



Newman College
Thodupuzha, Kerala

IQAC

Feedback on Curriculum

2020-2021

Stakeholders: Students, Teachers, Alumni and Employers



Index

Sl. No	Content	Refer Page no
<i>1</i>	<i>Feedback Mechanism</i>	<i>2</i>
<i>2</i>	<i>Overall Feedback Analysis by IQAC</i>	<i>3</i>
<i>3</i>	<i>Department wise Feedback Analysis</i>	<i>11</i>
<i>4</i>	<i>Department of Economics</i>	<i>11</i>
<i>5</i>	<i>Department of English</i>	<i>13</i>
<i>6</i>	<i>Department of History</i>	<i>15</i>
<i>7</i>	<i>Department of Malayalam</i>	<i>17</i>
<i>8</i>	<i>Department of Botany and Biotechnology</i>	<i>19</i>
<i>9</i>	<i>Department of Chemistry</i>	<i>21</i>
<i>10</i>	<i>Department of Mathematics and Statistics</i>	<i>23</i>
<i>11</i>	<i>Department of Physics</i>	<i>25</i>
<i>12</i>	<i>Department of Zoology</i>	<i>27</i>
<i>13</i>	<i>Department of Commerce</i>	<i>28</i>
<i>14</i>	<i>Department of Commerce Self financing</i>	<i>30</i>

Feedback Mechanism

Stakeholders Feedback on Curriculum

Feedback from Students, Teachers, Alumni and Employers

Newman College has a comprehensive feedback mechanism in place to collect feedback from various stakeholders, including students, teachers, alumni, 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 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. Data is collected using either offline or online using Google Forms from the stakeholders.

The feedback collected from various stakeholders is analyzed by the IQAC and overall feedback is consolidated. IQAC also prepares department wise feedback, which is intimated to the respective departments for further action.

The departments analyze the feedback and take various actions in light of the feedback received. This may include suggestions to make changes to curriculum, teaching methods, or infrastructure. The Action Taken Report from each department is communicated to IQAC. The IQAC consolidates all the action taken reports from the departments and prepares the institutional action taken report for the feedback of the respective year. 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, email, and notice boards.

Newman College
Thodupuzha

2020-2021

Curriculum Feedback Analysis

Feedback from Students, Teachers, Alumni
and Employers

Feedback on Curriculum

2020–2021

Newman College ensures the curriculum followed are keeping with the demands of time. The college being affiliated to Mahatma Gandhi University, Kottayam follows a curriculum prescribed by the University. The quality sustenance and quality enhancement measures are undertaken by adhering to the guidelines issued by regulatory authorities, collecting and analysing curriculum feedback from various stakeholders, discussing and solving issues related to curriculum in staff council, IQAC and respective departments. The IQAC of the college has formulated a formal mechanism to gather and analyse feedback from all the stakeholders, students, alumni, teachers and employers.

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 10 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.

Table 1. Curriculum feedback of Students

SI No.	Curricular Aspects	Mean Score
1	The content is relevant	4.00
2	Curriculum has well defined prospects for Higher Education and employability.	3.81

Feedback Analysis (2020-21)

3	Curriculum supported me in terms of skill enhancement	3.69
4	Curriculum supports creative learning	3.62
5	The curriculum provides a clarity of Programme and Course outcomes	3.91
6	Internal evaluation system suggested in the curriculum is good	3.91
7	Content of course is in tune with the global competency and emerging trends	3.62
8	Curriculum inculcates the value system among the students	3.75
9	Curriculum contributes towards human resource development and capacity building	3.72
	Grand Mean	3.79

The analysis of students' feedback depicts that the students are satisfied with the curriculum. They opine that the curriculum should give more focus to employability, skill enhancement and creative learning.

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.

Table 2 – Curriculum feedback of Teachers

Sl No.	Curricular Aspects	Mean Score
1	Curriculum is contemporary and need based	3.80
2	Timely updations were in the curriculum with recent curriculum advancements	3.73
3	Curriculum is effective in developing skill oriented human resource.	3.80
4	Curriculum provides employability, entrepreneurship and professional development	3.63
5	The students attain the POs, COs and PSOs.	3.70
6	Curriculum related educational facilities are provided in the college.	4.42
7	The curriculum provides opportunity for conducting research and project related activities	4.15
8	Sufficient number of prescribed books and reference materials are available in the library	4.50
9	The course/syllabus of this subject has increased my knowledge and perspective in the subject area.	4.49
10	The syllabus generates interest in the subject area	4.15
	Grand Mean	4.04

The analysis of various curricular aspects reveals a generally positive perception among stakeholders within the institution. The curriculum is seen as contemporary and need-based, with a mean score of 3.80, indicating alignment with current educational demands. While timely updates are slightly lower at 3.73, it's evident that the curriculum effectively contributes to developing skill-oriented

human resources, fostering employability, entrepreneurship, and professional development (mean score: 3.63). Stakeholders perceive that students are reasonably successful in attaining Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs), with a mean score of 3.70.

