



**Newman College**

**Thodupuzha, Kerala**

***Stakeholders' Feedback on  
Curriculum***

***2018-2019***

***(Students, Teachers, Alumni, Employers and  
Parents)***

## **Stakeholders Feedback on Curriculum**

### **Feedback from Students, Teachers, Alumni, Employers and Parents**

#### ***Feedback Methodology***

Newman College has a comprehensive feedback mechanism in place to collect feedback from various stakeholders, including students, teachers, alumni, parents and employers. This feedback is used to identify areas of strength and weakness and develop an action plan for improvement.

The feedback on Curriculum is collected from various stake holders like students, alumni, teachers, parents and employers at the end of every year as part of the quality initiative of the Internal Quality Assurance Cell (IQAC) of the College. A Feedback committee is constituted to draft a questionnaire comprising questions (5 point rating scale questions) on curriculum and academic performance, ambience, and overall satisfaction. Adequate changes will be made, if required, in the questionnaire every year as per need. The questionnaire is finalized and approved by the IQAC and used for data collection from stake holders.

The feedback collected from various stakeholders is analyzed by the IQAC and feedback is consolidated. This may include suggestions to make changes to curriculum, teaching methods, or infrastructure. The IQAC prepares action taken reports in light of the feedback analysis. This report is submitted to the appropriate bodies, such as the university and the governing body.

The feedback analysis and action taken report are communicated to the stakeholders through various channels, such as the college website and notice boards.

#### **Feedback Committee members:**

Rev. Dr. Vincent Joseph, Principal

Dr. Bijimol Thomas, IQAC coordinator

Dr. A P Philip, Associate Professor, Department of Commerce

Ms. Nancy Jacob, Associate Professor, Department of Mathematics

## Feedback on Curriculum

**2018-2019**

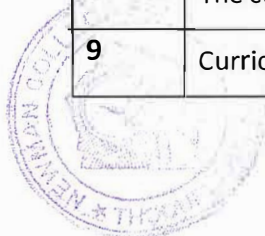
Newman College is firmly committed to upholding a curriculum that remains adaptable to the ever-evolving demands of the modern era. As an affiliated institution of Mahatma Gandhi University, Kottayam, we adhere closely to the university's prescribed curriculum. In our dedication to ensuring the enduring quality and continual improvement of our curriculum, Newman College diligently follows the guidelines set forth by regulatory authorities. This comprehensive approach includes the systematic collection and analysis of curriculum feedback from a wide spectrum of stakeholders. Addressing curriculum-related issues is a collaborative process that involves thorough discussions and resolutions within our staff council, IQAC, and relevant academic departments. Our IQAC team has established a well-structured mechanism for soliciting and evaluating feedback from all stakeholders, encompassing students, alumni, faculty, parents, and employers. This process facilitates a continuous journey of curriculum enhancement.

### Students Feedback on Curriculum

The college collects feedback on the content of the course, relevance of content, creative learning, inculcation of value system, contribution towards capacity building etc. There were 9 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The following table shows the analysis of curriculum feedback from students.

#### Curriculum feedback of Students

Sl No.	Curricular Aspects	Mean Score
1	Well defined curriculum for Higher Education and employability	3.90
2	The curriculum is suitable for the Programme	3.70
3	There is clarity of Outcomes in the syllabus	3.78
4	There is attainment of outcomes through Assignments/ Seminars/ field visits/ other academic activities	3.66
5	There is availability of elective course	3.97
6	The syllabus is career oriented	3.65
7	Internal evaluation system suggested in the curriculum is good	3.89
8	The curriculum is in tune with the global trends	3.76
9	Curriculum inculcates the value system among the students	3.89



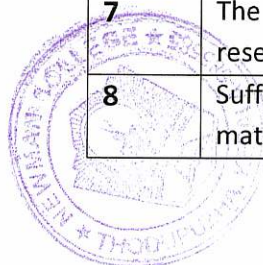
The table presents a summary of feedback and mean scores from stakeholders regarding various curricular aspects at the institution. Based on the responses, it is evident that there is a positive perception of the curriculum's quality. The curriculum is seen as well-defined for both higher education and employability, with a mean score of 3.90. Additionally, respondents find the curriculum suitable for the program (mean score of 3.70) and appreciate the clarity of outcomes in the syllabus (mean score of 3.78). The attainment of outcomes through assignments, seminars, field visits, and other academic activities is also acknowledged, though with a slightly lower mean score of 3.66. The availability of elective courses is highly rated at 3.97, indicating a strong positive response. Furthermore, the curriculum is viewed as career-oriented (mean score of 3.65), and the internal evaluation system is perceived as good (mean score of 3.89). The curriculum is seen to align with global trends (mean score of 3.76) and effectively instils a value system among students (mean score of 3.89). Overall, these mean scores reflect a favourable assessment of the institution's curriculum by its stakeholders, highlighting its relevance, quality, and alignment with contemporary educational needs.

