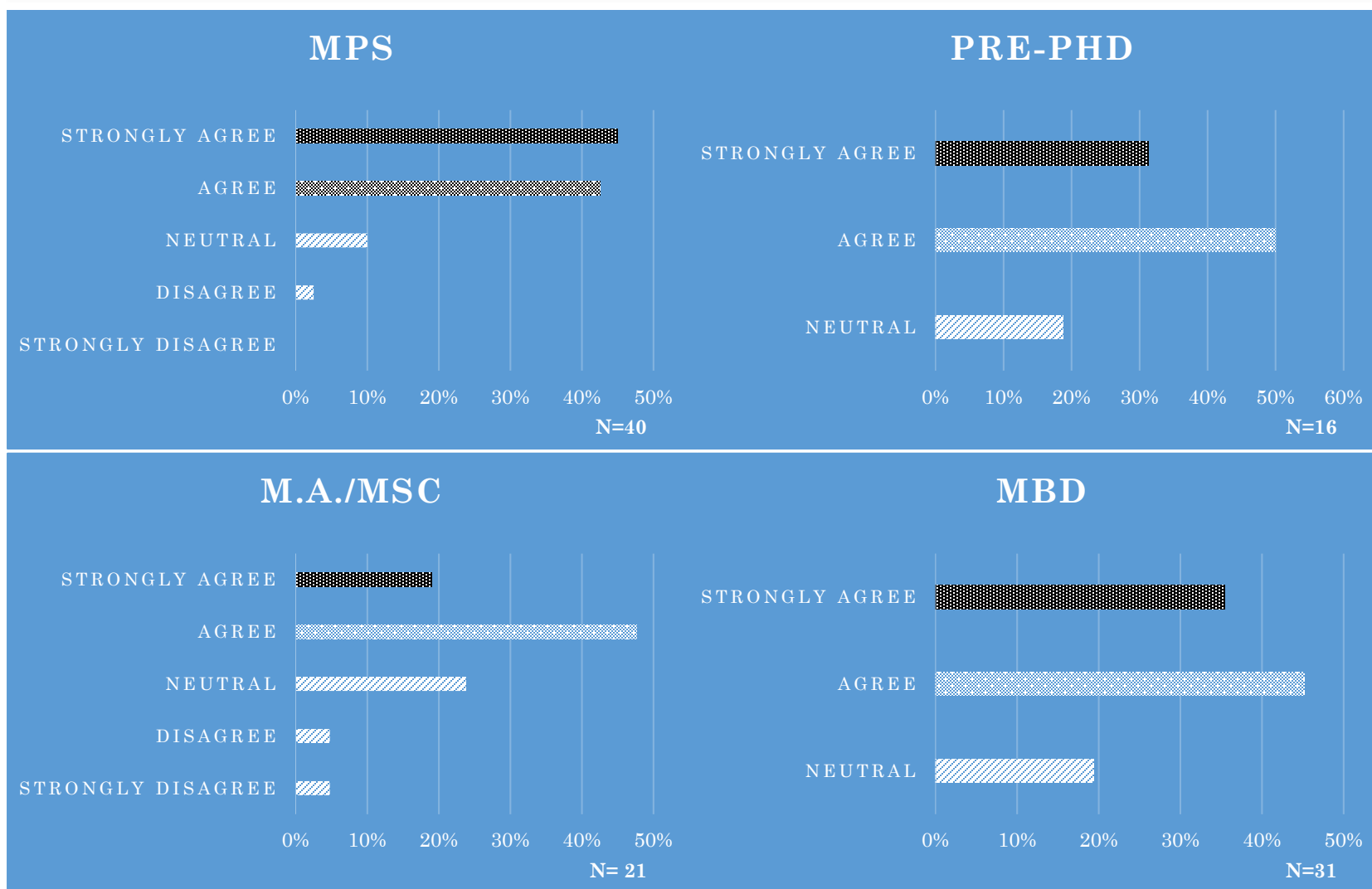
Student Satisfaction Survey (SSS) was conducted in the months of April and May 2022. The SSS questionnaire was administered online using google form. All the outgoing/graduating students during 2021-22 were emailed an invitation to participate in this online survey. Participation was voluntary and respondents were ensured confidentiality. Response from students enrolled in M.A./MSc, MBD, MPS and Pre-Ph.D. were taken. In total 107 students responded to the survey. The major components of the SSS were relating to:

- Curriculum, coverage of syllabus
- Teachers' method and approach of teaching, internal evaluation process
- Exposure and opportunities provided by the institute
- Exposure to soft skills, life skills and employability skills
- Student centric methods of learning, extracurricular activities, use of ICT in teaching
- Overall satisfaction about teaching-learning process



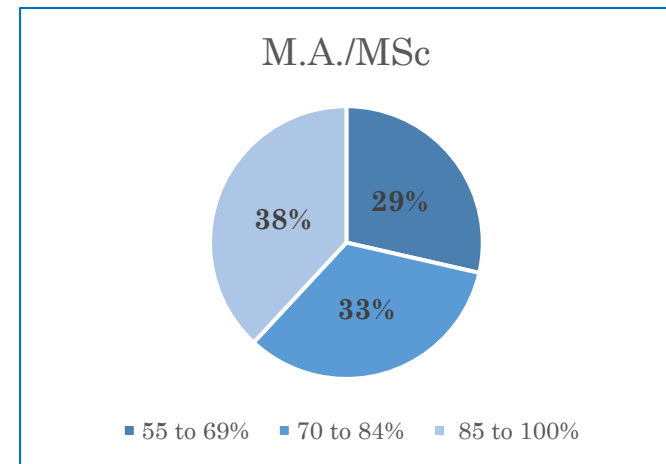
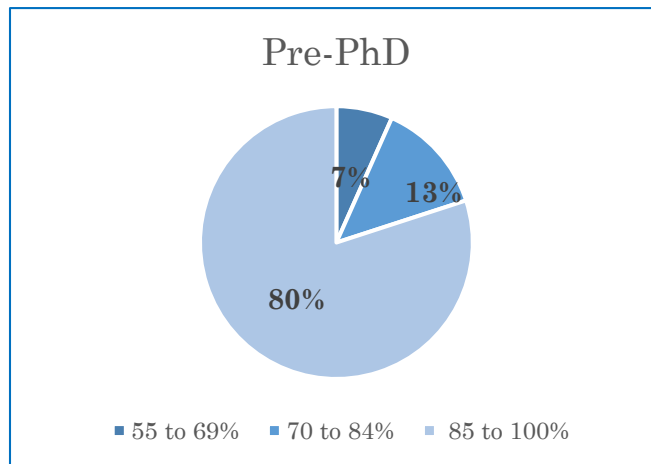
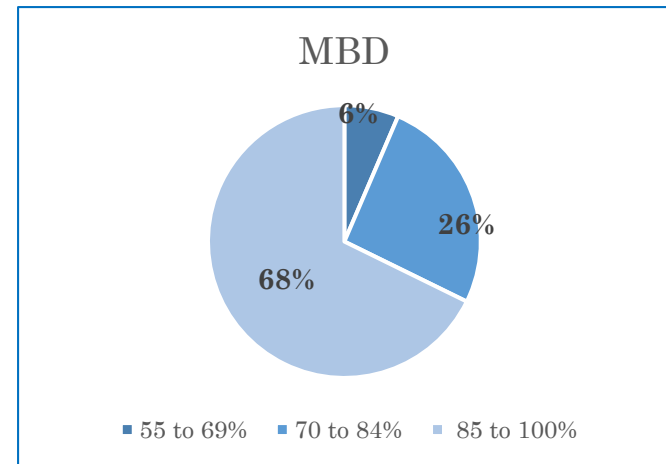
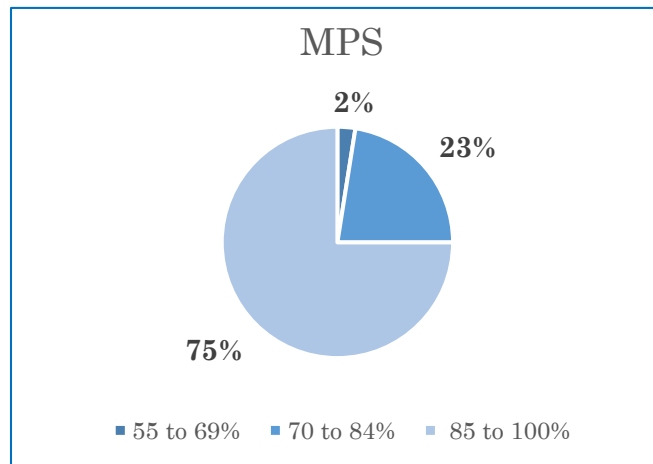
Number of students who responded to the survey

The overall quality of teaching-learning process in the Institute is very good?



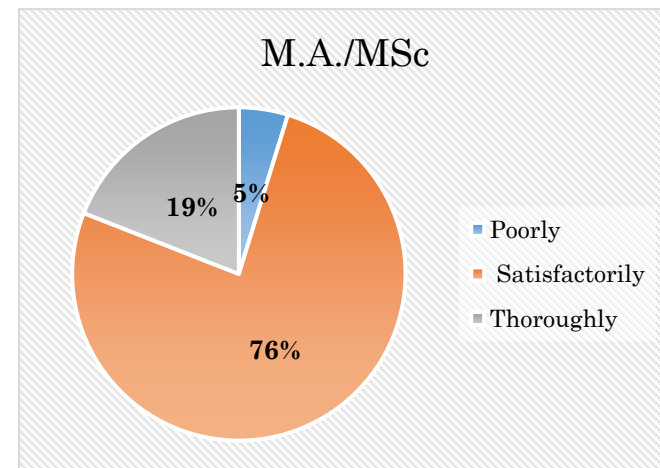
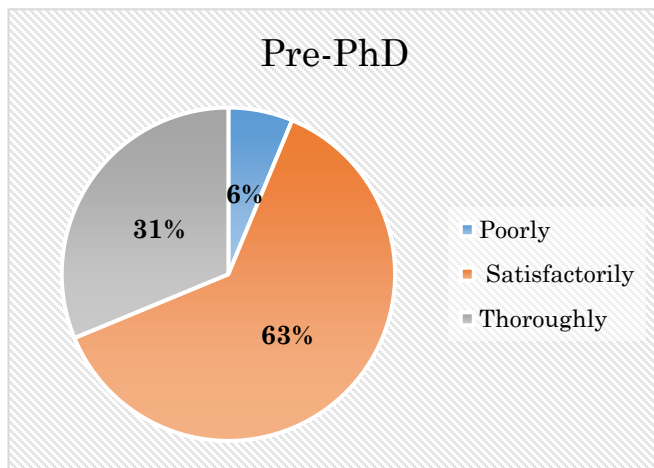
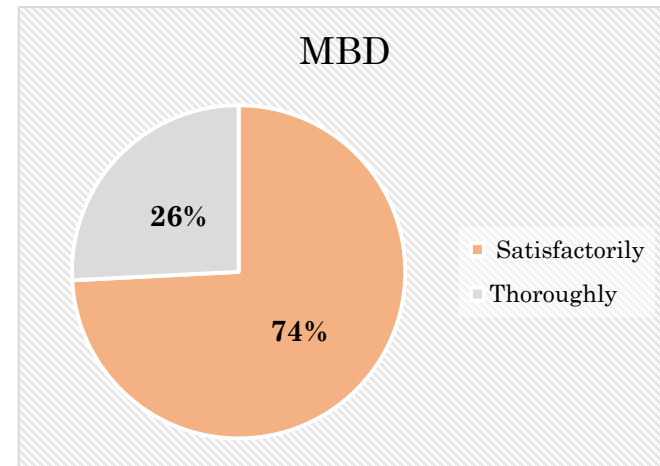
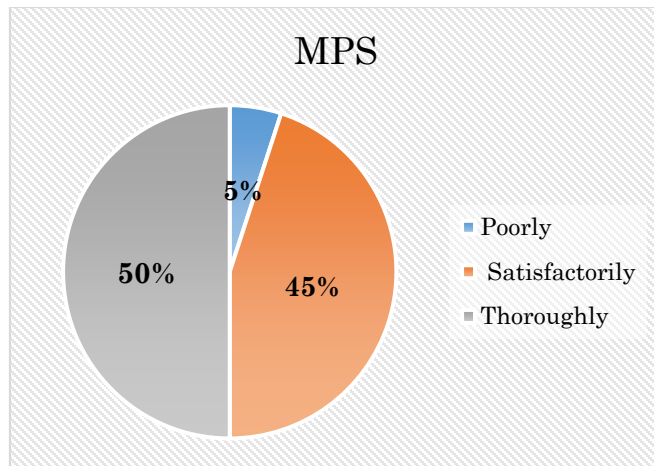
Majority of the students in all the courses either strongly agree or agree that the overall quality of teaching-learning process is good in the Institute.

How much of the syllabus was covered in the class?



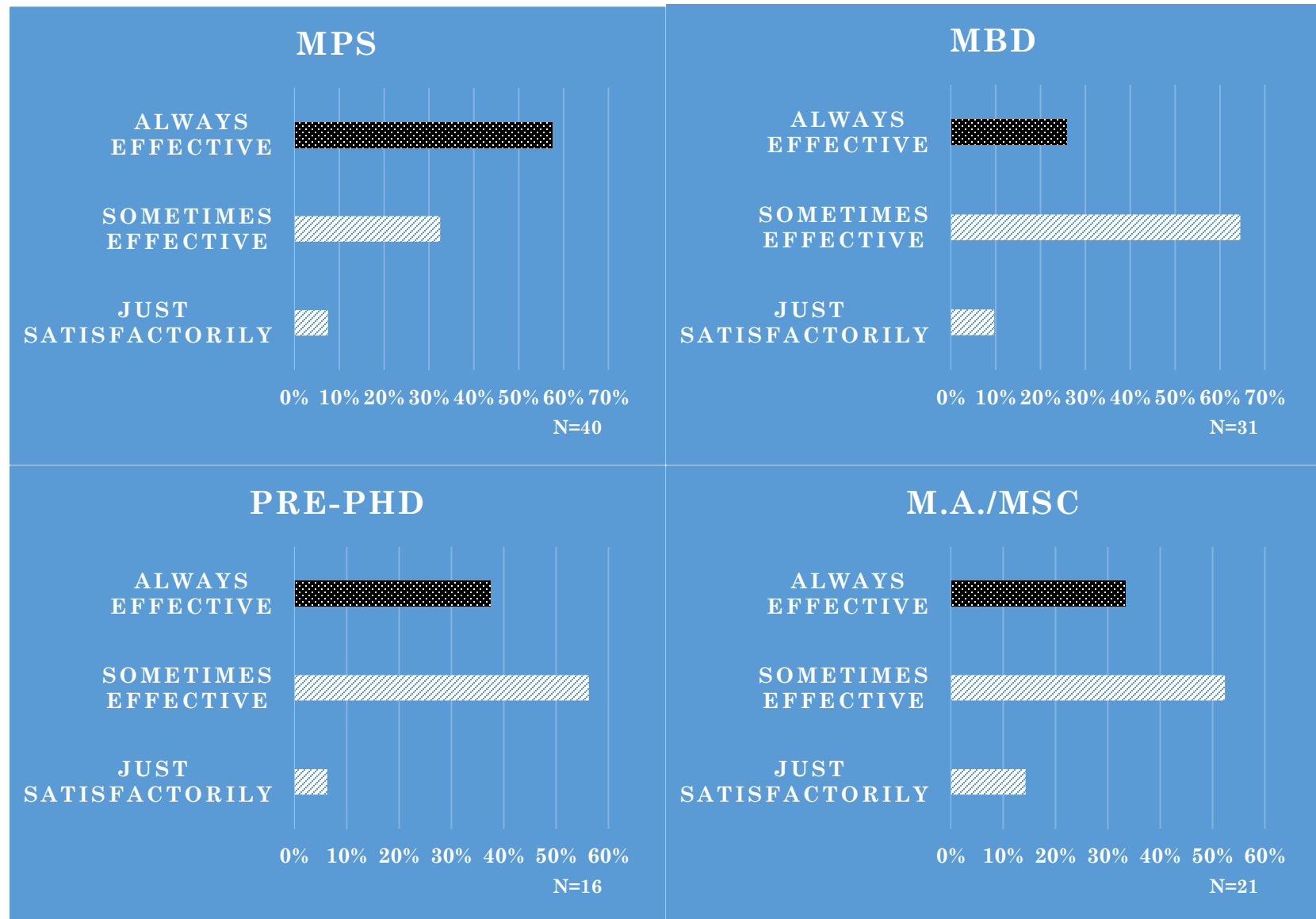
75% MPS students, 68% MBD students and 80 percent pre-Ph.D. students felt that 85-100 percent of syllabus was covered in the class. The M.A./M.Sc. Students gave mixed response and only 38 percent felt that 85-100 percent syllabus was covered in the class.