The availability of curriculum-related educational facilities in the college (mean score: 4.42) and an ample supply of prescribed books and reference materials in the library (mean score: 4.50) underscore the robust support structures for students and faculty. Moreover, the course/syllabus is seen as significantly enhancing knowledge and perspective in the subject area (mean score: 4.49), generating substantial interest (mean score: 4.15). Collectively, these findings yield a grand mean of 4.04, reflecting a positive outlook on the curriculum's quality and its ability to meet educational objectives.

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.

Table 3 Curriculum feedback of Alumni

Sl No.	Curricular Aspects	Mean Score
1	The curriculum prescribed for your programme during your college education was competent.	3.97
2	The courses in the curriculum were relevant in catering your professional and job needs	3.78

3	Content delivery of the course was good.	4.06
4	Project work/ internship offered under your programme was challenging and constructive.	3.68
5	The curriculum was well defined for Higher Education and employability	3.81
6	The content of the courses was in tune with the global competency and emerging trends.	3.57
7	The curriculum led to the enhancement of knowledge, skill and capabilities.	3.88
8	Curriculum helped you to improve inter and intra personal skills.	3.79
9	Curriculum inculcated the value system among the students.	3.81
	Grand Mean	3.40

The analysis of curricular aspects reflects a generally positive perception among respondents regarding their college education. The curriculum prescribed for their respective programs is viewed as highly competent, receiving a commendable mean score of 3.97. While the courses are perceived as relevant to professional and job needs (mean score: 3.78) and the content delivery is considered good (mean score: 4.06), there's room for improvement in project work/internship offerings, which are seen as slightly less challenging and constructive with a mean score of 3.68.

The curriculum is well-defined for higher education and employability (mean score: 3.81) and aligns reasonably well with global competency and emerging trends (mean score: 3.57). It effectively contributes to the enhancement of knowledge, skills, and capabilities (mean score: 3.88), while also playing a role in improving interpersonal and intrapersonal skills (mean score: 3.79) and inculcating a value system among students (mean score: 3.81).

The overall Grand Mean of 3.40 indicates a positive outlook on the competence and effectiveness of the curriculum, with opportunities for enhancement in certain areas to further enrich the educational experience.

EMPLOYER FEEDBACK ON CURRICULUM

The college collected and analysed feedback on the curriculum from the employers too. There were 9 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The statements measured the relevance of the curriculum for industrial needs, scope for employable and entrepreneurial skills, inculcates technical and communication skills, scope for research and innovation etc. The following table shows the analysis of curriculum feedback from employers.

Table 4 Curriculum feedback of Employers

Sl No.	Curricular Aspects	Mean Score
1	Curriculum ensures Professional and Ethical Attitude	4.48
2	Curriculum is relevant to Industrial needs	4.29
3	Curriculum inculcates human value	4.32
4	Provides scope for acquiring employable and entrepreneurial skills	4.16
5	Curriculum incorporates technical and communication skills.	4.29
6	The courses and programs in the curriculum are found relevant to your institutional needs and employability.	4.38
7	The curriculum enhances the soft-skills and technical skills for employment	4.25
8	The curriculum enhances the scope for research and innovation	4.19

9	The curriculum inculcates the healthy team spirit in team work	4.48
	Grand Mean	4.32

The analysis of employers' feedback shows that they are satisfied with the curriculum (mean score 4.32). They are of the opinion that content delivery is good in the college. Employers suggested to give a better awareness to the students on new employment opportunities and required skills. Overall, it was found that according to all the stakeholders the curriculum was adequate.

The suggestions received through the feedback were promptly communicated to the IQAC and staff council. Being an affiliated college the need for enhancing and updating the curriculum was communicated to the Mahatma Gandhi University through the Board of Studies members. The faculty members were actively involved in the syllabus discussions and recommendation of timely updates. The communication of PO, PSO and CO to the students was duly emphasized to enable them to understand the rationale behind the programme. The measures taken include improving lab and classroom infrastructure and improving the quality of curriculum by offering certificate courses and add-on programmes.

Prepared and analysed by-

Feedback Committee:

Dr. Thomson Joseph, Principal

Dr. Bijimol Thomas, IQAC coordinator

Dr. A P Philip, Department of Commerce

Ms. Nancy Jacob, department of Mathematics

Thomson
Bijimol
AP Philip
Nancy Jacob



Place : Thodupuzha

Date : 29-6-2021

Department wise Stakeholders' Feedback Analysis

2020-2021

Department of Economics

Students Feedback analysis on Curriculum

The data suggests that the curriculum is generally perceived positively, with several aspects being well-received, such as its relevance, prospects for higher education, and contribution to human resource development. However, there are areas where improvements could be made, particularly in terms of supporting skill enhancement, creative learning, and the internal evaluation system. Addressing these areas could enhance the overall effectiveness of the curriculum.