#### **Teachers' Feedback on Curriculum**

The college collected and analysed feedback on the curriculum from the teachers. There were 10 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The statements consist of timely updations in the curriculum, attainment of PO, PSO, CO, educational facilities in the college, library resources etc. The following table shows the analysis of curriculum feedback from teachers.

#### **Curriculum feedback of Teachers**

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
<b>1</b>	Curriculum is contemporary and need based	<b>3.80</b>
<b>2</b>	Timely updations were in the curriculum with recent curriculum advancements	<b>3.73</b>
<b>3</b>	Curriculum is effective in developing skill oriented human resource.	<b>3.80</b>
<b>4</b>	Curriculum provides employability, entrepreneurship and professional development	<b>3.63</b>
<b>5</b>	The students attain the POs, COs and PSOs.	<b>3.70</b>
<b>6</b>	Curriculum related educational facilities are provided in the college.	<b>4.42</b>
<b>7</b>	The curriculum provides opportunity for conducting research and project related activities	<b>4.15</b>
<b>8</b>	Sufficient number of prescribed books and reference materials are available in the library	<b>4.50</b>



<b>9</b>	The course/syllabus of this subject has increased my knowledge and perspective in the subject area.	<b>4.49</b>
<b>10</b>	The syllabus generates interest in the subject area	<b>4.15</b>

Teachers' feedback predominantly reflects contentment with the curriculum. Nevertheless, they express a desire for a greater emphasis on employability within it. In particular, they advocate for the inclusion of advanced technology-centric courses and the integration of more relevant content into their specific subject areas. Additionally, they recommend the elimination of topics they consider irrelevant.

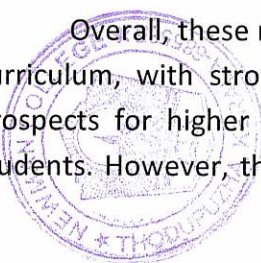
### **Alumni Feedback on Curriculum**

The college collected and analysed feedback on the curriculum from the alumni. There were 9 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The statements measured the relevance of curriculum in catering professional and job needs, competency of the curriculum, content delivery, competency of project works and field study, employability and global competency, inculcation of personal skills etc. The following table shows the analysis of curriculum feedback from alumni.

#### **Curriculum feedback of Alumni**

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
<b>1</b>	Well defined prospects in curriculum for Higher Education and employability	<b>3.87</b>
<b>2</b>	Suitability of curriculum to your programme	<b>3.76</b>
<b>3</b>	Relevance of the courses in the curriculum in catering your professional and job needs	<b>3.96</b>
<b>4</b>	Enhancement of knowledge, skill and capabilities through the courses in the curriculum	<b>3.57</b>
<b>5</b>	Suitability of the content of courses in tune with the global competency and emerging trends	<b>3.54</b>
<b>6</b>	The attainment of course outcome and programme outcome through Assignments/Seminars/field visits	<b>3.82</b>
<b>7</b>	Relevant contribution of curriculum towards human resource development and capacity building	<b>3.64</b>
<b>8</b>	Useful Curriculum Induction Programmes organised by the departments	<b>3.77</b>
<b>9</b>	Curriculum inculcates the value system among the students	<b>3.84</b>

Overall, these mean scores reflect a generally positive assessment of the institution's curriculum, with strong ratings in areas such as relevance to professional needs, clear prospects for higher education and employability, and the inculcation of values among students. However, there are opportunities for further improvement in aspects related to



knowledge and skill enhancement and alignment with global competency and emerging trends.

### Employer Feedback on Curriculum

The college also actively sought and evaluated feedback on its curriculum from employers. This feedback was obtained through a survey consisting of 8 statements, each rated on a 5-point scale, ranging from "Strongly Agree" to "Strongly Disagree." These statements specifically assessed the curriculum's relevance to industrial needs, its potential to foster employable and entrepreneurial skills, its effectiveness in cultivating technical and communication skills, and its support for research and innovation. The subsequent table presents the results of this analysis of curriculum feedback from employers.