How well did the teachers prepare for the classes?



More than 50 per cent MPS students felt that the teachers were thoroughly prepared for the class. Majority students in other courses like MBD, Pre-Ph.D. and MA/M.Sc. felt that teachers were satisfactorily prepared for the class.

How well the teacher was able to communicate?

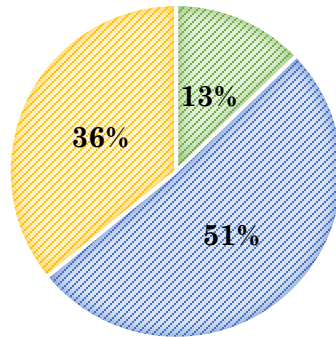


Majority MPS students felt that teachers' communication was always effective. Students enrolled in other courses felt that the teachers' communication were sometimes effective.

The teachers approach to teaching can be best described as

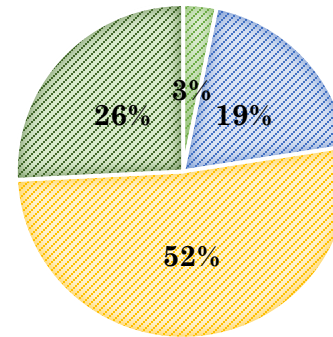
MPS

■ Good ■ Very good ■ Excellent



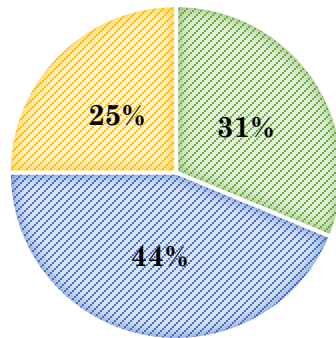
MBD

■ Fair ■ Good ■ Very good ■ Excellent



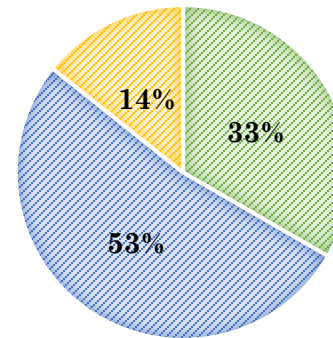
PRE-PHD

■ Good ■ Very good ■ Excellent



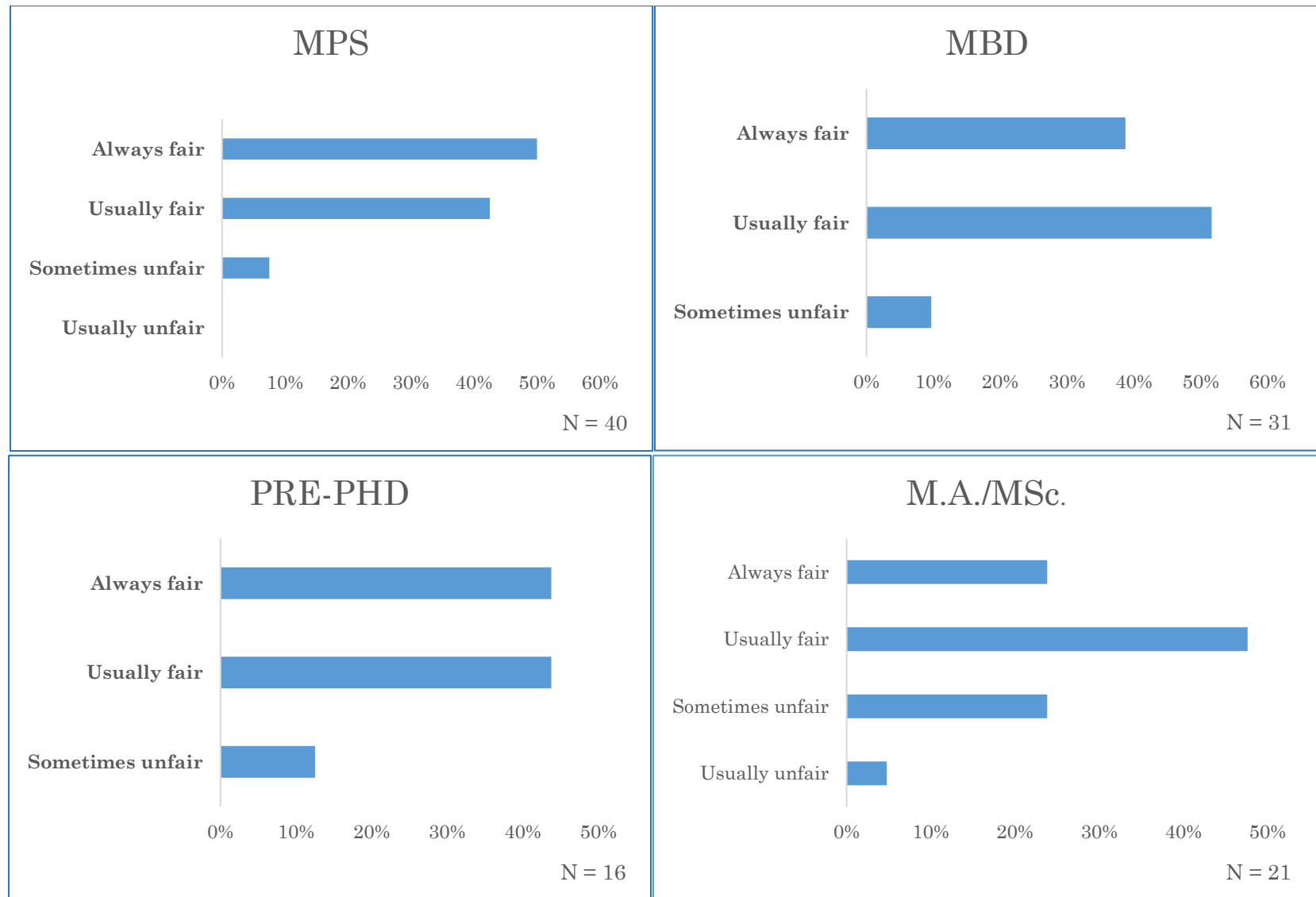
M.A./MSC

■ Good ■ Very good ■ Excellent



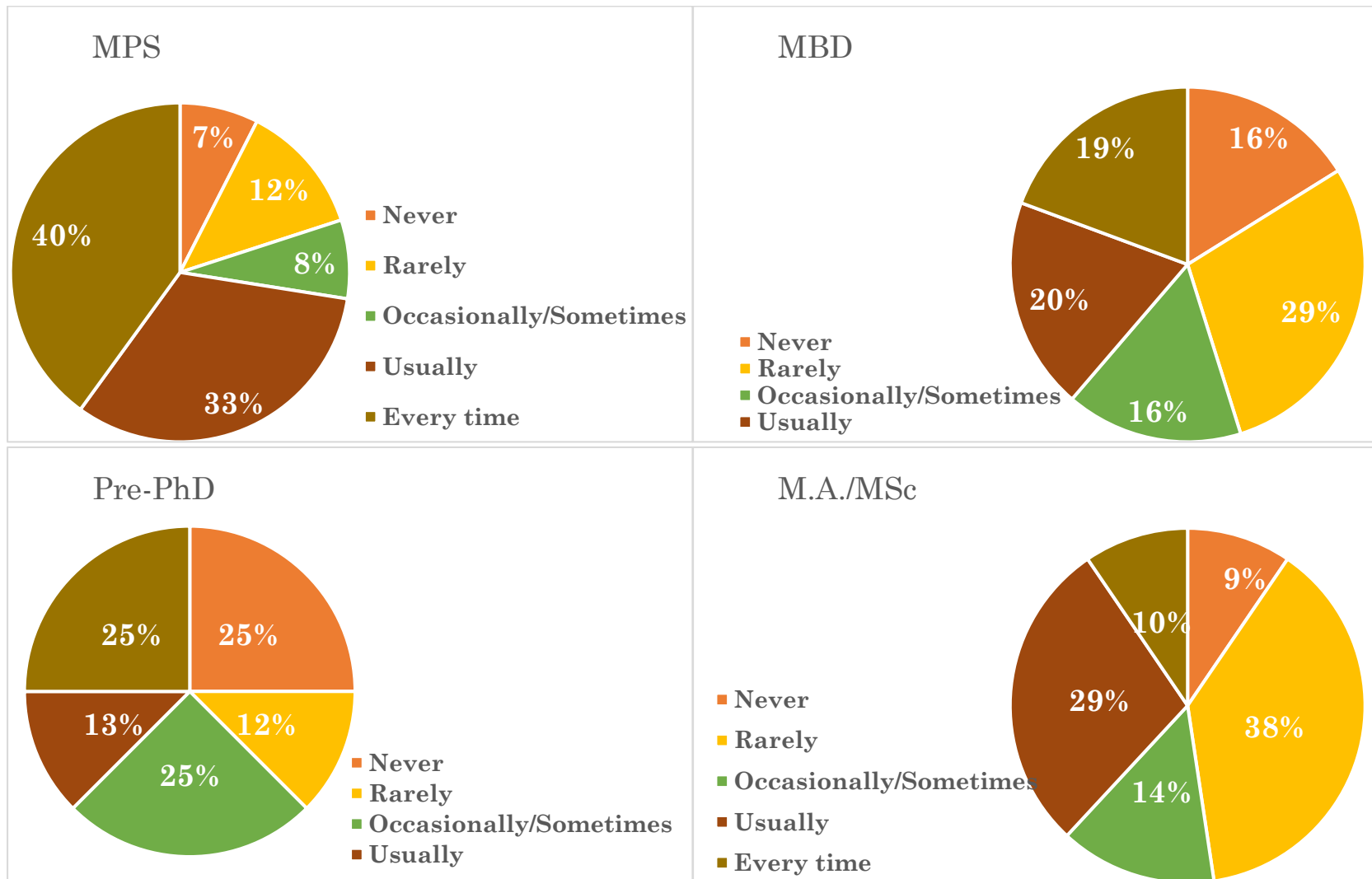
- Nearly half of the students enrolled in all the courses felt that the teachers approach to teaching was very good.
- Nearly 36 percent MPS students also felt that the teachers approach to teaching was excellent.

Fairness of the internal evaluation process by the teacher



Majority of the students felt that the teachers were always/usually fair in their internal evaluation process.

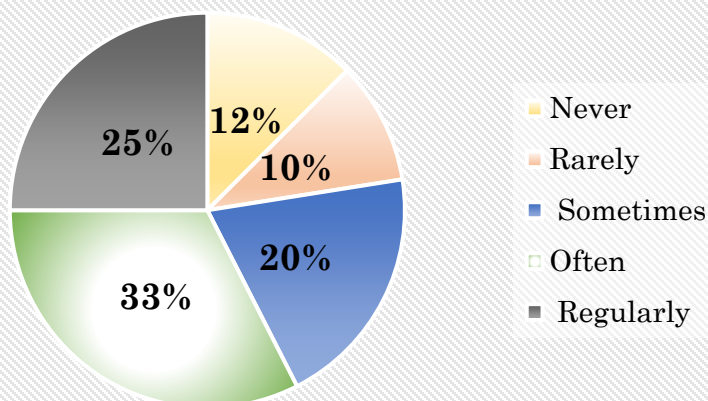
Was the performance in assignments discussed with you?



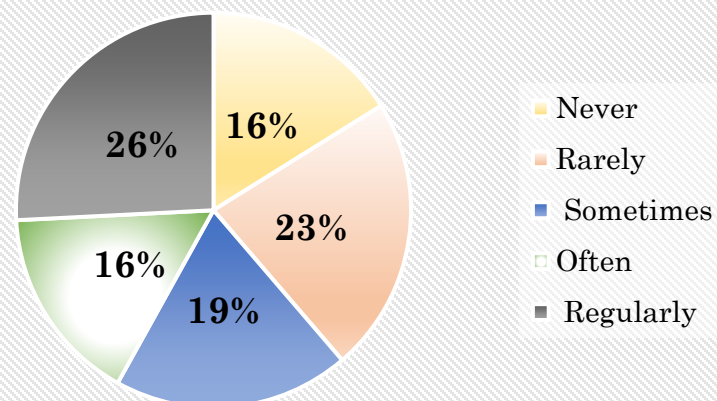
One third MPS students felt that their performance was discussed every time
 Majority of students in M.A./M.Sc. felt that their performance was rarely discussed.

The Institute takes active interest in promoting internship, students exchange, field-visit opportunities for students

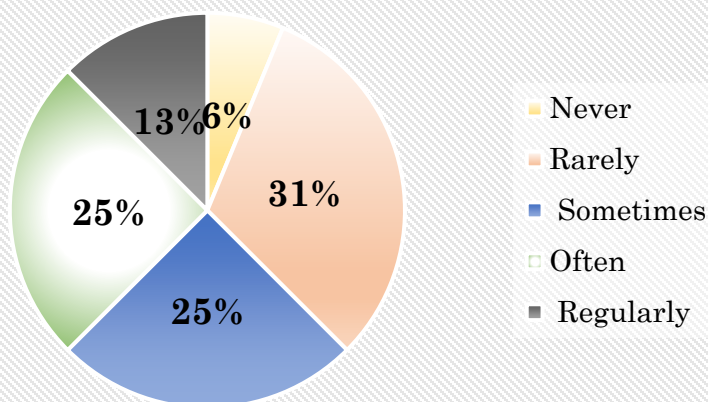
MPS



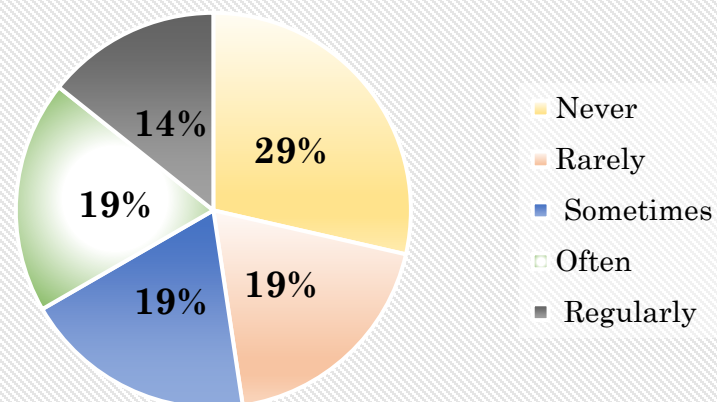
MBD



Pre-PhD



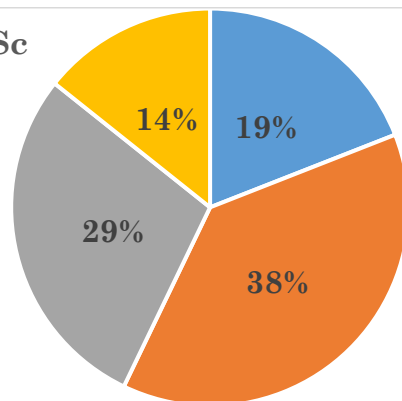
M.A./MSc



MPS students felt that the institution often/regularly took initiatives such as internships, field visit and exchange programme. M.A./MSc and MBD students seem more dissatisfied by the initiative of the Institute.

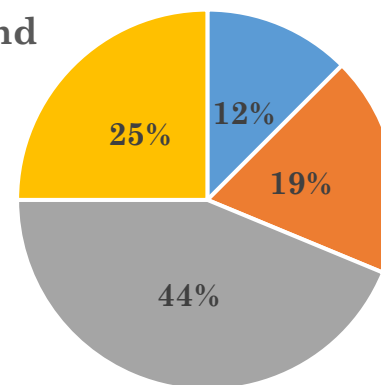
The teaching and mentoring process in the Institute facilitates cognitive, social and emotional growth.

