TEACHER'S FEEDBACK ON CURRICULUM

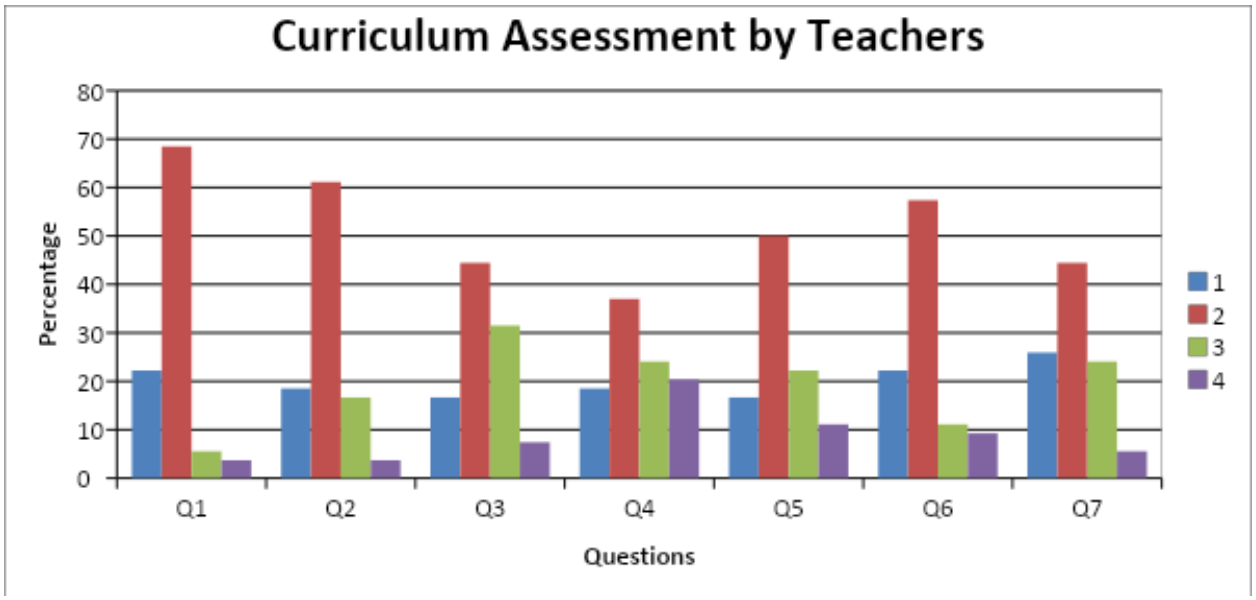
Teachers opinion on the following statements are measured in a four-point scale (Strongly agree 1, Agree -2, Disagree-3 strongly Disagree- 4). 54 teachers participated in the survey.

Sl No	Questions
1	The allocation of the credits to the course is appropriate
2	The depth of the course content is adequate to have significant learning
3	Syllabus is sufficient to bridge the gap between industry standard /current global scenarios and academics
4	The timely coverage of syllabus is possible in the mentioned number of Hours
5	The units/Sections in the syllabus are properly sequenced
6	The recommended textbooks are adequate and map on to the syllabus
7	Sufficient reference material and books are available for the topics mentioned in the syllabus

The data collected has been analyzed and the results described below

Sl No	Questions	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Q1	The allocation of the credits to the course is appropriate	22.2	68.5	5.6	3.7
Q2	The depth of the course content is adequate to have significant learning	18.5	61	16.7	3.8
Q3	Syllabus is sufficient to bridge the gap between industry standard /current	16.7	44.4	31.5	7.4

	global scenarios and academics				
Q4	The timely coverage of syllabus is possible in the mentioned number of Hours	18.5	37	24.1	20.4
Q5	The units/Sections in the syllabus are properly sequenced	16.7	50	22.2	11.1
Q6	The recommended textbooks are adequate and map on to the syllabus	22.2	57.4	11.1	9.3
Q7	Sufficient reference material and books are available for the topics mentioned in the syllabus	25.9	44.4	24.1	5.6