Teachers' Feedback on Curriculum

The data reflects generally positive feedback on various aspects of the curriculum's effectiveness and impact on students. The majority of respondents either "Agree" or "Neutral" with most statements, demonstrating a favourable perception of the curriculum. The aspects with the highest level of agreement are "Curriculum is contemporary and need-based," "Curriculum develops skill-oriented human resources," "The students attain the POs, COs, and PSOs," "Curriculum-related educational facilities are provided in the college," and "The course/syllabus of this subject has increased my knowledge and perspective in the subject area," all receiving at least two "Agree" responses. The data suggests that the curriculum is well-regarded and perceived as contemporary, skill-oriented, and effective in providing educational facilities and opportunities for research. It is also seen as contributing to the students' personal and professional development. Overall, the feedback supports the curriculum's effectiveness in meeting students' needs and fostering their knowledge, skills, and interest in the subject area.

Alumni Feedback on Curriculum

The data indicates that the curriculum is generally perceived as competent and catering to the professional and job needs of students. Respondents also believe that content delivery is good, and project work/internship is challenging and constructive. Furthermore, the curriculum is seen as well-defined for higher education and globally competent. It is acknowledged that the curriculum leads to the enhancement of knowledge, skills, and capabilities. Additionally, there is agreement that the curriculum helps improve both inter and intra-personal skills and

inculcates a value system. Although there are some disagreements and neutral responses, overall, the majority of respondents hold positive views about the curriculum's effectiveness in preparing students for their professional careers, fostering personal development, and instilling essential values.

Employers' Feedback on Curriculum

The data reflects a lack of consensus and differing opinions on various aspects of the curriculum. While some respondents strongly agree or agree with certain statements, others strongly disagree or are neutral. This suggests that there might be varying perceptions of the curriculum's effectiveness and its ability to instill professional attitudes, relevance to industrial needs, inculcation of human values, and the scope for skill development and research. It is crucial for educational institutions to gather more comprehensive feedback and conduct further assessments to identify areas of improvement and address concerns effectively. Additionally, open communication channels and a willingness to adapt the curriculum based on student and stakeholder feedback can lead to better alignment with the desired outcomes and objectives of the educational program.



Department of English

Students Feedback analysis on Curriculum

The data presents feedback on various aspects of a curriculum's effectiveness and impact on students. Respondents were asked to rate their agreement with different statements on a scale from Strongly Agree to Strongly Disagree. The results indicate that the curriculum is generally well-received, with a majority of respondents strongly agreeing or agreeing on its relevance, prospects for higher education, support for skill enhancement, creative learning, clarity of program and course outcomes, alignment with global competency and emerging trends, inculcation of a value system, and its contribution to human resource development and capacity building. While there are some neutral or disagreeing responses on specific aspects like the internal evaluation system and creative learning, the overall sentiment remains positive. The curriculum's strengths lie in its relevance, comprehensive outcomes, and its ability to foster valuable skills and values in students, but attention should be given to addressing the concerns raised to further enhance its impact.

Teachers' Feedback on Curriculum

The data indicates mixed feedback on various aspects of the curriculum's effectiveness and impact on students. While there are some positive responses, such as "Curriculum is contemporary and need-based," "Timely updates with recent curriculum advancements," and "Curriculum develops skill-oriented human resources," there are also areas of concern. The statements "Curriculum provides employability, entrepreneurship, and professional development" and "The students attain the POs, COs, and PSOs" receive fewer positive responses. Additionally, the aspect of "Curriculum-related educational facilities provided in the college" receives mixed feedback, with both positive and neutral responses. The aspects of "The curriculum provides opportunities for conducting research and project-related activities" and "The course/syllabus of this subject has increased my knowledge and perspective in the subject area" receive a mix of positive, neutral, and even negative responses.

Overall, the data suggests that while certain aspects of the curriculum are well-regarded and effective, there are areas that require further attention and improvement to better meet students' needs and expectations. Addressing the concerns raised by respondents and enhancing the curriculum's support for employability, entrepreneurship, and professional development, as well as research opportunities and educational facilities, can contribute to a more comprehensive and impactful curriculum. Moreover, efforts to strengthen the syllabus to

generate more interest in the subject area and improve students' learning experiences can lead to a more positive and enriching educational journey for the students.