M.A./MSc



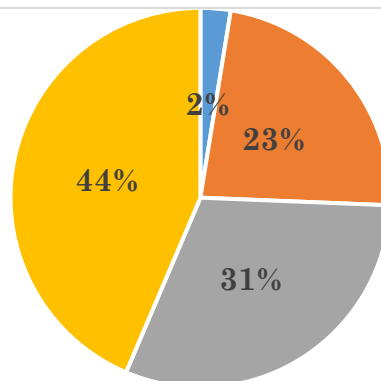
■ Marginally ■ Moderately ■ Very well ■ Significantly

Pre-Phd



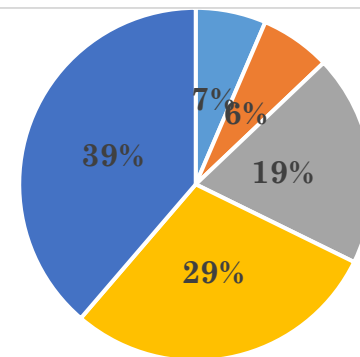
■ Marginally ■ Moderately ■ Very well ■ Significantly

MPS



■ Marginally ■ Moderately
■ Very well ■ Significantly

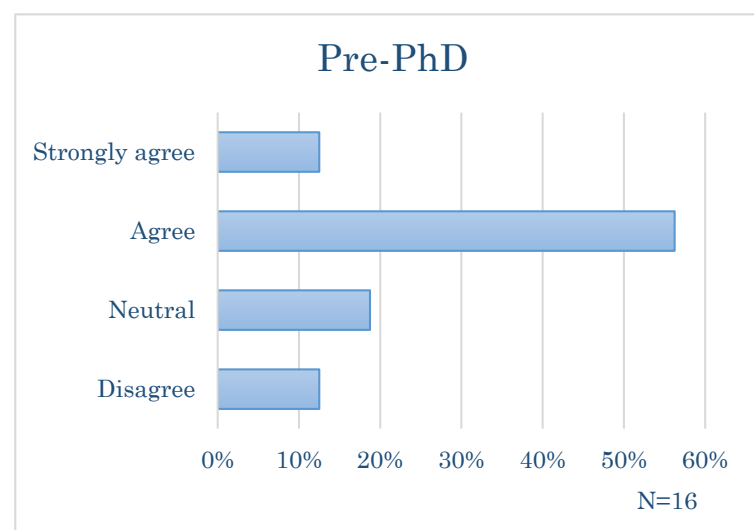
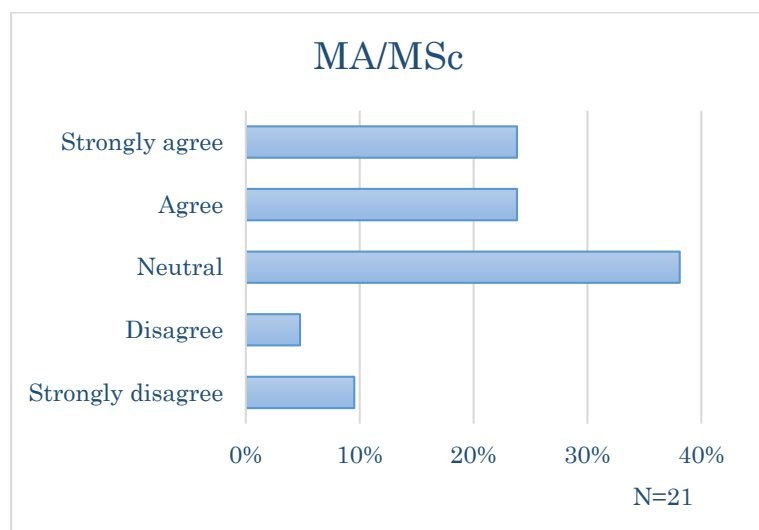
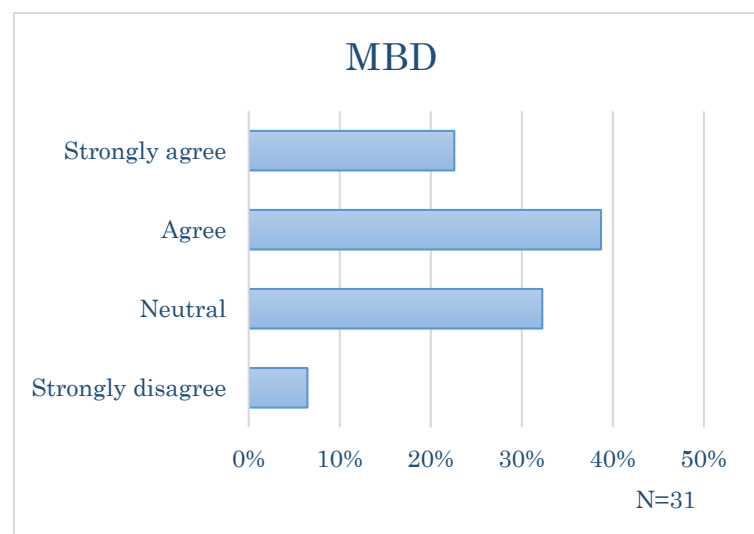
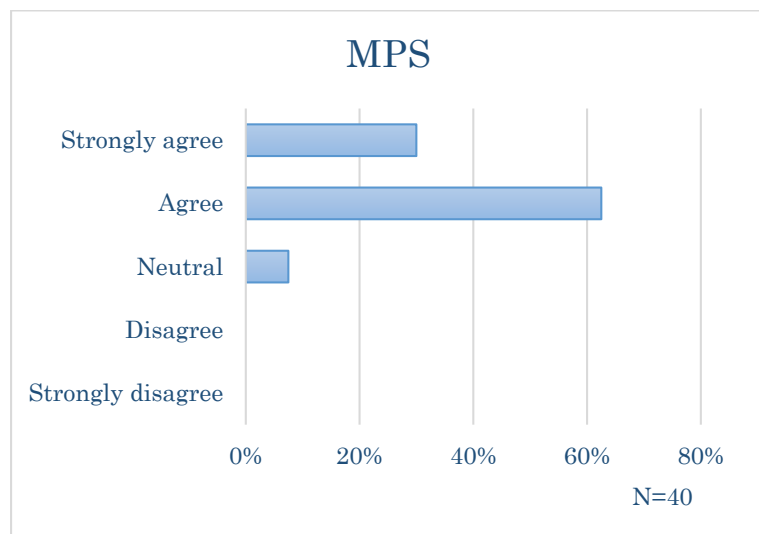
MBD



■ Not at all ■ Marginally ■ Moderately
■ Very well ■ Significantly

High Percentage of MBD (39%) students felt that the teaching and mentoring process in IIPS significantly facilitates in cognitive, social and emotional growth.

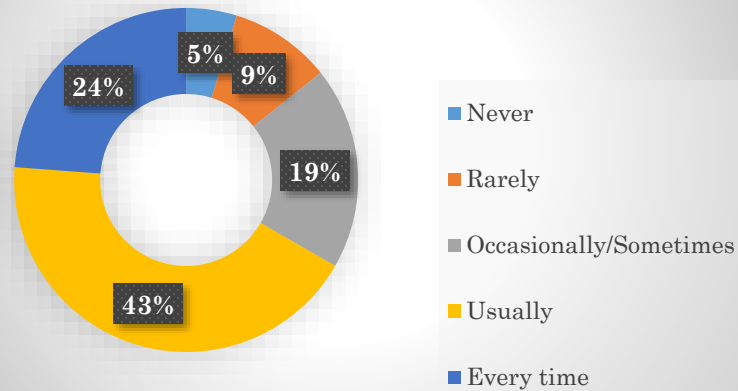
The Institute provides multiple opportunities to learn and grow



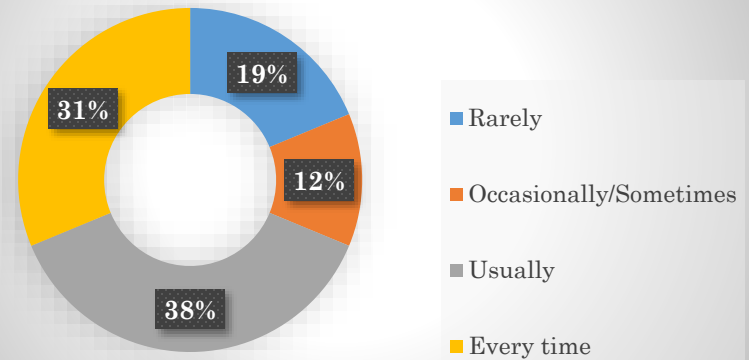
Ninety percent of MPS students and 70% per cent of Pre-PhD students either strongly agree or agree that the Institute provides multiple opportunities to learn and grow. Satisfaction is less among MA/MSc students.

Teachers inform the students about their expected competencies, course outcomes and programme outcomes.

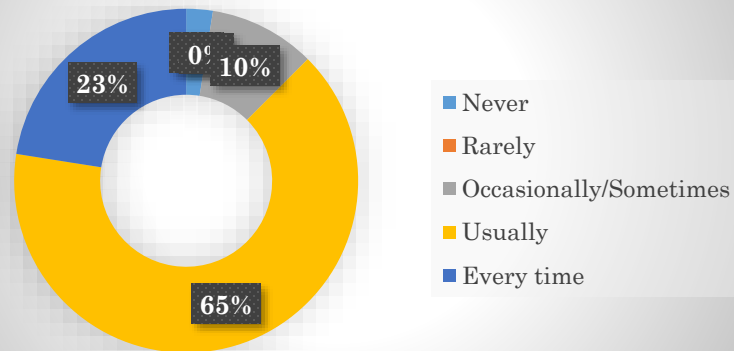
M.A./MSc



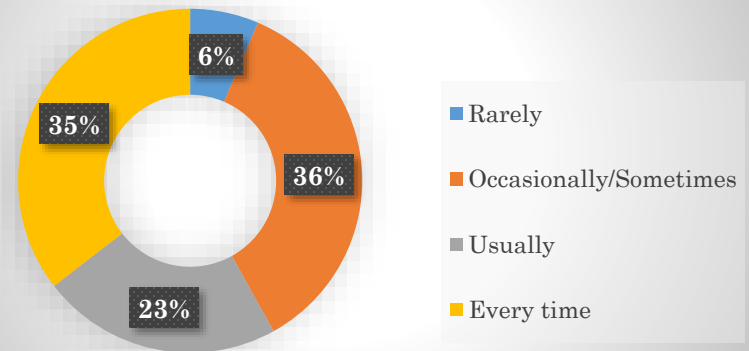
Pre-PhD



MPS

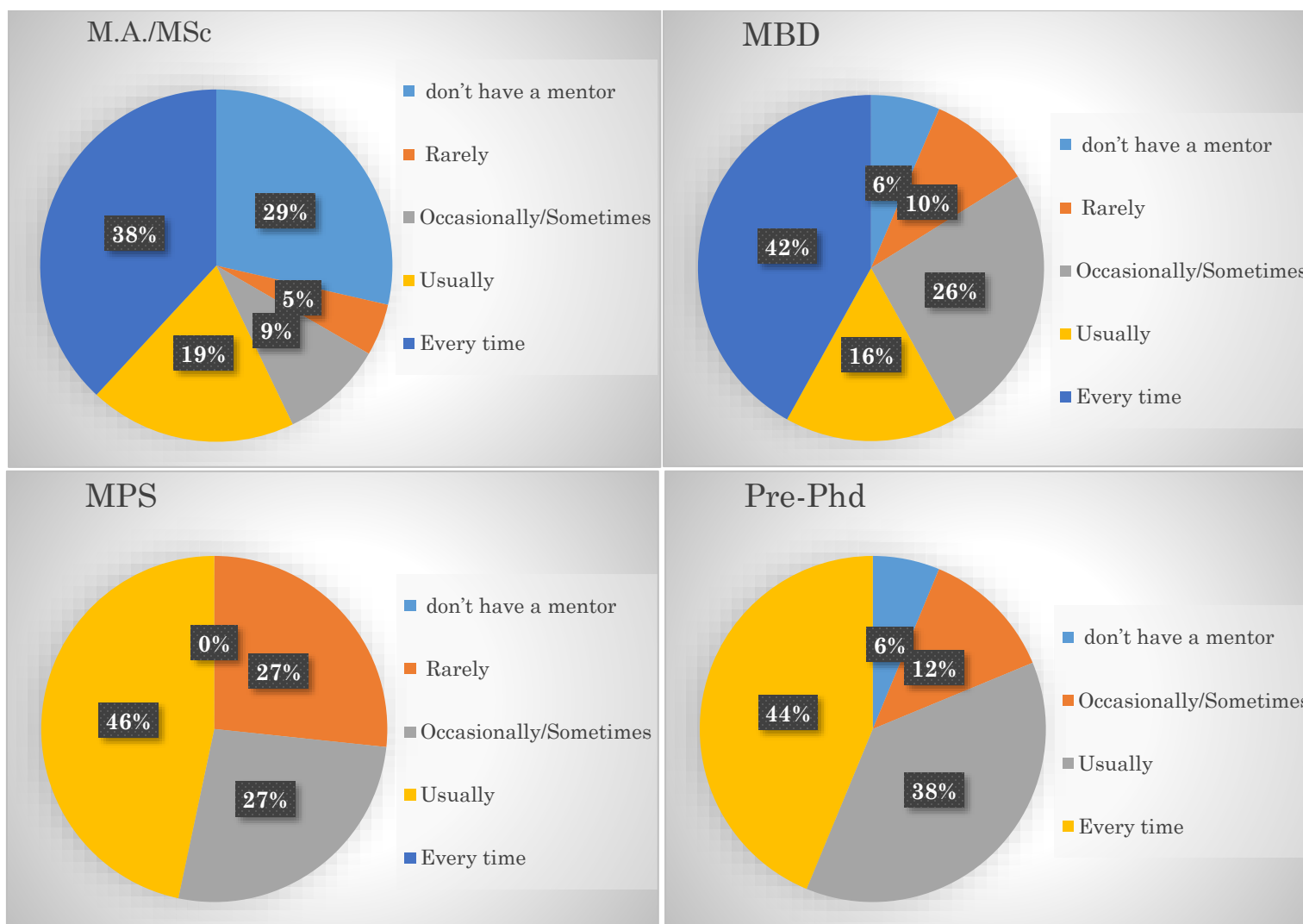


MBD



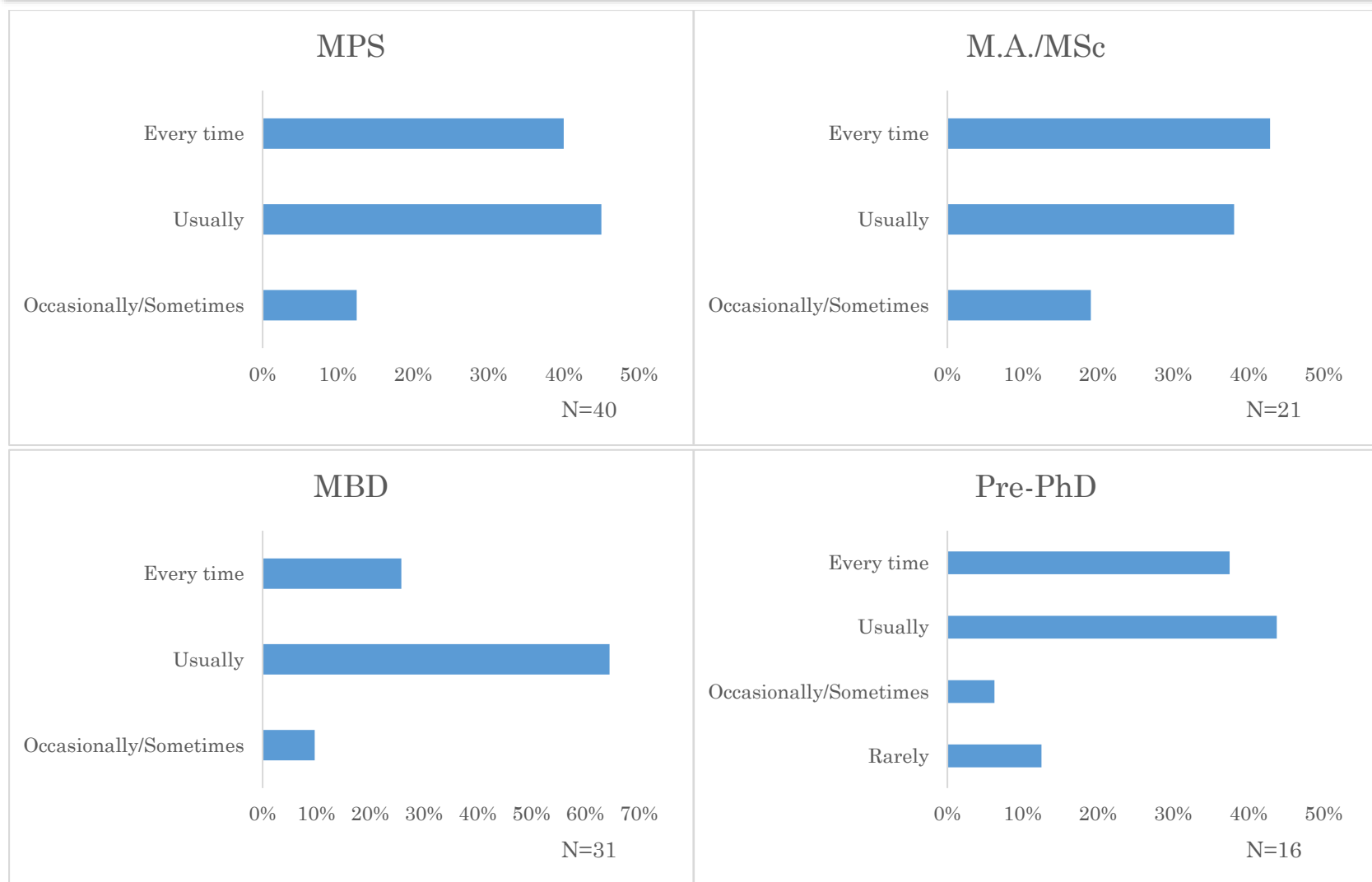
High percentage of MPs students (65%) followed by M.A./MSc students felt that teachers informed them about the expected competencies, course outcomes and programme outcomes.