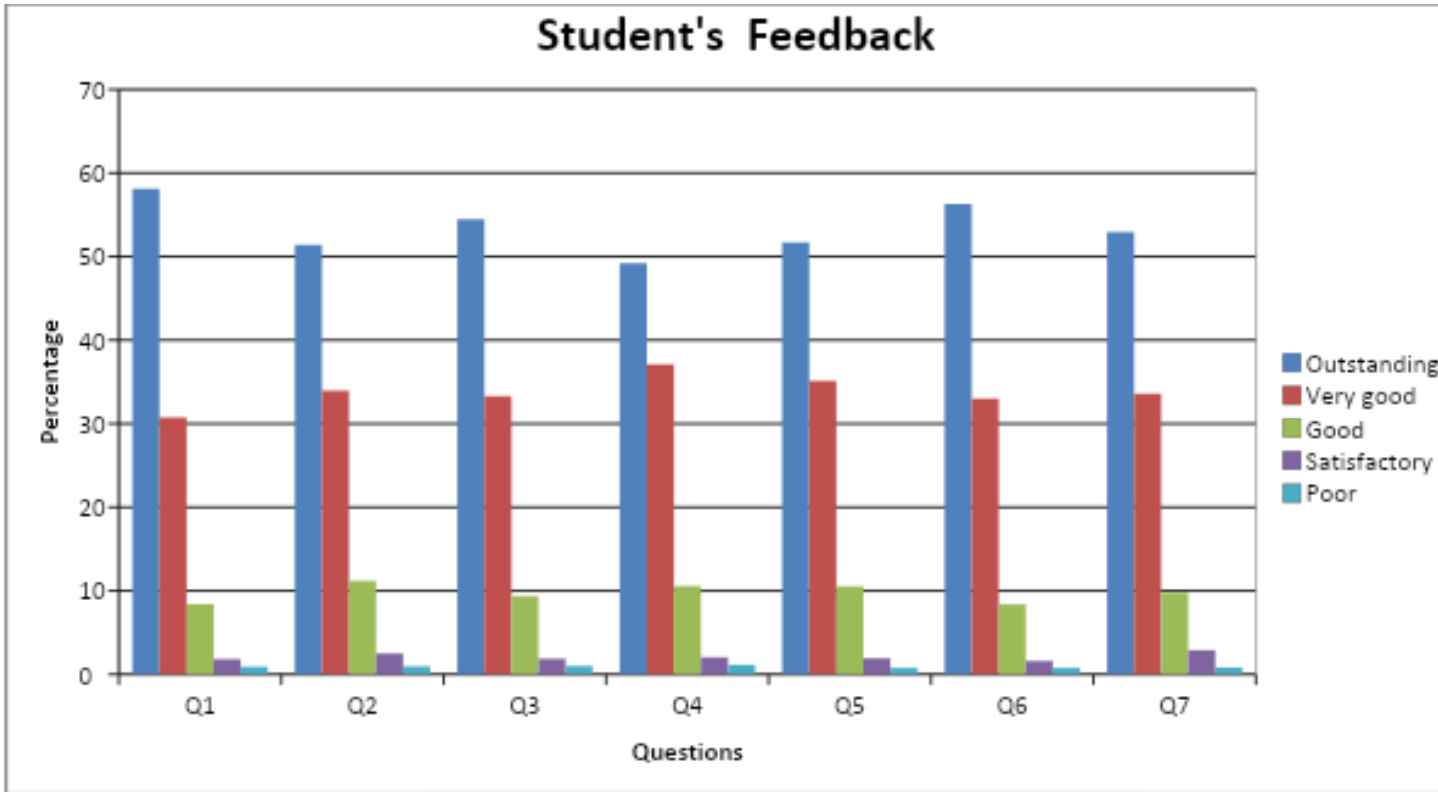
FEEDBACK FROM STUDENTS

The questionnaire used for student's feedback consists of the following questions.

Question No	Questions
Q1	Learning value (in terms of skills, concepts, knowledge, analytical abilities or bordering perspective)
Q2	Applicability / relevance to real life situations
Q3	Depth of the course content
Q4	Extend of coverage of course
Q5	Clarity and relevance of reading by students
Q6	Extent of effort required by Students
Q7	Relevance/ learning value of Project / report

A random sample of 393 students is selected from all the departments for the survey. Student's opinion on various objectives is measured in a five point scale (Outstanding-A, Very Good-B, Good-C, Satisfactory-D, Poor-E). The data collected from the students are analyzed and the conclusions are given below.