Alumni Feedback on Curriculum

The data suggests that respondents hold diverse opinions regarding various aspects of the curriculum. There is no overwhelming agreement on any statement, indicating mixed perceptions. While some respondents agree or strongly agree that the curriculum is competent, caters to professional and job needs, and leads to the enhancement of knowledge, skills, and capabilities, others are neutral or disagree. Similarly, views on content delivery, project work/internship, and the curriculum's definition for higher education and global competence are varied. Some respondents believe that the curriculum helps improve inter and intra-personal skills and inculcates a value system, but others are neutral or disagree on these points. Overall, the data highlights the need for further evaluation and improvement in certain aspects of the curriculum to better align with the needs and expectations of the students.



Department of History

Students Feedback analysis on Curriculum

The majority of respondents strongly agree or agree that the content is relevant, the curriculum offers prospects for higher education, supports skill enhancement, and fosters creative learning. Additionally, there is widespread agreement that the curriculum provides clarity of program and course outcomes, and the internal evaluation system is considered good. Respondents also acknowledge the alignment of the course content with global competency and emerging trends, as well as the curriculum's significant contribution to inculcating a value system among students and human resource development. While there are some neutral responses in a few areas, the overall sentiment is highly positive, suggesting that the curriculum is well-designed, relevant, and effective in preparing students for higher education and beyond. The data highlights the success of the curriculum in catering to diverse needs and equipping students with essential skills and values for their future endeavors.

Teachers' Feedback on Curriculum

The data suggests that there is a lack of strong consensus on many aspects of the curriculum. While certain aspects are well-regarded, there are areas that require further attention and improvement to better meet students' needs and expectations. Addressing the concerns raised by respondents and enhancing the curriculum's support for skill development, employability, and research opportunities, as well as providing adequate educational resources, can contribute to a more effective and impactful curriculum. Moreover, efforts to strengthen the syllabus to generate more interest in the subject area and improve students' learning experiences can lead to a more positive and enriching educational journey for the students.

Alumni Feedback on Curriculum

The data reflects varying perceptions of the curriculum among the respondents. The majority strongly agree that the curriculum is competent, leads to the enhancement of knowledge, skill, and capabilities, and is defined for higher education. However, there is mixed agreement on other aspects. While some respondents agree that the curriculum caters to professional and job needs, others are neutral on this point. Similarly, opinions differ regarding the content delivery and the challenging and constructive nature of project work/internship. There is also a mixed response to the curriculum being globally competent. On the statement about the curriculum helping improve inter and intra-personal skills, respondents are split between neutral and

agreeing. Moreover, there is agreement that the curriculum inculcates a value system, but a few respondents express neutral opinions. Overall, the data highlights a need for further evaluation and improvements in certain aspects of the curriculum to better meet the diverse needs and expectations of the students



Department of Malayalam

Students Feedback analysis on Curriculum

The data reveals mixed feedback on various aspects of the curriculum's effectiveness and impact on students. While some respondents strongly agree or agree that the content is relevant, the curriculum has prospects for higher education, and supports skill enhancement, there are also respondents who disagree or strongly disagree with some of these statements. There is relatively stronger agreement that the curriculum provides clarity of program and course outcomes and that the internal evaluation system is good. However, there is a lack of consensus regarding the curriculum's support for creative learning and its alignment with global competency and emerging trends, with a substantial number of neutral responses. The curriculum's effectiveness in inculcating a value system and contributing to human resource development and capacity building also received mixed feedback. Overall, the data suggests that while certain aspects of the curriculum are well-regarded, there are areas that require improvement to ensure its relevance, alignment with emerging trends, and effective development of students' skills and values.

Teachers' Feedback on Curriculum

The data suggests that the curriculum is well-regarded and perceived positively by the respondents, especially in terms of its relevance, timely updates, educational facilities, and impact on students' knowledge and perspectives. The positive feedback indicates that the curriculum is successful in developing skill-oriented human resources and providing employability and professional development opportunities. Moreover, it is effective in helping students achieve the desired program, course, and subject outcomes. The curriculum's ability to generate interest in the subject area is also viewed positively. Overall, the data presents a highly encouraging picture of the curriculum's effectiveness and impact on students, suggesting that it is contemporary, need-based, and contributes significantly to their educational and skill development.

Alumni Feedback on Curriculum

The data shows generally positive perceptions of the curriculum among the respondents. A significant majority strongly agree that the curriculum is competent, caters to professional and job needs, has good content delivery, and provides challenging and constructive project work/internship. Additionally, respondents agree that the curriculum is defined for higher education, is globally competent, and leads to the enhancement of knowledge, skills, and capabilities. There is also agreement that the curriculum helps improve inter and intra-personal skills and inculcates a value system. While a few respondents express neutral opinions, and a very small number disagree with some statements, the overall sentiment is positive. The data indicates that the curriculum is well-received by the majority of respondents, aligning with their needs and expectations for both academic and professional development.