Your mentor does a necessary follow-up with an assigned task to you.



Majority students in MPS, M.A./M.Sc. and Pre-Ph.D. felt that teacher every time/usually does a necessary follow-up with as assigned task.

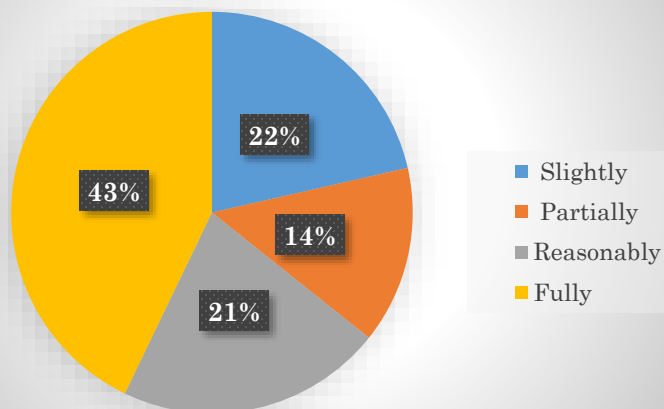
The teachers illustrate the concepts through examples and applications.



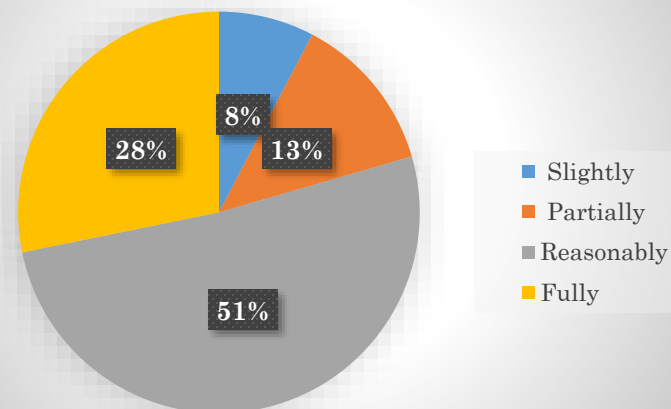
Majority students in MPS, M.A./M.Sc. and Pre-Ph.D. felt that teacher every time/usually illustrate the concepts through examples and applications

The teachers identify your strengths and encourage you with providing right level of challenges.

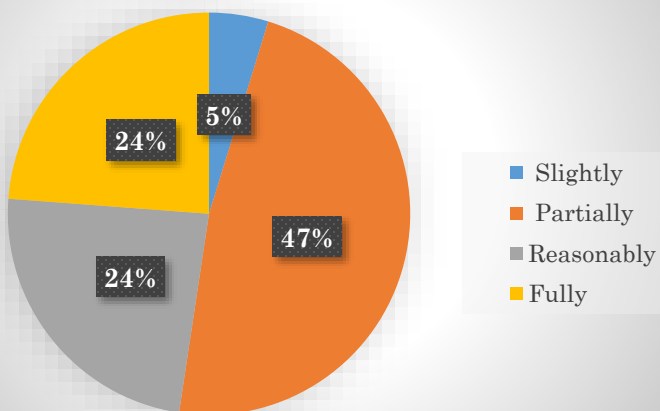
Pre-PhD



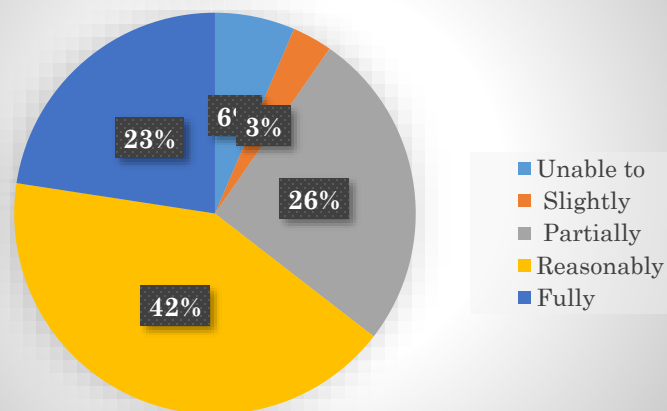
MPS



M.A./MSc



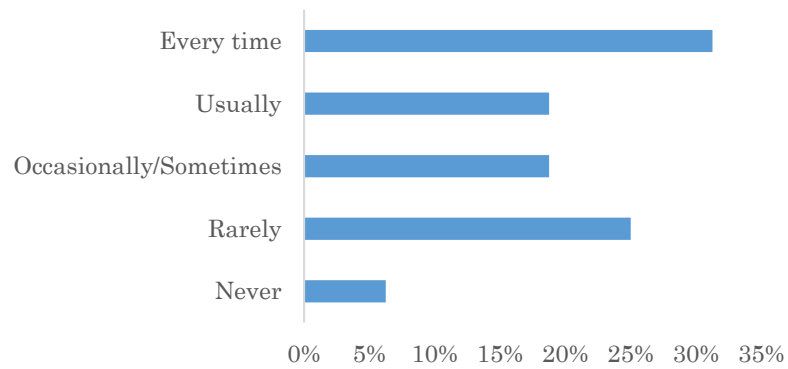
MBD



Majority of Pre-Phd students felt that teachers fully identified their strengths and encouraged them to provide right level of challenges

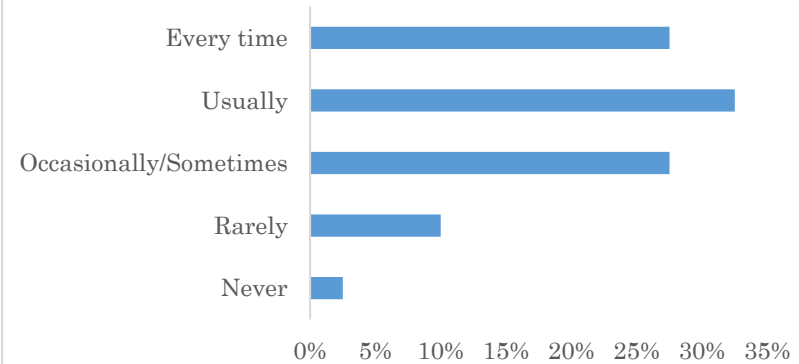
Teachers are able to identify your weaknesses and help you to overcome them

Pre-PhD



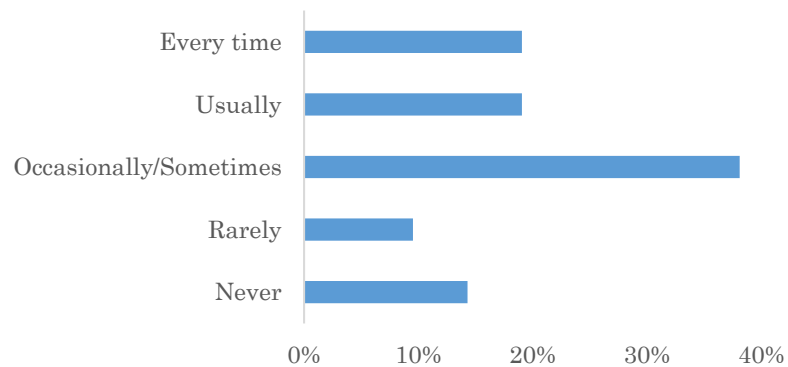
N=16

MPS



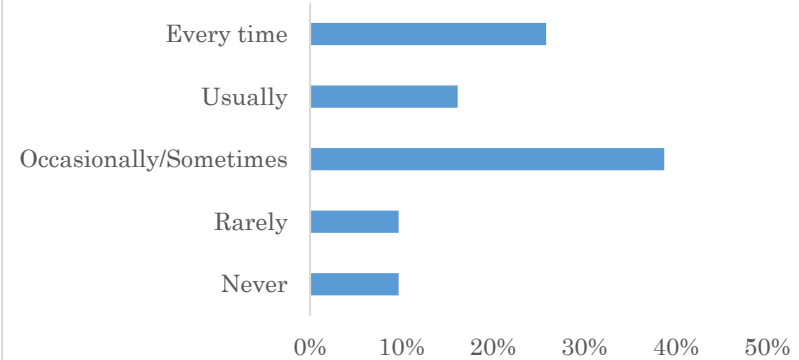
N=40

M.A./MSc



N=21

MBD

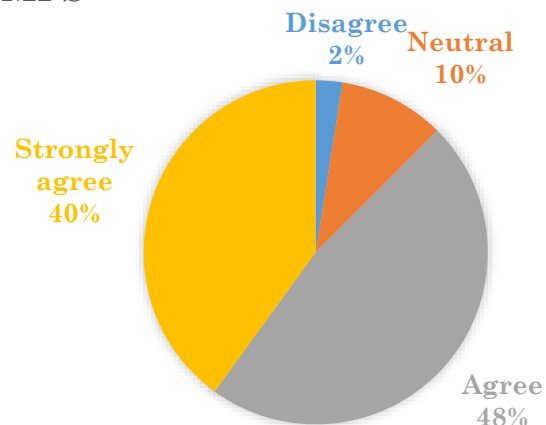


N=31

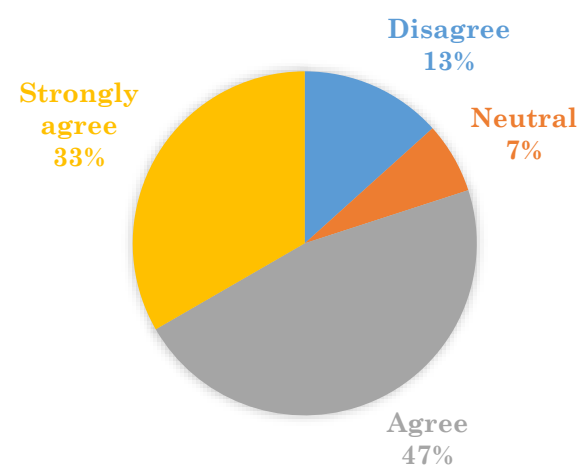
More than 30% Pre-Ph.D. students felt that teachers are able to identify their weakness and strengths and help them to overcome it.

The Institute makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

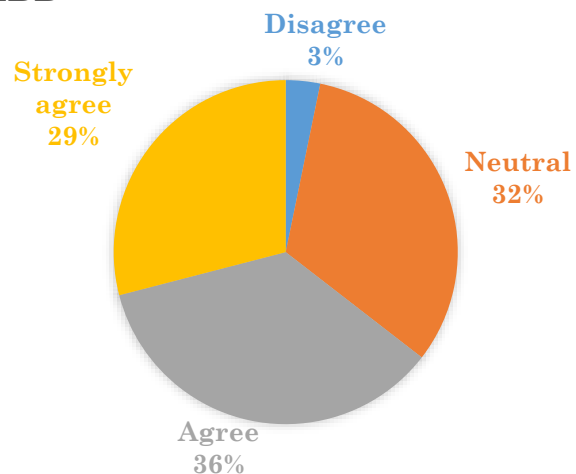
MPS



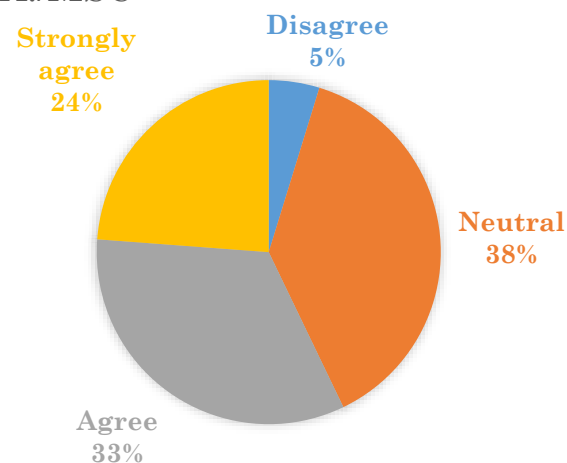
PRE-PHD



MBD



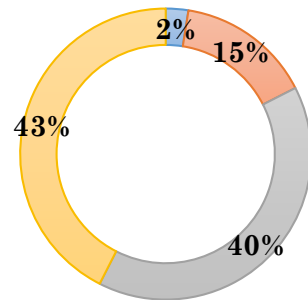
M.A./MSC



Most students agreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

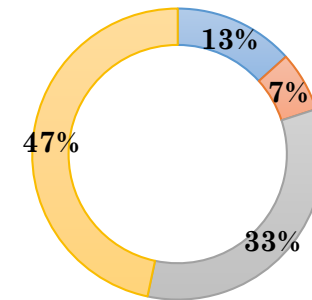
The institute/ teachers use student-centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.

