Newman College

Thodupuzha, Kerala

IQAC

Stakeholders' Feedback on Curriculum

2021-2022

Index

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.

FEEDBACK MECHANISM

Feedback collection: 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.

Feedback Analysis: 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.

Action Plan: 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.

Feedback Committee members:

Dr. Thomson Joseph, Principal

Dr. Bijimol Thomas, IQAC Coordinator

Dr. A P Philip, Department of Commerce

Ms. Nancy Jacob, Department of Mathematics

Newman College
Thodupuzha

Curriculum Feedback Report

2021-22

Feedback from Students, Teachers, Alumni and Employers

Newman College, Thodupuzha

Feedback on Curriculum

2021-2022

Newman College places a strong emphasis on maintaining a curriculum that evolves to meet contemporary demands. As an institution affiliated with Mahatma Gandhi University, Kottayam, the college strictly adheres to the university's prescribed curriculum. To ensure the ongoing quality and enhancement of the curriculum, the college diligently follows the guidelines issued by regulatory authorities. A key component of this quality assurance process involves the collection and comprehensive analysis of curriculum feedback from a diverse array of stakeholders.

Addressing curriculum-related issues is a collaborative effort, involving discussions and resolutions within key bodies such as the staff council, Institutional Quality Assurance Cell (IQAC), and relevant academic departments. The IQAC at the college has established a structured mechanism for systematically gathering and evaluating feedback from all stakeholders, including students, alumni, faculty, and employers. This proactive approach facilitates continuous curriculum improvement and ensures that the educational offerings remain responsive to the evolving needs of the academic and professional landscape.

### 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.

Curriculum feedback - Students

| Sl No.	Curricular Aspects	Mean Score
1	The content of the syllabus/curriculum is relevant	3.90
2	Curriculum supports creative learning	3.70
3	Curriculum inculcates the value system among the students	3.78
4	Curriculum supports skill enhancement	3.66

Newman College, Thodupuzha

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5	Internal evaluation system suggested in the curriculum is good	3.97
6	Content of course is in tune with the global competency and emerging trends	3.65
7	The curriculum provides a clarity of Programme and Course outcomes	3.89
8	Curriculum contributes towards human resource development and capacity building	3.76
9	Curriculum is apt for Higher Education and employability	3.89
	Grand Mean	3.80
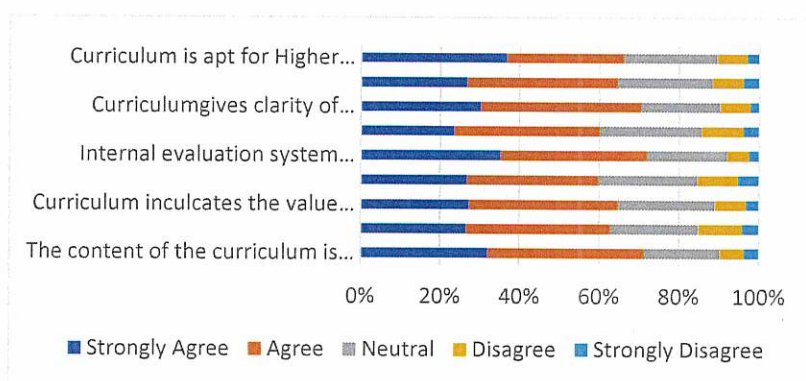
The analysis of various curricular aspects at the institution reveals a positive overall perception among stakeholders. The content of the syllabus or curriculum is notably deemed relevant, earning a high mean score of 3.90. Additionally, the curriculum supports creative learning (mean score: 3.70) and effectively inculcates a value system among students (mean score: 3.78). The internal evaluation system suggested in the curriculum is well-received, with a high mean score of 3.97, indicating its effectiveness in assessing student performance.

Furthermore, the curriculum is seen as supportive of skill enhancement (mean score: 3.66) and aligns with global competency and emerging trends in the respective field (mean score: 3.65). Stakeholders appreciate the clarity provided regarding Programme and Course outcomes (mean score: 3.89), indicating effective communication of educational objectives. The curriculum's contribution to human resource development and capacity building is acknowledged with a mean score of 3.76, and it is perceived as apt for both higher education and employability (mean score: 3.89).

Newman College, Thodupuzha
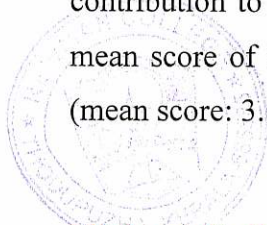
The Grand Mean of 3.80 underscores a positive overall sentiment regarding the quality and effectiveness of the curriculum, reflecting its alignment with stakeholder expectations and educational objectives.