Department of Botany and Biotechnology

Students Feedback analysis on Curriculum

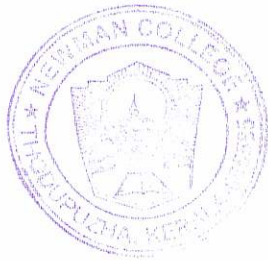
The data indicates mixed feedback on different aspects of the curriculum's effectiveness and impact on students. The majority of respondents strongly agree or agree that the content is relevant, has prospects for higher education, and supports skill enhancement. However, there are areas where agreement is lower, such as curriculum support for creative learning and alignment with global competency and emerging trends, with a significant number of neutral responses. Similarly, while most respondents agree that the curriculum provides clarity of program and course outcomes, there are also a few neutral and disagreeing responses. The internal evaluation system is generally seen positively with a fair agreement from respondents. Regarding inculcating a value system and contributing to human resource development and capacity building, there is mixed feedback. While some strongly agree or agree, others show neutral or even disagreeing views. Overall, the data suggests that the curriculum is perceived positively in some aspects, but there are areas that require further attention and improvement to ensure its effectiveness in preparing students for higher education, skill development, and holistic growth. Addressing the concerns raised can lead to a more well-rounded and impactful curriculum.

Teachers' Feedback on Curriculum

The data suggests that while certain aspects of the curriculum are well-regarded and perceived positively, there are areas that require attention and improvement to better meet students' needs and expectations. Addressing the concerns raised by respondents and ensuring timely updates with recent curriculum advancements can contribute to a more contemporary and effective curriculum. Efforts to enhance the curriculum's ability to provide employability and professional development opportunities, as well as increasing the students' attainment of program, course, and subject outcomes, can lead to a more positive and impactful educational experience. Moreover, exploring ways to generate more interest in the subject area and providing sufficient learning resources can contribute to a more enriching educational journey for the students.

Alumni Feedback on Curriculum

The data suggests a mixed perception of the curriculum among the respondents. While there is some agreement on various aspects, there is no overwhelming consensus. Some respondents agree or strongly agree that the curriculum is competent, caters to professional and job needs, and enhances knowledge, skills, and capabilities. They also acknowledge that the content delivery is good, and project work/internship is challenging and constructive. However, there are others who express neutral opinions on these statements. Similarly, opinions vary regarding whether the curriculum is defined for higher education and globally competent. Some respondents believe that the curriculum helps improve inter and intra-personal skills and inculcates a value system, while others are neutral on these aspects. Only a few respondents express disagreement, and there are no strong disagreements. Overall, the data highlights the need for further evaluation and improvement in certain aspects of the curriculum to better align it with the diverse needs and expectations of the students.



Department of Chemistry

Students Feedback analysis on Curriculum

The data reflects diverse opinions on different aspects of the curriculum's effectiveness and impact on students. Some respondents strongly agree or agree that the content is relevant, has prospects for higher education, and supports skill enhancement. However, there are also considerable neutral responses for various statements, suggesting uncertainty or lack of strong opinions on those aspects. Additionally, a significant number of respondents express neutral views on the curriculum supporting creative learning, aligning with global competency and emerging trends, and inculcating a value system among students. The internal evaluation system receives mixed feedback, with a fair number of neutral responses. The data suggests that while certain aspects of the curriculum are well-regarded, there is considerable room for improvement in ensuring its relevance, alignment with global trends, and impact on skill enhancement, creative learning, and value inculcation.

Alumni Feedback on Curriculum

The data indicates a generally positive perception of the curriculum among the respondents, with the majority expressing agreement or strong agreement across various aspects. They believe that the curriculum is competent, caters to professional and job needs, and enhances knowledge, skills, and capabilities. The content delivery is viewed positively as being good, and project work/internship is seen as challenging and constructive. Respondents also agree that the curriculum is defined for higher education and is globally competent. While there are some respondents who express neutral opinions, and a small number disagree on certain aspects, the overall sentiment is largely favorable. The data suggests that the curriculum is generally well-received by the respondents, and it aligns well with their needs and expectations for academic and professional development.

Employers' Feedback on Curriculum

The data reflects a positive evaluation of the curriculum's effectiveness in nurturing a professional and ethical attitude, addressing industrial requirements, and instilling human values. It is also perceived as beneficial for acquiring employable and entrepreneurial skills, technical and communication skills, and promoting a healthy team spirit. While there are some areas with neutral responses or minor disagreements, the majority of the feedback is affirmative, suggesting that the curriculum is well-designed and aligned with the needs and

expectations of the respondents. This positive feedback can serve as valuable feedback for educators and institutions to continue building on the strengths of the curriculum and further enhance its effectiveness.