MPS



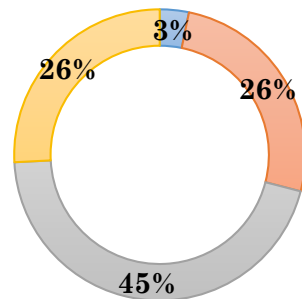
Very little Some what Moderate To a great extent

Pre-PhD



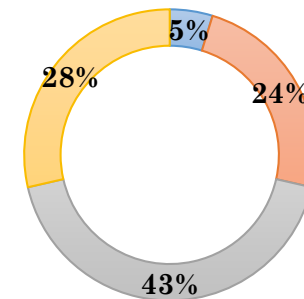
Very little Some what Moderate To a great extent

MBD



Very little Some what Moderate To a great extent

M.A./MSc

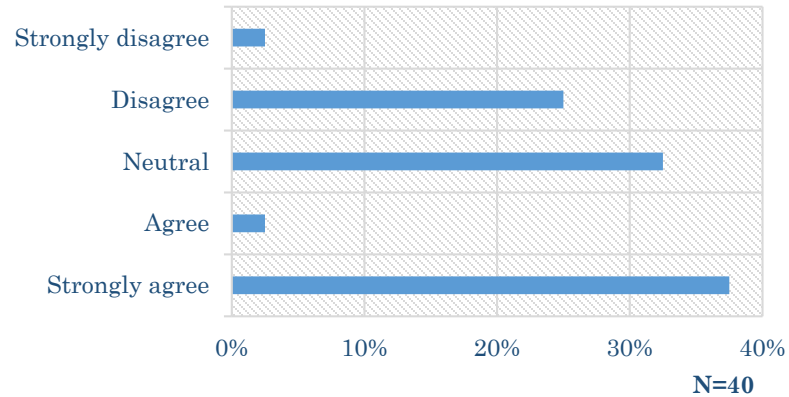


Very little Some what Moderate To a great extent

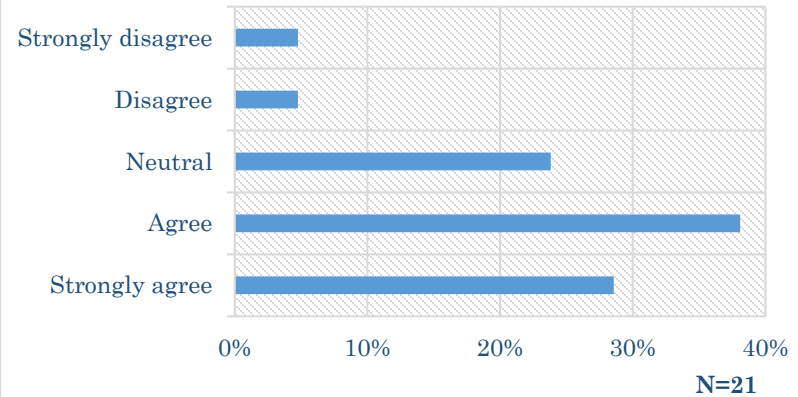
MPS and Pre-Phd students agree that the institute to a great extent use student centric methods for enhanced learning experiences.

Teachers encourage you to participate in extracurricular activities

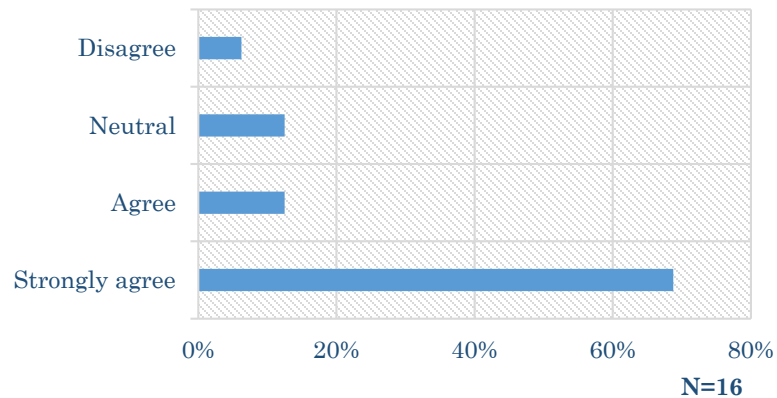
MPS



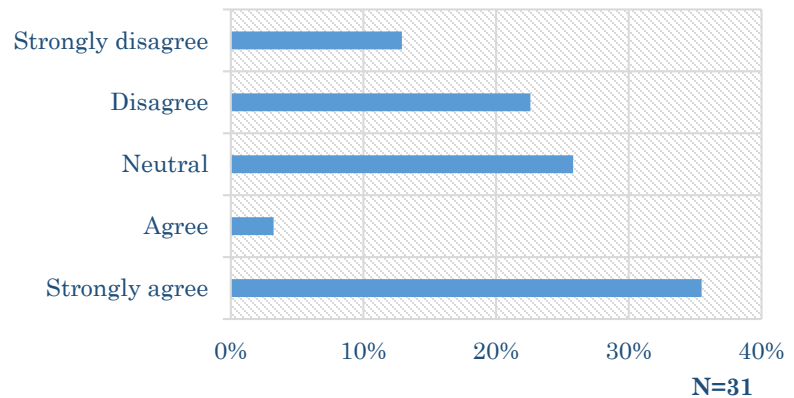
M.A./MSc



Pre-PhD

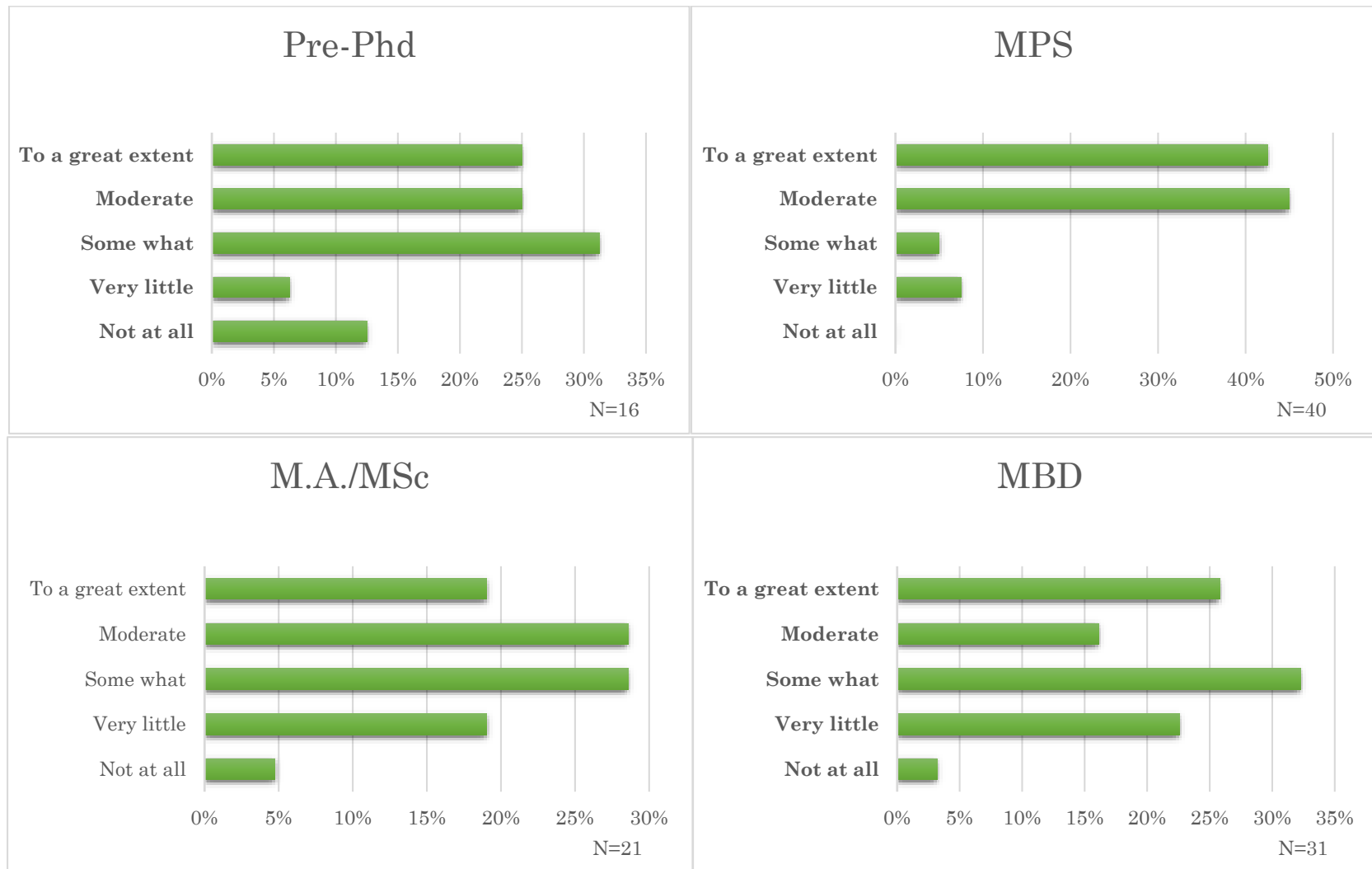


MBD



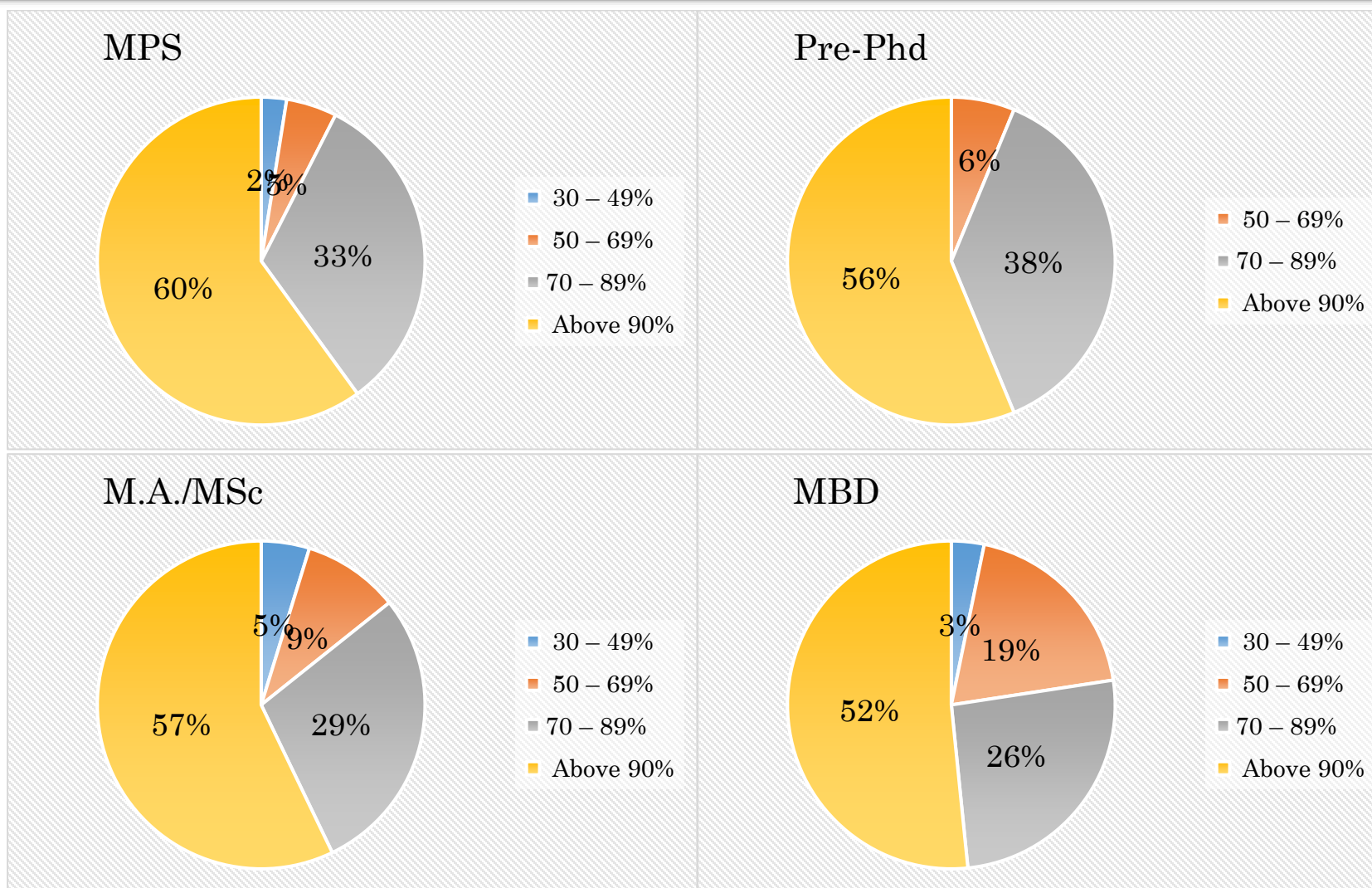
Majority students agree that teachers encourage them to participate in extracurricular activities.

Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.



Majority students in all courses agree either to a great extent or moderately that efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills.

What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching?



Majority students in all courses agree that more than 90% of teachers the use ICT tools for teaching.

Summary

- Majority of the students in all the courses either strongly agree or agree that the overall quality of teaching-learning process is good in the Institute.
- Majority of the students felt that the teaching and mentoring process in the Institute significantly facilitates in cognitive, social and emotional growth.
- Higher percentage of students gave positive response relating to majority aspects of teaching.
- Majority of the students felt that the teachers were always/usually fair in their internal evaluation process.
- Majority of students agree that the institute/teachers to a great extent, use student centric methods for enhanced learning experiences.
- Majority students in the Institute felt that teachers every time/usually illustrate the concepts through examples and applications.
- Student satisfaction is higher among MPS, MBD and Pre-PhD students compared to MA/MSc students.