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

| Sl No.	Curricular Aspects	Mean Score
1	Curriculum is contemporary and need based	3.833
2	Curriculum provides employability, entrepreneurship and professional development.	3.68
3	Curriculum provides opportunity for applied learning	3.79
4	Timely updations were made in the curriculum with recent curriculum advancements.	3.67
5	Curriculum provides opportunity for conducting research and project related activities.	4.29
6	PO, PSO and CO is clearly specified in the syllabi	3.87
7	Curriculum is effective in developing innovative thinking	3.81
8	Curriculum related educational facilities are provided in the college.	4.39
9	Sufficient number of prescribed books and reference materials are available in the library.	4.29
10	The course/syllabus of this subject has increased my knowledge and perspective in the subject area.	4.08
	Grand Mean	4.41

Newman College, Thodupuzha
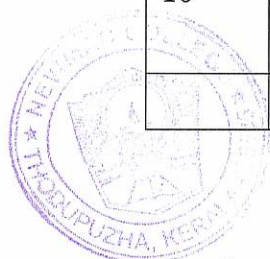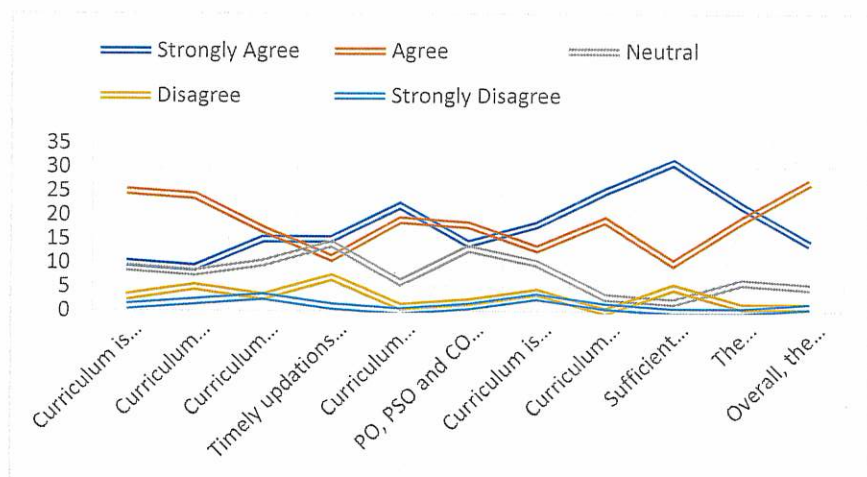
The analysis of various curricular aspects at the institution reveals an overwhelmingly positive perception among stakeholders. The curriculum is considered contemporary and need-based, with a mean score of 3.833, indicating its relevance to current educational requirements. It is also credited with providing opportunities for employability, entrepreneurship, and professional development (mean score: 3.68) and promoting applied learning (mean score: 3.79).

Stakeholders appreciate the curriculum's responsiveness to recent curriculum advancements, as reflected in its timely updates (mean score: 3.67). Furthermore, the curriculum is seen as highly conducive to conducting research and project-related activities (mean score: 4.29), fostering innovative thinking (mean score: 3.81), and clearly specifying Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) in the syllabi (mean score: 3.87).

Moreover, the institution receives high praise for providing curriculum-related educational facilities (mean score: 4.39) and ensuring an ample supply of prescribed books and reference materials in the library (mean score: 4.29). Finally, the course/syllabus is perceived as significantly enhancing knowledge and perspective in the subject area (mean score: 4.08).

The remarkable Grand Mean of 4.41 underscores the institution's commitment to a highly effective and responsive curriculum that aligns with stakeholder expectations, fosters innovation, and supports a rich learning environment.
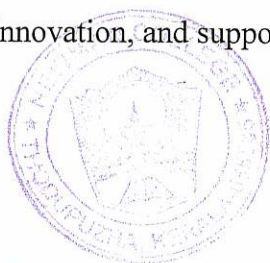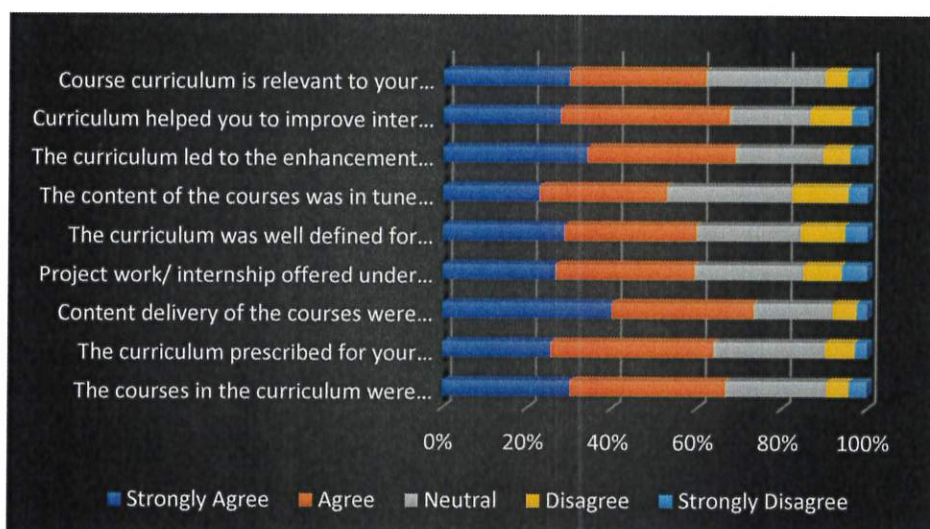
Newman College, Thodupuzha