#### Analysis of Curriculum Feedback of Employers

Sl No.	Curricular Aspects	Mean Score
1	The courses and programs in the curriculum are found relevant to institutional needs and employability.	4.29
2	The competencies/outcomes in relation to the course are relevant	3.56
3	The curriculum enriches professional ethics and attitude	4.10
4	The curriculum enhances the soft-skills and technical skills for employment	4.06
5	The curriculum promotes human values and ethics	3.66
6	The curriculum enhances the scope for research and innovation	3.90
7	The curriculum promotes the entrepreneurial development	4.24
8	The curriculum inculcates the healthy team spirit in team work	4.00

The analysis of feedback from employers regarding various aspects of the college's curriculum reveals a positive overall assessment. Notably, employers find the courses and programs within the curriculum highly relevant to institutional needs and employability, with a commendable mean score of 4.29. This reflects a strong alignment with industry requirements. However, there is room for improvement in ensuring that the competencies and outcomes related to specific courses are perceived as more relevant, as indicated by a mean score of 3.56. The curriculum excels in nurturing professional ethics and attitude (mean score of 4.10) and enhancing soft skills and technical abilities for employment (mean score of 4.06), which are essential for career readiness. While the promotion of human values and ethics (mean score of 3.66) and the scope for research and innovation (mean score of 3.90) received positive ratings, there may be opportunities to further bolster these aspects. Additionally, the curriculum is highly effective in promoting entrepreneurial development

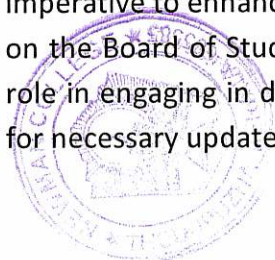
(mean score of 4.24) and instilling a healthy team spirit in teamwork (mean score of 4.00), which are crucial attributes for success in today's professional landscape. Overall, the feedback from employers underscores the curriculum's strengths in preparing students for the workforce while suggesting areas for potential enhancement in relevance, research, and innovation.

### **Parents' Feedback on Curriculum**

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
1	The quality and relevance of the courses included in the curriculum	<b>3.64</b>
2	The competencies/outcomes in relation to the course	<b>3.56</b>
3	Availability of text books and learning resources related to curriculum	<b>4.04</b>
4	The curriculum enhances the soft-skills and technical skills for employment	<b>4.28</b>
5	The curriculum promotes human values and ethics	<b>3.68</b>
6	The curriculum enhances the scope for research and innovation	<b>3.98</b>
7	Availability of the qualified and competent faculty in the college	<b>3.69</b>
8	Transparency of the evaluation system in the College	<b>4.36</b>

Parents' feedback regarding the curriculum has yielded predominantly positive responses. They hold a favourable view of the educational quality offered by the institution and the opportunities it affords to their children. This positive sentiment reflects the college's commitment to providing a well-rounded and enriching academic experience. In addition to their satisfaction with the curriculum, parents express a desire to stay informed about their child's academic journey. They seek regular updates on their child's progress, which highlights their active involvement and concern for their child's education. This communication fosters a strong partnership between parents and the educational institution, ensuring that students receive the necessary support and guidance.

The recommendations derived from the feedback were promptly relayed to both the Institutional Quality Assurance Cell (IQAC) and the staff council. As an affiliated college, the imperative to enhance and modernize the curriculum was conveyed through representatives on the Board of Studies to Mahatma Gandhi University. Faculty members played an active role in engaging in discussions pertaining to the syllabus, offering timely recommendations for necessary updates.



Additionally, there was a strong emphasis on effectively communicating Program Outcomes. This communication aids students in understanding the broader purpose of their educational journey.

To address these valuable suggestions, various measures were implemented. These measures included enhancements in laboratory and classroom infrastructure, aimed at providing students with a conducive and well-equipped learning environment. Furthermore, efforts were made to elevate curriculum quality through the introduction of certificate courses and supplementary programs, ensuring that students receive a more comprehensive and relevant educational experience.

Analysed by:

Feedback Committee:

Rev. Dr. Vincent Joseph, Principal

Dr. Bijimol Thomas, IQAC coordinator

Dr. A P Philip, Associate Professor, Department of Commerce

Ms. Nancy Jacob, Associate Professor, Department of Mathematics



Place : Thodupuzha

Date : 8-7-2019