International Institute for Population Sciences

Students' Feedback on Curriculum

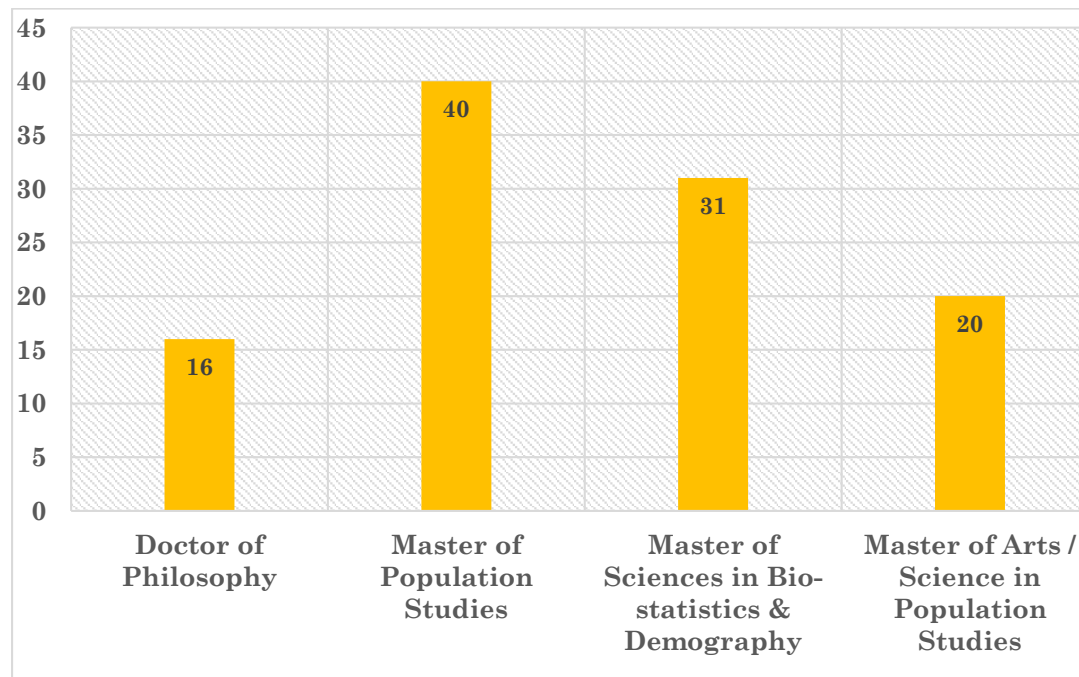
2021-22



Introduction

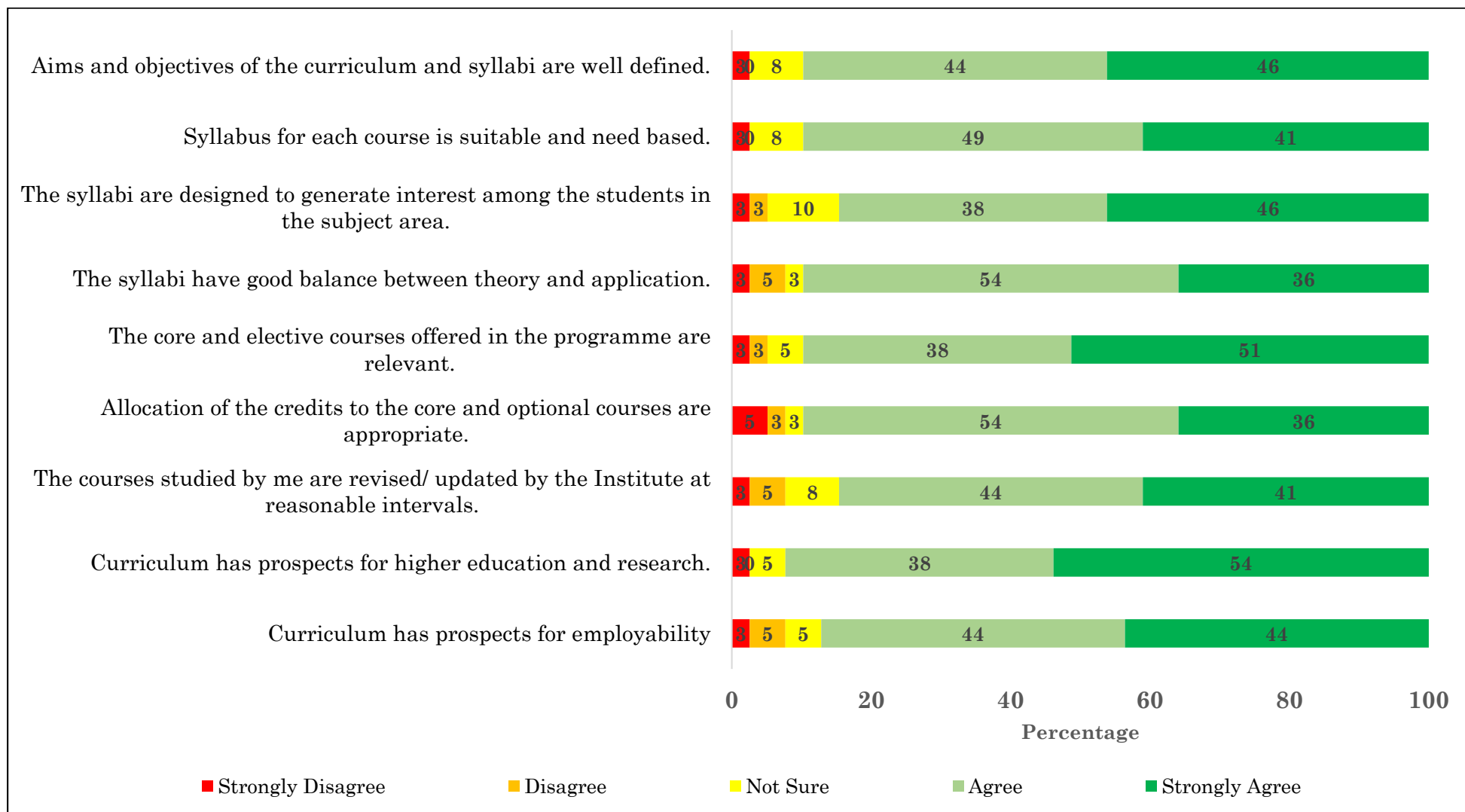
International Institute for Population Sciences, Mumbai has collected students' feedback on curriculum of Master of Population Studies (MPS), M.A./M.Sc in Population Studies, M.Sc. in Bio-statistics & Demography (MBD), and Pre-Ph.D. course work. Students' feedback was collected in the months of April and May 2022. The questionnaire was administered online using google form. All the outgoing/graduating students during 2021-22 were emailed the feedback questionnaire. In total 105 students responded to the survey. The major components of the feedback were relating to:

- Feedback on curriculum
- Learning Outcomes
- Learning Assessment
- Overall rating of the programme and various facilities



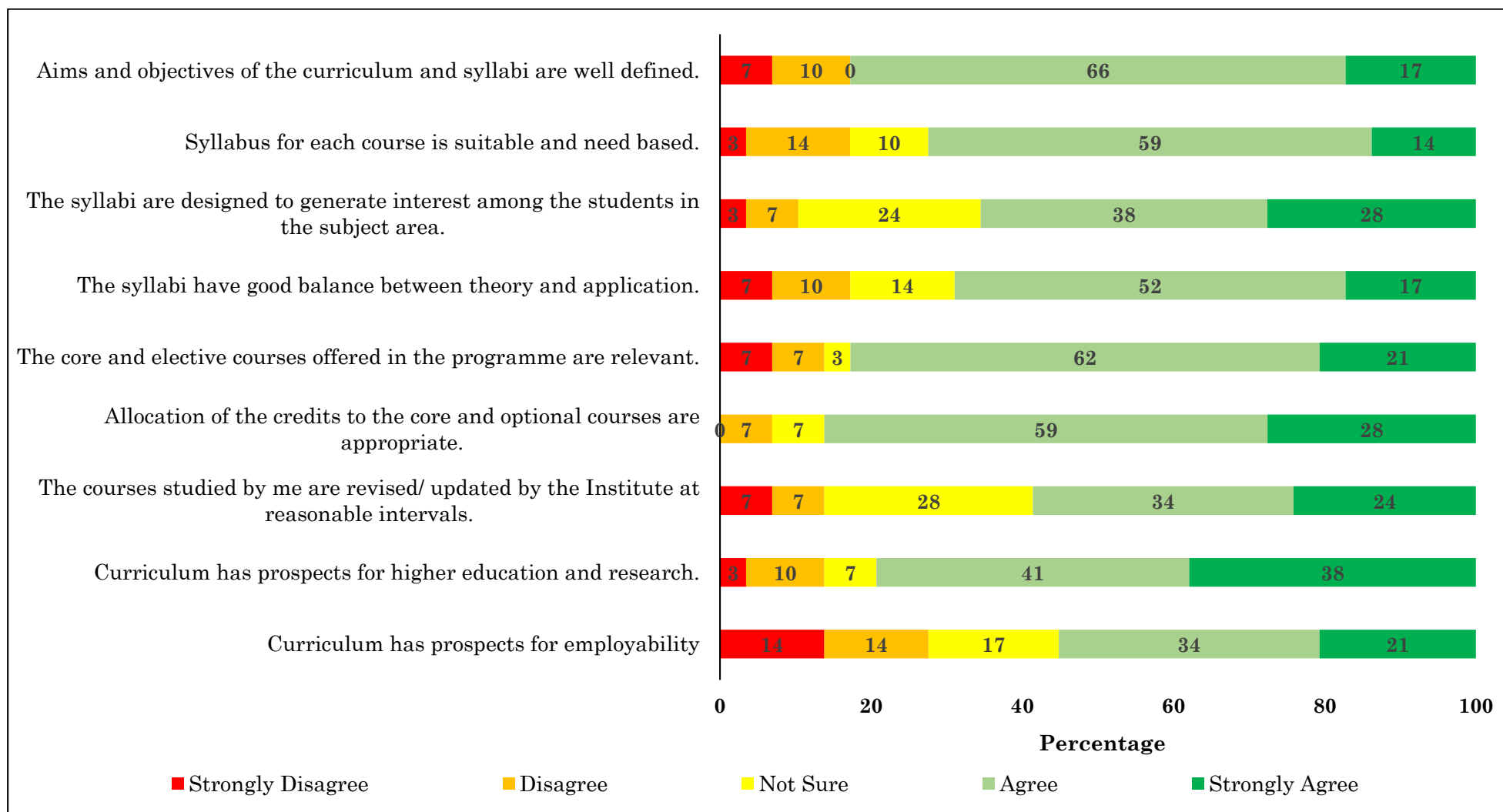
Number of students who responded to the feedback

Students' Feedback on Curriculum: MPS



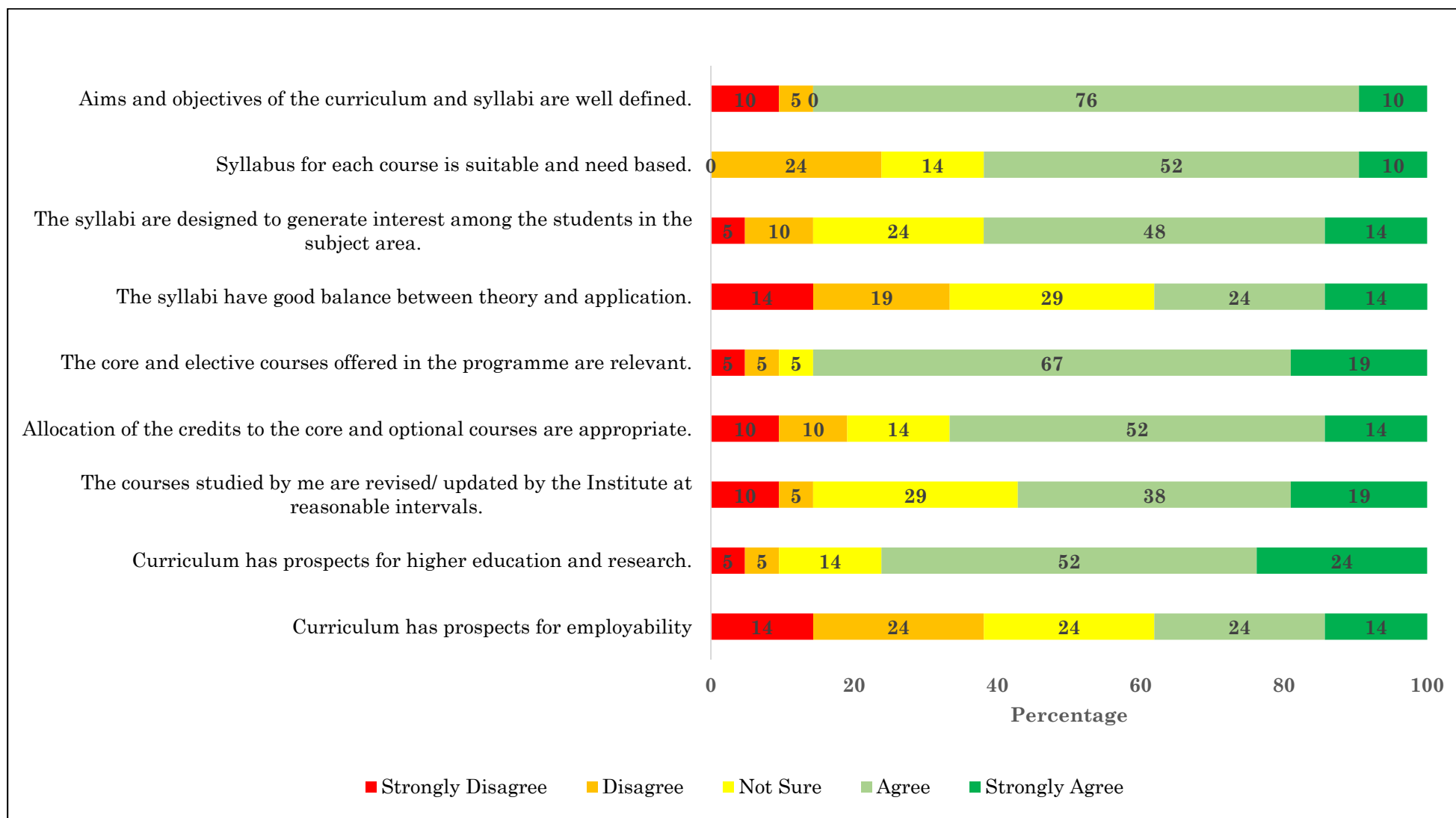
Almost more than 80% of the MPS students were either strongly agree or agree that the various parameters of the curriculum fulfills the necessary criteria along with prospects for the employability.

Students' Feedback on Curriculum: MBD



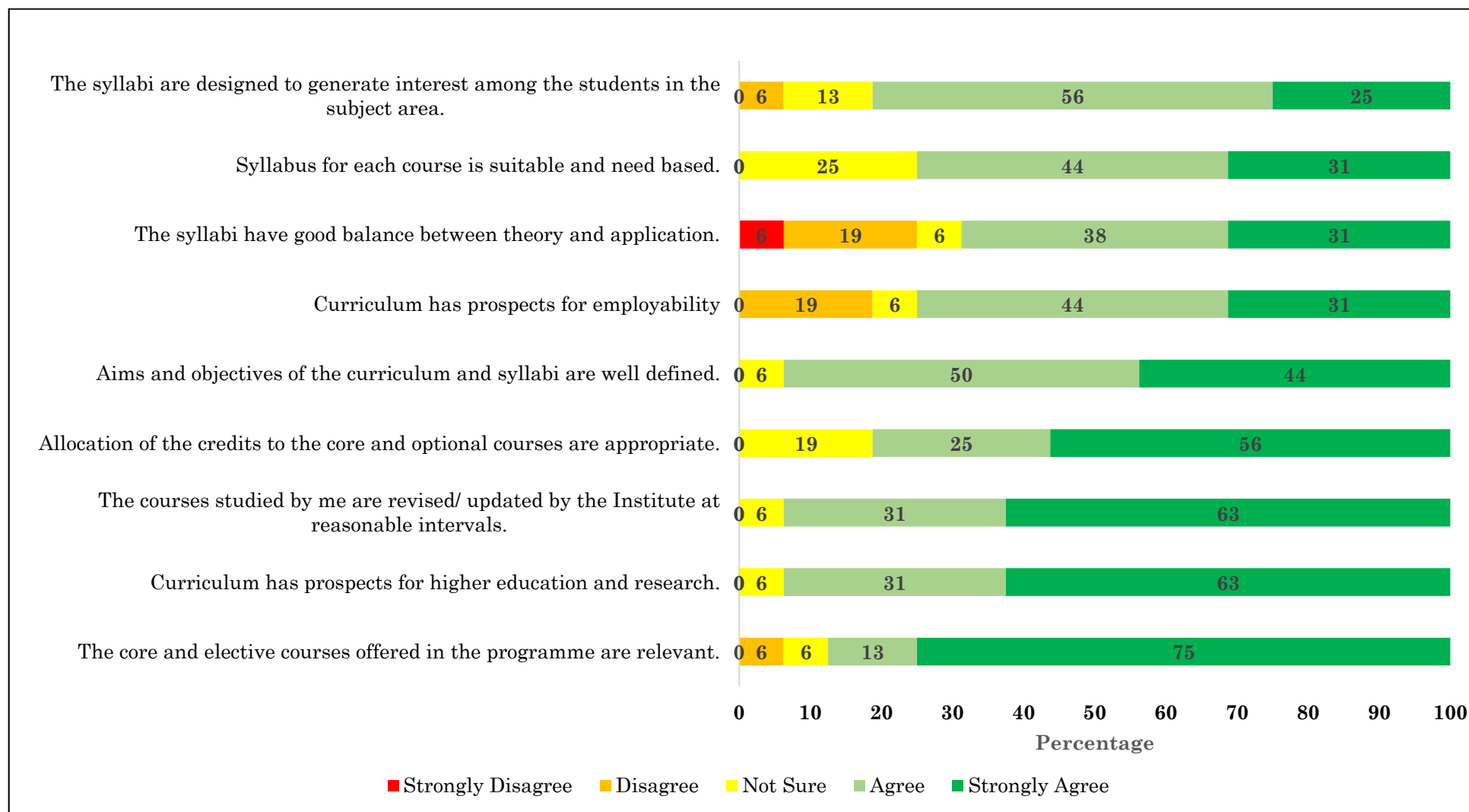
On an average 60-80% of the MBD students were either strongly agree or agree to the various parameters of the curriculum. Only half of the students were either strongly agree or agree that the curriculum has the prospects for the employability.