Department of Maths

Students Feedback analysis on Curriculum

The data presents feedback on various aspects of the curriculum's effectiveness, relevance, and impact on students. The responses are spread across a wide range of agreement levels, indicating diverse opinions. The aspects with the highest level of agreement are "Curriculum provides a clarity of Programme and Course outcomes" and "Internal evaluation system suggested in the curriculum is good," both receiving strong agreement from a significant number of respondents. Additionally, a considerable proportion of respondents agree that the curriculum is relevant and has prospects for higher education.

The data suggests that while certain aspects of the curriculum are well-received, there are areas that require further attention and improvement to better meet students' needs and align with global trends and competencies. It may be beneficial for curriculum developers to address the concerns raised by respondents to enhance the overall effectiveness and impact of the curriculum. Additionally, incorporating creative learning opportunities and reinforcing the value system within the curriculum can help ensure a more holistic development of students and better preparation for higher education and the challenges of the future.

Teachers' Feedback on Curriculum

The data suggests that the curriculum-related educational facilities, opportunities for research and project activities, and the availability of books and reference materials in the library are positively perceived by the respondents. However, there is a mix of opinions regarding the contemporary and need-based nature of the curriculum, timely updates with recent advancements, and the extent to which the curriculum develops skill-oriented human resources. There is generally a positive perception of the curriculum's impact on employability, entrepreneurship, professional development, and students' knowledge and perspective in the subject area

Alumni Feedback on Curriculum

The survey data suggests that the curriculum generally receives positive feedback from the participants. It is perceived as competent, aligned with professional needs, and effectively delivered. The inclusion of challenging project work/internships is valued, and the curriculum is seen as beneficial for enhancing knowledge, skills, and capabilities, as well as personal and interpersonal development. Moreover, the curriculum is acknowledged for promoting a value system. However, there are some neutral or dissenting views, which may indicate areas that could be further evaluated and improved.

Employers' Feedback on Curriculum

The data suggests that while some aspects of the curriculum receive positive feedback, others are met with mixed opinions and neutral responses. The curriculum is perceived positively in terms of ensuring a professional and ethical attitude, and the relevance of courses to institutional needs and employability. However, there are areas where the responses are divided, such as the incorporation of technical and communication skills and the scope for acquiring employable and entrepreneurial skills. Similarly, the enhancement of soft-skills and technical skills for employment, as well as the inculcation of a healthy team spirit, receive varying levels of feedback.



Department of Physics

Students Feedback analysis on Curriculum

Overall, the data suggests a lack of strong consensus on many aspects of the curriculum. While some aspects are generally well-received, there are areas that require further attention and improvement to enhance the curriculum's effectiveness. Addressing the concerns raised by respondents and incorporating more opportunities for skill enhancement and creative learning can help strengthen the curriculum's impact on students' development and preparedness for higher education. Additionally, efforts to reinforce the value system within the curriculum may lead to more positive outcomes in terms of human resource development and capacity building.

Teachers' Feedback on Curriculum

The data suggests overall positive perceptions of the curriculum-related educational facilities, opportunities for research and project activities, and the availability of books and reference materials in the library. There is a mix of opinions regarding the contemporary and need-based nature of the curriculum and its role in developing skill-oriented human resources, employability, entrepreneurship, and professional development. However, the curriculum seems to be effective in achieving the Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs), as well as generating interest and increasing knowledge in the subject area for the respondents.

Alumni Feedback on Curriculum

The data suggests that there is generally positive feedback on various aspects of the curriculum, such as its competency, content delivery, and the challenging nature of project work/internship. However, the data is limited due to the reduced number of respondents, and there are some areas with mixed responses, such as global competence and the inculcation of a value system. It's important to note that drawing strong conclusions from such a small sample size may not be reliable. To get a more accurate and comprehensive understanding of the curriculum's effectiveness, a larger and more diverse sample should be considered.

Employers' Feedback on Curriculum

The overwhelming positive feedback from the respondents indicates a well-designed curriculum that effectively addresses the development of professional and ethical attitudes, human values, technical and communication skills, and employability skills. The curriculum's alignment with industrial needs and relevance to institutional requirements further enhances its effectiveness. Moreover, the curriculum is perceived as fostering a culture of research and innovation and promoting healthy team dynamics, which are essential for a well-rounded educational experience. However, it's important to note that the data does not include any negative or neutral responses, which could indicate that there might be some limitations in the data collection process, such as a limited sample size or self-selection bias. To get a more comprehensive understanding of the curriculum's impact, future evaluations should aim to include a larger and more diverse sample and provide options for neutral or disagree responses to capture a broader range of perspectives. Nevertheless, the positive feedback from the current data serves as encouraging evidence of the curriculum's efficacy and relevance in preparing students for the challenges of the professional world.