Sl No	Question	Outstanding (%)	Very good (%)	Good (%)	Satisfactory (%)	Poor (%)
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities or bordering perspective)	58.14	38.73	8.41	1.82	0.91
2	Applicability / relevance to real life situations	51.41	33.94	11.19	2.5	0.96
3	Depth of the course content	54.46	33.3	9.37	1.87	1
4	Extend of coverage of course	49.18	37.06	10.57	2.05	1.14
5	Clarity and relevance of reading by students	51.67	35.1	10.54	1.92	0.78
6	Extent of effort required by Students	56.29	32.97	8.37	1.6	0.78
7	Relevance/ learning value of Project / report	52.92	33.56	9.79	2.9	0.83



FEEDBACK FROM ALUMNI

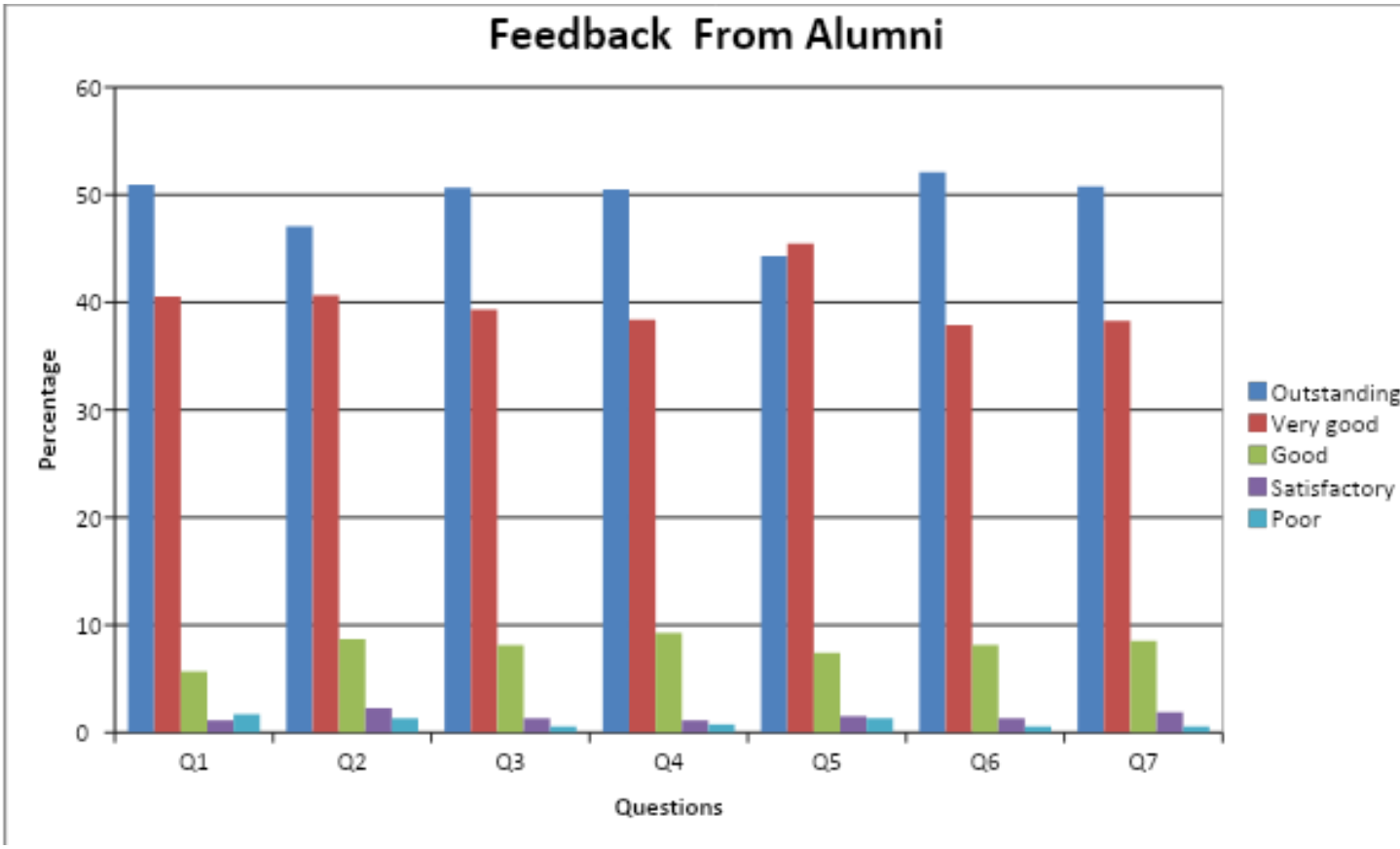
The questionnaire used for Alumni's feedback consists of the following questions.