Students' Feedback on Curriculum: MA/MSc



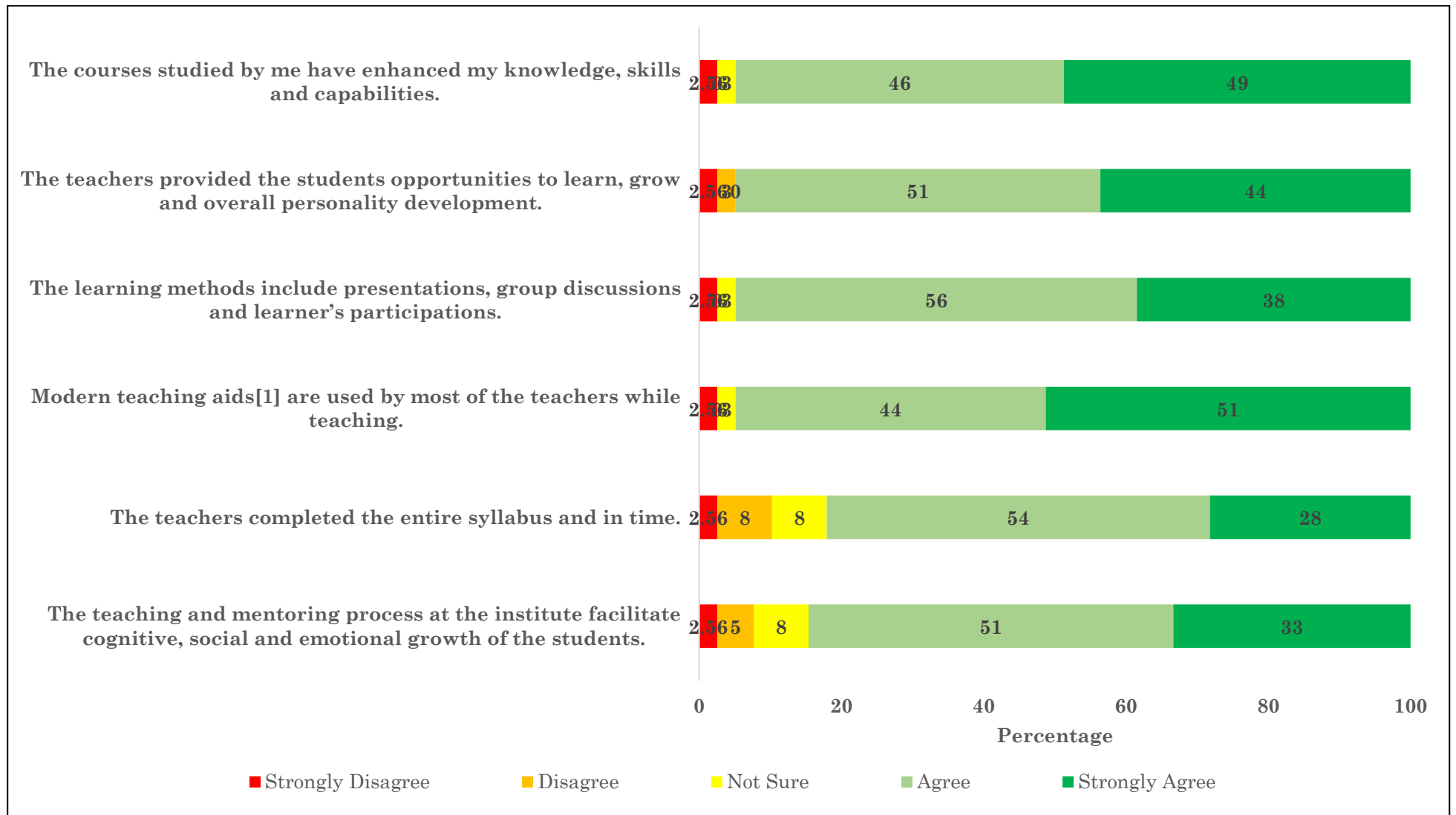
The satisfaction level among MA/MSc students on various aspects of curriculum is relatively less compared to the other three programmes (MPS, MBD and Pre-PhD) at the Institute and needs attention.

Students' Feedback on Curriculum: Pre-PhD



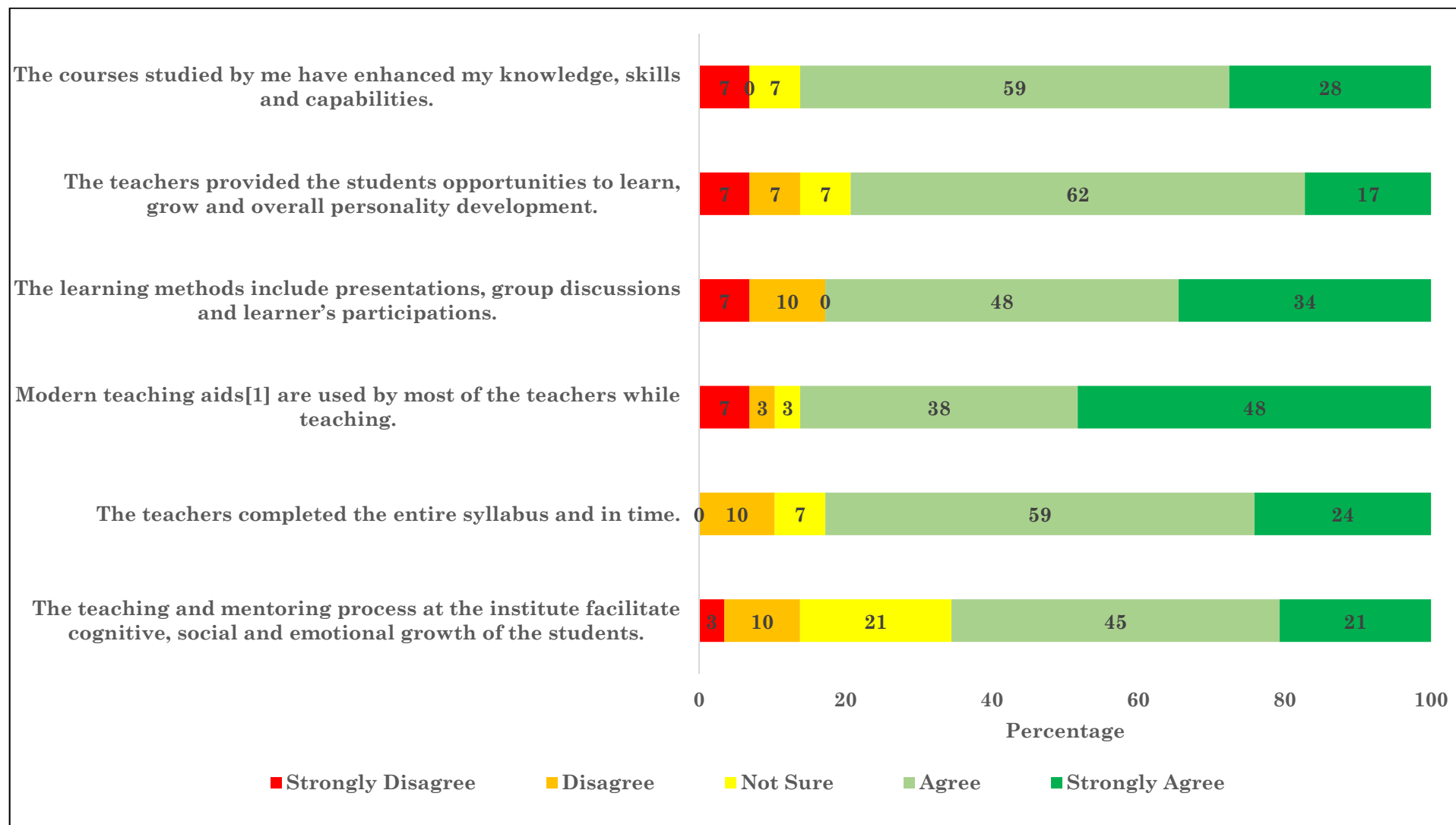
An overwhelming majority of the Pre-PhD students either strongly agree or agree on various aspects of the curriculum and prospects for the employability.

Learning Outcomes: MPS



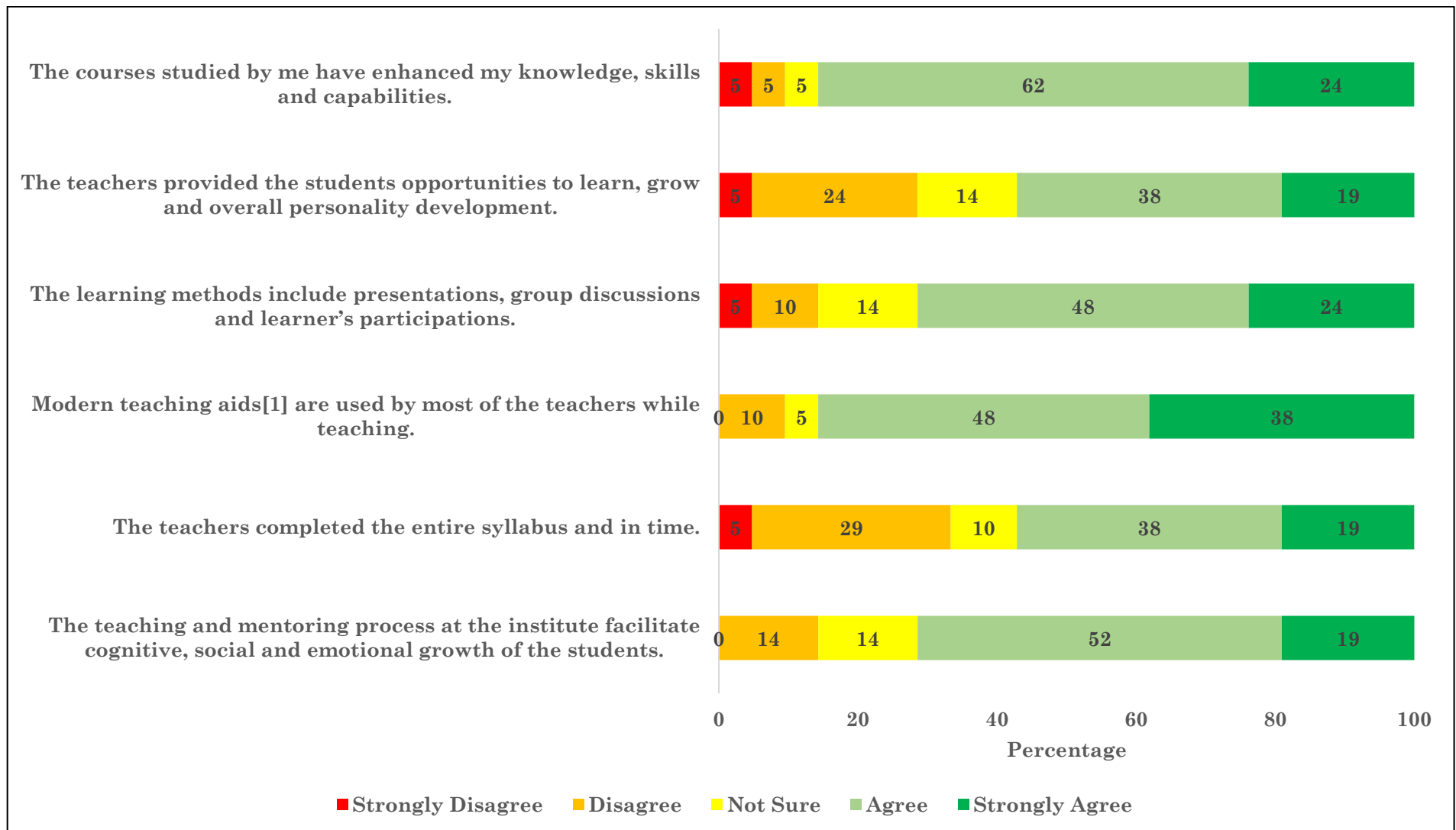
With respect to the feedback on the learning outcomes of the course, on an average 90% of the MPS students were either strongly agree or agree for the various aspects of learning outcomes.

Learning Outcomes: MBD



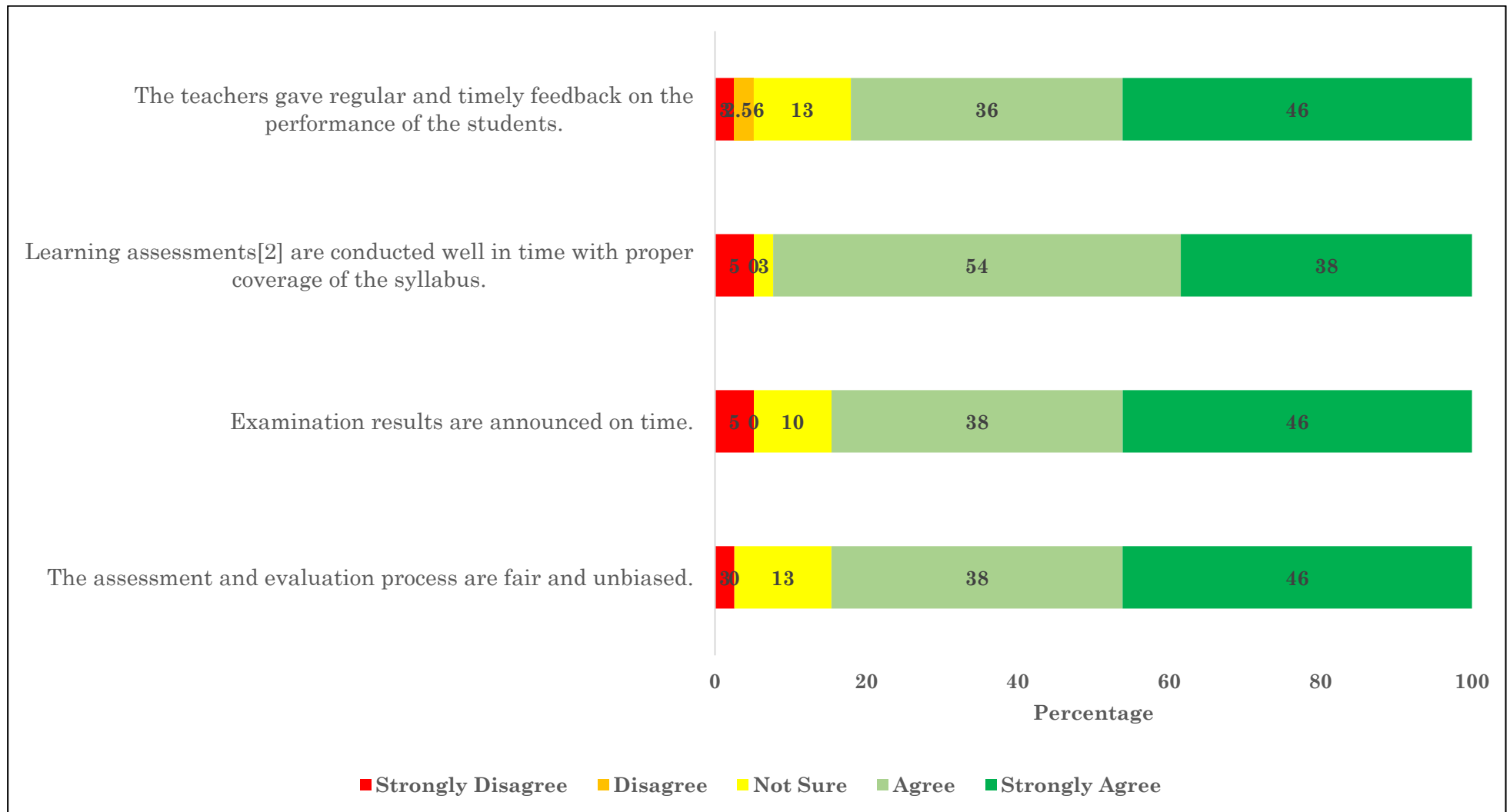
With respect to the feedback on the various aspects of learning outcomes of the course, majority of the MBD students were either strongly agree or agree for the learning outcomes.