Department of Zoology

Students Feedback analysis on Curriculum

The aspects with the highest agreement scores are “Curriculum provides clarity of Programme and Course outcomes” and “Content of course is in tune with global competency and emerging trends,” both receiving relatively moderate agreement from respondents. Overall, the data suggests that the curriculum’s effectiveness and impact are perceived positively in some aspects, particularly in terms of providing clarity of outcomes and aligning with global competency trends. However, there is a need to address the concerns raised by respondents and strengthen the curriculum in areas related to skill enhancement, creative learning, inculcation of the value system, and human resource development. Incorporating more opportunities for skill development and creative learning, along with emphasizing the value system, could contribute to improving the curriculum’s overall effectiveness and preparing students for higher education and the challenges of the future.

Teachers’ Feedback on Curriculum

Respondents agreed that the syllabus generates interest in the subject area. Overall, the data suggests that respondents generally have positive perceptions of the curriculum and its impact on educational facilities, research opportunities, knowledge enhancement, and generating interest in the subject area. However, some statements received mixed opinions, and there were no strong agreements for most of the statements.

Alumni Feedback on Curriculum

Overall, the data continues to suggest generally positive feedback on various aspects of the curriculum. The curriculum is perceived as competent, catering to professional needs, and leading to the enhancement of knowledge, skills, and capabilities. Project work/internship is seen as challenging and constructive, and the curriculum helps to improve inter and intra-personal skills. Additionally, the majority of respondents believe that the curriculum is defined for higher education and inculcates a value system.



Department of Commerce

Students Feedback analysis on Curriculum

The data suggests that the curriculum is well-received and effective in meeting students' needs, preparing them for higher education, and fostering skill enhancement and creative learning. Moreover, the curriculum is perceived to promote a value system among students, contributing to their holistic development and human resource capacity building. Overall, the feedback supports the effectiveness and relevance of the curriculum and indicates its success in fulfilling its intended objectives.

Teachers' Feedback on Curriculum

The data reflects mixed perceptions about various aspects of the curriculum. While there is agreement that the curriculum provides educational facilities and opportunities for research and projects, there is uncertainty about its contemporary and need-based nature. Respondents have varied views on whether the curriculum develops skill-oriented human resources and provides employability, entrepreneurship, and professional development opportunities. Similarly, opinions are divided on whether the students attain the Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs). The availability of prescribed books and reference materials in the library also receives mixed responses. On a positive note, respondents generally agree that the course/syllabus enhances their knowledge and perspective in the subject area and generates interest. Overall, there is room for improvement in some aspects of the curriculum to align better with the needs and expectations of the students.

Alumni Feedback on Curriculum

The data provided indicates a comprehensive and relatively positive perception of the curriculum across various aspects in the context of higher education. A significant number of respondents strongly agree or agree that the curriculum is competent (47 out of 60), caters to professional and job needs (42 out of 60), and enhances knowledge, skills, and capabilities (45 out of 60). Content delivery is also well-received, with 49 out of 60 respondents agreeing that it is good. Moreover, project work/internship is considered challenging and constructive by 36 out of 60 respondents. The curriculum's alignment with higher education standards is acknowledged by 39 out of 60 participants, while 36 out of 60 respondents believe it is globally

competent. The majority of participants also perceive the curriculum as having a positive impact on inter and intra-personal skills (42 out of 60) and inculcating a value system (41 out of 61). While there are some neutral and dissenting views, the overall data reflects a positive evaluation of the curriculum's effectiveness and its ability to meet professional and personal development needs in a higher education context.

Employers' Feedback on Curriculum

The data reflects a strong consensus among respondents, indicating that the curriculum is meeting their expectations and needs effectively. It appears to be well-received across various aspects, with only a few neutral responses and no negative feedback. This highly positive feedback provides compelling evidence of the curriculum's efficacy and relevance in preparing students for the demands of the professional world. However, as with any data analysis, it's essential to consider potential limitations, such as the sample size and the specific context of the survey. Nonetheless, the results demonstrate a well-structured and successful curriculum that appears to be positively impacting the development and growth of the students.



Department of Commerce Self-financing (Finance and Taxation)

Students Feedback analysis on Curriculum

The data indicates generally positive feedback on various aspects of the curriculum's effectiveness and impact on students. The majority of respondents either "Agree" or "Strongly Agree" with most statements, demonstrating a favorable perception of the curriculum. The aspects with the highest level of agreement are "Curriculum has prospects for Higher Education," "Curriculum supports skill enhancement," and "Curriculum inculcates the value system among the students," all receiving strong agreement from respondents. The data suggests that the curriculum is well-regarded and effective in meeting students' needs, preparing them for higher education, fostering skill enhancement, and inculcating a value system. The curriculum's alignment with global competency and emerging trends is also perceived positively. The positive feedback supports the effectiveness and relevance of the curriculum, indicating its success in fulfilling its intended objectives and contributing to human resource development and capacity building.