Question No	Questions
Q1	Learning value (in terms of skills, concepts, knowledge, analytical abilities or bordering perspective)
Q2	Applicability / relevance to real life situations
Q3	Depth of the course content
Q4	Extend of coverage of course

Q5	Clarity and relevance of reading by students
Q6	Extent of effort required by Students
Q7	Relevance/ learning value of Project / report

A random sample of 81 Alumni was selected from all the departments for the survey. Alumni's opinion on various objectives are measured in a five point scale (Outstanding-A, Very Good-B, Good-C, Satisfactory-D, Poor-E) The data collected from the Alumni are analyzed and the conclusions are given below.

Sl No	Question	Outstanding (%)	Very good (%)	Good (%)	Satisfactory (%)	Poor (%)
1	Learning value (in terms of skills, concepts, knowledge, analytical abilities or bordering perspective)	50.9	40.5	5.7	1.2	1.7
2	Applicability / relevance to real life situations	47.1	40.6	8.7	2.3	1.3
3	Depth of the course content	50.6	39.3	8.1	1.3	0.6
4	Extend of coverage of course	50.4	38.4	9.3	1.1	0.7
5	Clarity and relevance of reading by students	44.3	45.4	7.4	1.5	1.3
6	Extent of effort required by Students	52.1	37.9	8.1	1.3	0.6
7	Relevance/ learning value of Project / report	50.7	38.3	8.5	1.9	0.6



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PALAKKAD - 678 001
Date .....

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STAKEHOLDERS FEEDBACK REPORT

With the objective to collect the real time feedback, the college has conducted a survey among the Students, Teachers and Alumni about the existing Curriculum in Higher Education system in general and the college in particular. Our college has developed the survey instrument judiciously to make the stakeholder feedback more constructive and the high value suggestions are captured for future implementation.

Based on the feedback and suggestions received, "Action Plan" was made to address the gaps pointed out by the Stakeholders in the existing curriculum. The feedback of different stakeholders and the corresponding actions taken at college level to improve the system can be summarised as follows:-

SUMMARY OF FEEDBACK

a) Survey sampling & Instrument

Overall sample size of the survey was kept as 528. It includes 393 students, 54 teachers and 81 alumni. Simple Random Sampling was the Sampling Technique adopted and the evenness of the spread was also ensured. Questionnaires comprising 4 and 5 Point scale templates with 7 questions each were used to collect the feedback from different stakeholders.

b) Teachers feedback

Essence of the Teachers feedback on 4 point Questionnaire is as follows:

Majority of the Teachers are of the opinion that

- The allocation of Credits to the course is appropriate.
- The depth of the course content is adequate to have significant learning.
- The recommended textbooks are adequate and map on to the Syllabus.
- Sufficient reference material / books are available for the topics in the syllabus.

However, cognitive dissonance observed are in the following three aspects

- Syllabus is sufficient to bridge the gap between industry standard /current global scenarios and academics.
- The timely coverage of syllabus is possible in the mentioned number of Hours.
- The units/Sections in the syllabus are properly sequenced.

c) Students Feedback:

Majority of the students responded positively to the 5 point questionnaire of the survey.

The criteria used for feedback covered, Learning value, Applicability / relevance to real life situations, Depth of the course content, Extent of coverage of course, Clarity and relevance of reading by students, Extent of effort required by Students and Relevance/ learning value of Project / report . The survey received positive feedback from the majority of the students who participated in the survey.

d) Alumni Feedback

A random sample of 81 Alumni was selected from all the departments for the survey. Alumni's opinion on various objectives are measured in a five-point scale.

Overall response of Alumni to the Seven questions shows no major concern with the existing Curriculum *per se* and the satisfaction level is high with the on-going system. The academic atmosphere in the campus is relatively of high standards and Staff Council pays full attention in maintaining and improving the same.

ACTION TAKEN REPORT

Based on the analysis of the feedback received, certain areas were identified and specific remedial measures were undertaken.

With the financial support of UGC, Government of Kerala, the Teaching departments have been organizing National and International Seminars led by eminent Academicians and Practitioners. Exposure to different career options are mooted through talks, career counselling, programmes like WWS and ASAP. With the participation of our faculty as various Board Members in revising the curriculum, the feedback is routed to the University deliberations. Industry interface/project work is one of the prime aspirations of the faculty and the syllabus revision of 2019 has widened the scope and included more courses that cater to self exploration and holistic learning rather than rote learning.

College Council is a body which addresses any academic issue that may require prompt attention. The infrastructural development remains a constant agenda with work progressing in building additional infrastructure to cater to the academic community.

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