Learning Outcomes: MA/MSc



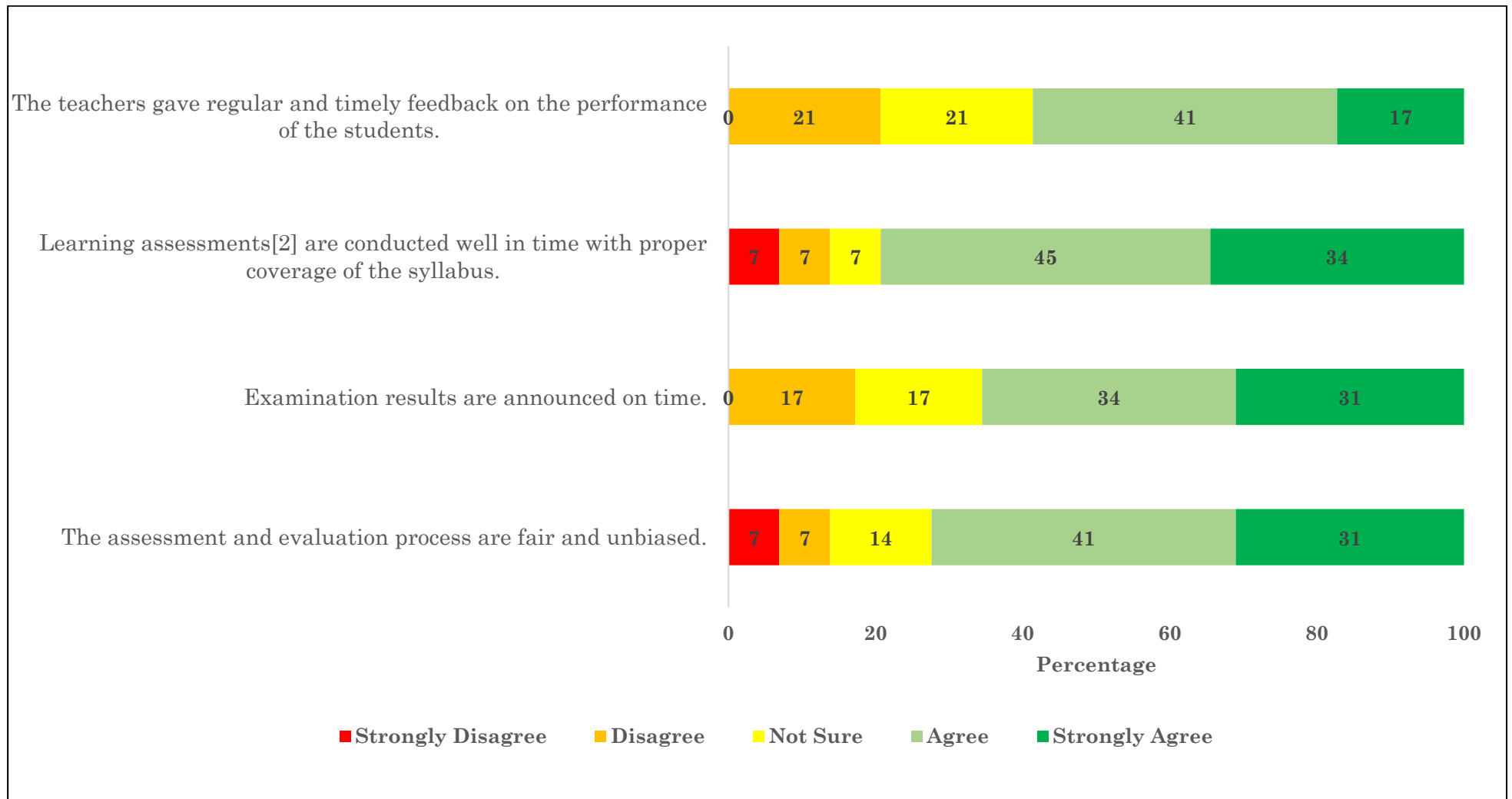
With respect to the feedback on the various learning outcomes of the course, the agreement level among the MA/MSc students are relatively less when compared to the students from other three programmes (MPS, MBD and Pre-PhD) at the Institute.

Learning Assessment: MPS



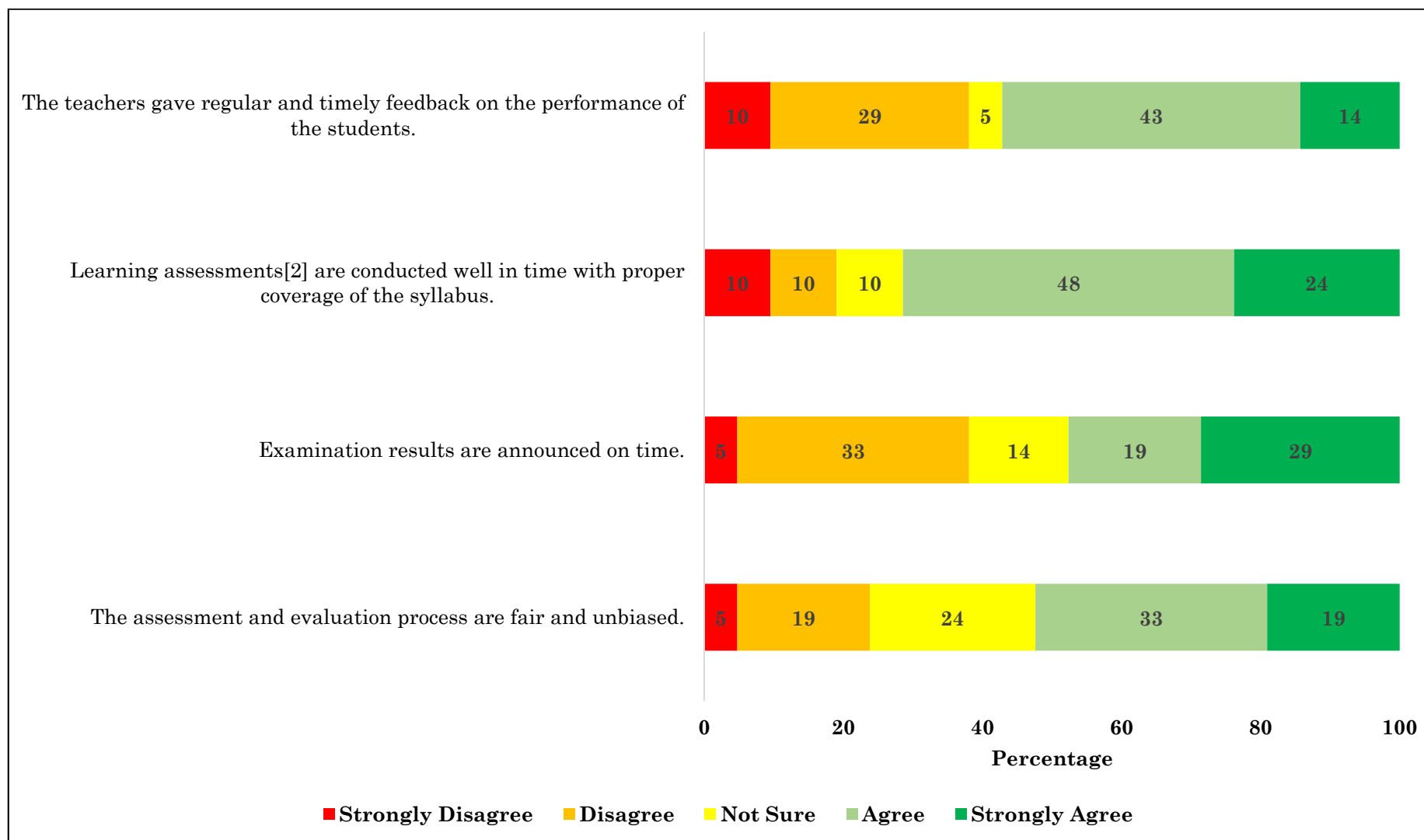
With respect to the feedback on the various aspects of learning assessment, on an average more than 80% of the MPS students were either strongly agreed or agreed for the same.

Learning Assessment: MBD



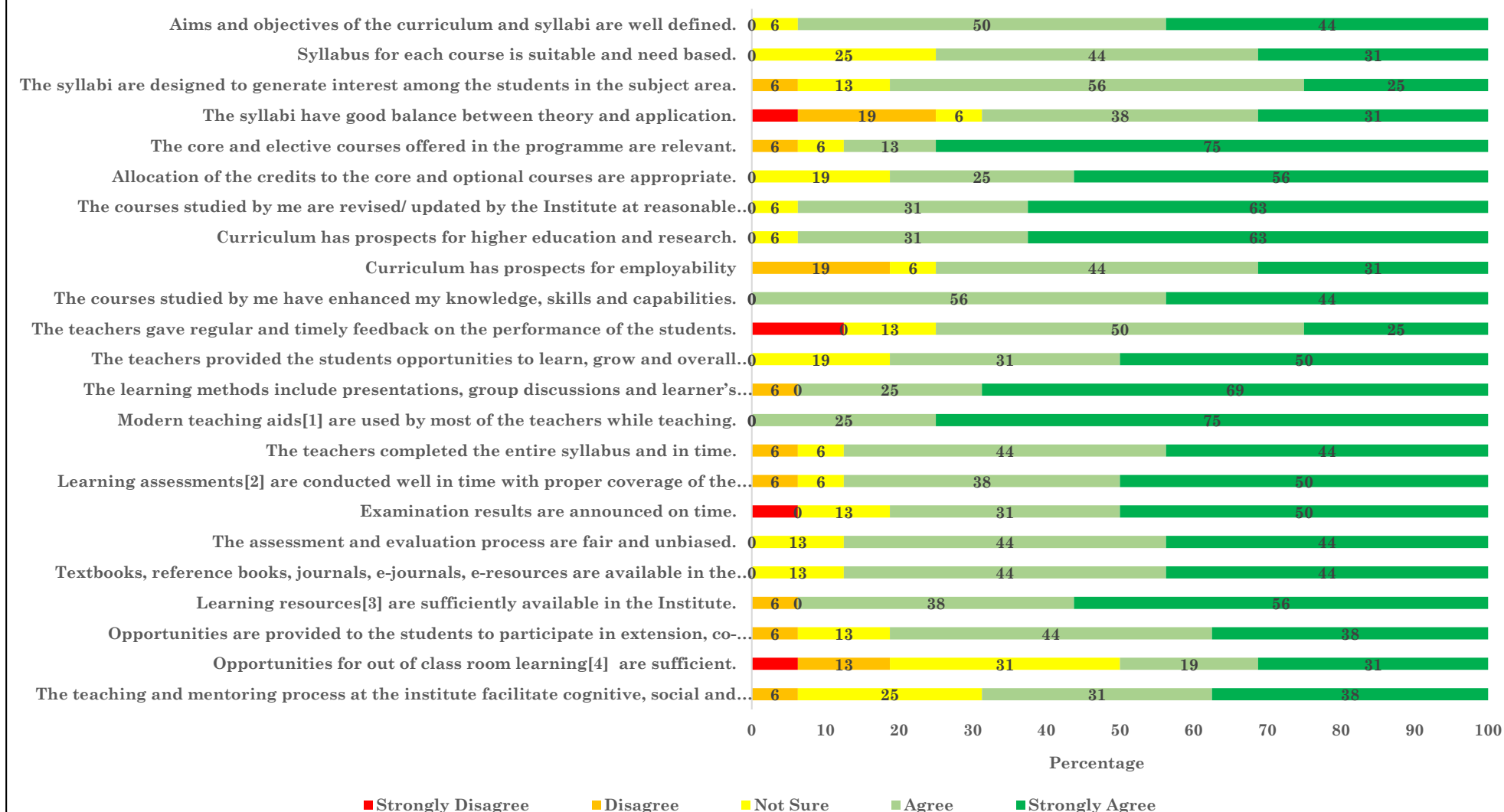
With respect to the feedback on the various learning assessment, on an average about three-fifths of the MBD students were either strongly agreed or agreed for the same.

Learning Assessment: MA/MSc



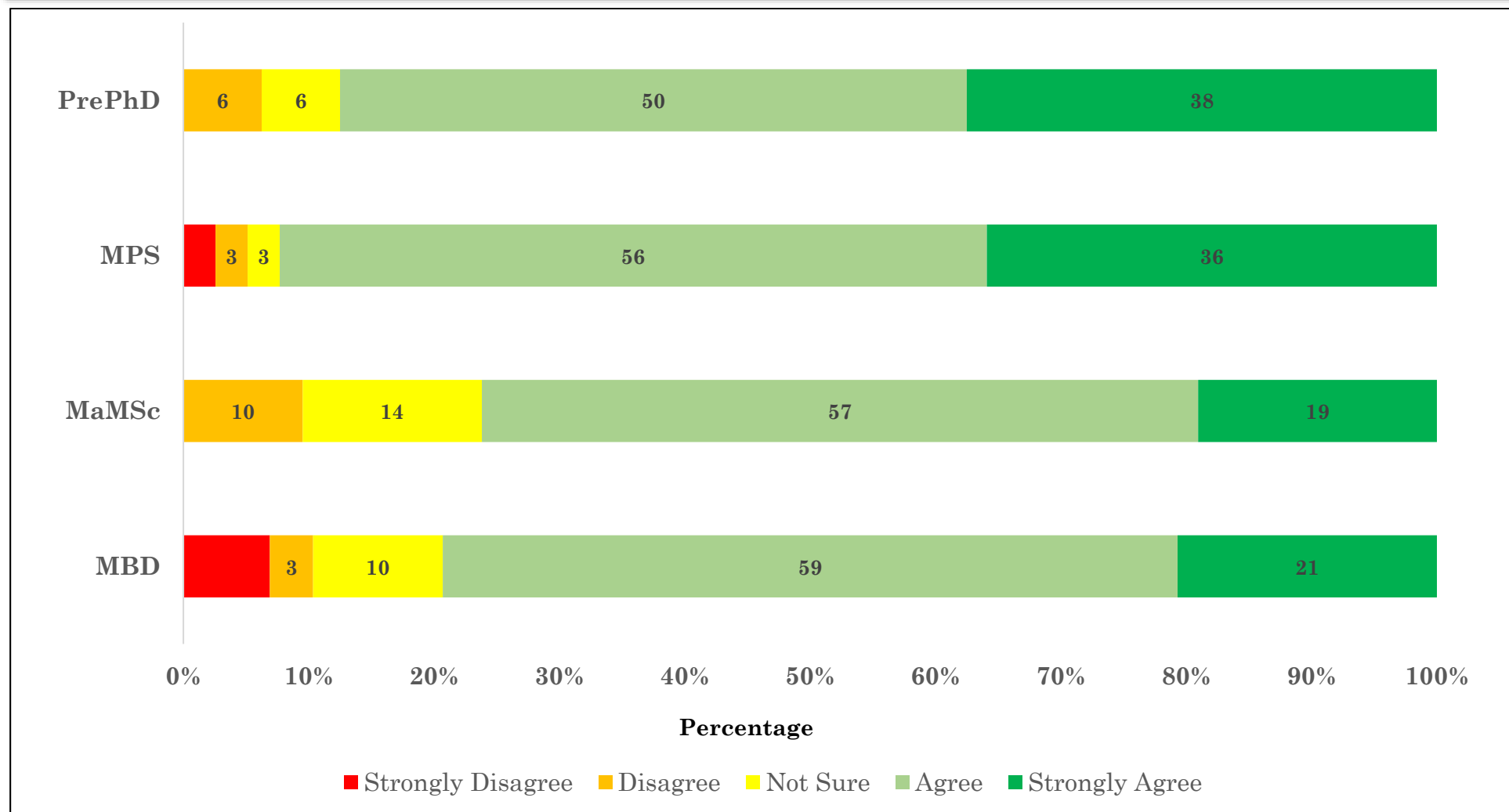
With respect to the feedback on the various parameters of learning assessment, the satisfaction level among the MA/MSc students is less when compared to the other three programmes offered at the Institute.

Students Feedback on Curriculum and Other Aspects: Pre-PhD



With respect to the feedback on the learning outcomes of the course on an average more than three-fourth of the Pre-PhD students were either strongly agree or agree that courses have enhanced their knowledge, also the use of modern teaching aids and mentoring process were good in the Institute.

Overall, the academic programme and the various facilities in the Institute are good



Majority of the students in all the courses (MPS, MBD, MA/MSc & Pre-PhD) were either strongly agree or agree that the programme and various facilities in the Institute are good.

Summary

- Majority of the MPS students were either strongly agreed or agreed on the various parameters of the curriculum, assessment, outcome and employability.
- With respect to the feedback on the learning outcomes of the course, on an average 90% of the MPS students were either strongly agreed or agreed for the various aspects of learning outcomes.
- The satisfaction level among the MBD students is also observed to be high on most of the aspects of the feedback (curriculum, assessment, outcome and employability) collected from them.
- An overwhelming majority of the Pre-PhD students either strongly agreed or agreed on various aspects of the curriculum, outcome and prospects for the employability.
- The satisfaction level among MA/MSc students on various aspects of curriculum, assessment, outcome and employability are relatively less compared to the other three programmes (MPS, MBD and Pre-PhD) at the Institute and needs attention from the management.
- Majority of the students in all the courses (MPS, MBD, MA/MSc & Pre-PhD) were either strongly agree or agree that the programme and various facilities in the Institute are good.