Teachers' Feedback on Curriculum

The data indicates a generally positive perception of the curriculum, with a majority of respondents either strongly agreeing or agreeing with various aspects. The curriculum is seen as contemporary and need-based, and timely updates with recent advancements are appreciated. It is perceived to be successful in developing skill-oriented human resources, providing opportunities for employability, entrepreneurship, and professional development, and helping students attain the desired Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs). The presence of educational facilities and opportunities for research and projects is acknowledged. Additionally, respondents feel that there are a sufficient number of prescribed books and reference materials available in the library. The course/syllabus is praised for its effectiveness in increasing knowledge and perspective in the subject area, and it generates interest among the students. However, there are some respondents who remain neutral on certain aspects or express minor disagreements, suggesting some room for further improvement. Overall, the curriculum appears to be well-received, with positive impacts on students' learning experiences and skill development.



Department of Commerce Self-financing (Computer Application)

Students Feedback analysis on Curriculum

The data suggests that the curriculum may need improvement in several areas to better meet students' needs and expectations. Enhancing the content's relevance and aligning it with global competency and emerging trends could improve its effectiveness. Additionally, efforts to incorporate creative learning opportunities and strengthen the value system within the curriculum may lead to better outcomes for students' holistic development. Addressing the concerns raised by respondents can help tailor the curriculum to ensure its relevance, clarity, and alignment with students' skill enhancement and future career prospects.

Teachers' Feedback on Curriculum

The data suggests a mixed perception of the curriculum's various aspects. While some respondents strongly agree or agree that the curriculum is contemporary and need-based, provides skill-oriented development, and offers employability, entrepreneurship, and professional development opportunities, others are neutral on these matters. Similarly, opinions differ concerning the attainment of Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs). However, respondents agree that the college provides educational facilities for the curriculum and opportunities for research and projects. There is also agreement that the library offers a sufficient number of prescribed books and reference materials. On the other hand, there are mixed responses regarding the course/syllabus's impact on knowledge and perspective in the subject area and generating interest. Overall, the data highlights a need for further evaluation and improvement in certain aspects of the curriculum to better align with the students' needs and expectations.



Department of Commerce Self-financing (Cooperation)

Students Feedback analysis on Curriculum

The data indicates mixed feedback on various aspects of the curriculum's effectiveness and impact on students. The responses are distributed across the different agreement levels, with no strong consensus on any statement. While some respondents "Strongly Agree" or "Agree" that the content is relevant, the curriculum has prospects for higher education, supports skill enhancement, creative learning, clarity of program and course outcomes, and the internal evaluation system is suggested to be good, there are also several "Neutral" responses for these aspects, suggesting uncertainty or lack of strong opinions. Addressing the concerns raised by respondents and enhancing the curriculum's alignment with global trends, its support for skill enhancement, creative learning, and value inculcation can contribute to a more effective and impactful curriculum. Efforts to strengthen its relevance and prospects for higher education can further enhance the curriculum's overall effectiveness and better meet students' needs.

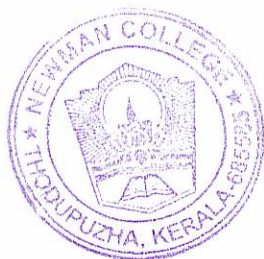
Teachers' Feedback on Curriculum


The data reveals mixed perceptions about the curriculum's attributes. While there is agreement that the curriculum is contemporary and need-based, respondents have diverse opinions regarding its ability to develop skill-oriented human resources and provide employability, entrepreneurship, and professional development opportunities. The success of students in achieving the Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) is moderately acknowledged. The availability of educational facilities and opportunities for research and projects is recognized, as well as the presence of sufficient books and reference materials in the library. However, there is a lack of strong agreement on whether the course/syllabus significantly enhances knowledge and perspective in the subject area or generates interest. The data implies the need for further evaluation and improvements in certain aspects of the curriculum to better meet the expectations of students and align with their needs.



Conclusion

The curriculum review has identified both strengths and areas for improvement. While the curriculum effectively delivers key concepts and includes engaging activities, it would benefit from broader content coverage, updated information, and differentiated instruction. Addressing these areas will enhance the curriculum, providing a more comprehensive and effective learning experience for all students. Continued feedback collection and utilization will ensure the curriculum remains relevant, engaging, and aligned with the evolving needs of learners. Creating a positive learning environment is essential for promoting academic growth. Educational institutions can create empowering spaces for students to flourish by continuously evaluating strategies to enhance the learning environment.




Dr. Bijimol Thomas
IQAC Coordinator