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

| Sl No.	Curricular Aspects	Mean Score
1	The courses in the curriculum were relevant in catering your professional needs.	3.83
2	The curriculum prescribed for your programme during your college education was competent.	3.77
3	Content delivery of the courses were good.	4.02
4	Project work/ internship offered under your programme was challenging and constructive.	3.65
5	The curriculum was well defined for Higher Education and employability.	3.67
6	The content of the courses was in tune with the global competency and emerging trends.	3.53
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.	3.77
9	Course curriculum is relevant to your future aspirations.	3.76
	Grand Mean	3.77

Newman College, Thodupuzha

The analysis of alumni feedback shows that they are satisfied with the curriculum (mean score 3.77). They are of the opinion that content delivery is good in the college. Further the alumni suggested that ample practical exposure should be given to the students for equipping them to face the industry needs.
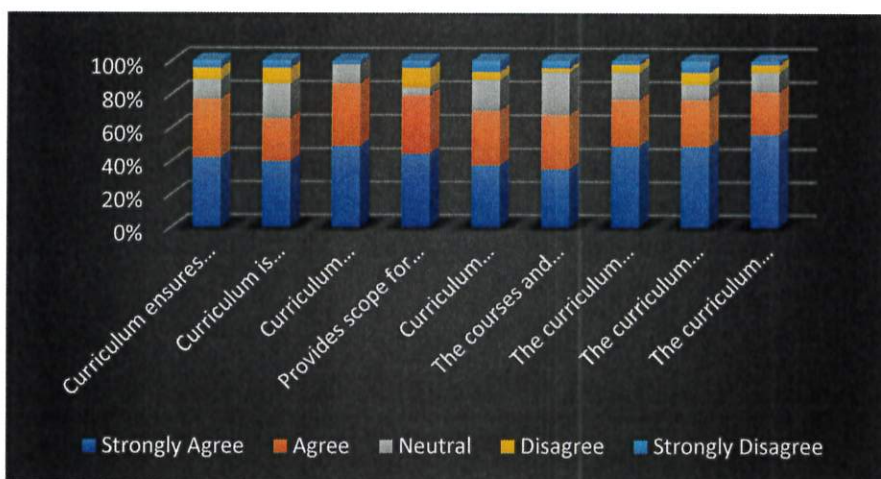
EMPLOYER FEEDBACK ON CURRICULUM

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.

| Sl No.	Curricular Aspects	Mean Score
1	Curriculum ensures Professional and Ethical Attitude	4.02
2	Curriculum is relevant to Industrial needs	3.86
3	Curriculum inculcates human value	4.30
4	Provides scope for acquiring employable and entrepreneurial skills	4.02
5	Curriculum incorporates technical and communication skills.	3.88
6	The courses and programs in the curriculum are found relevant to your institutional needs and employability.	3.90

Newman College, Thodupuzha
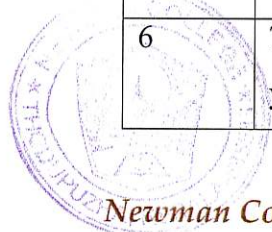
7	The curriculum enhances the soft-skills and technical skills for employment	**4.16**
8	The curriculum enhances the scope for research	**4.04**
9	The curriculum inculcates the healthy team spirit in team work	**4.27**
	Grand Mean	**4.05**

The analysis of employers' feedback shows that they are satisfied with the curriculum (mean score 4.05). 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.

Conclusion

The analysis of various curricular aspects at the institution indicates a positive perception among stakeholders. The curriculum is seen as relevant, fostering creative learning, and instilling values among students. The internal evaluation system is well-regarded for assessing student performance. Additionally, the curriculum supports skill enhancement, aligns with global trends, and communicates educational objectives effectively. It contributes to human resource development and is suitable for both higher education and employability. Overall, the Grand Mean of 3.80 reflects a positive sentiment regarding the curriculum's quality and alignment with stakeholder expectations.

Newman College, Thodupuzha
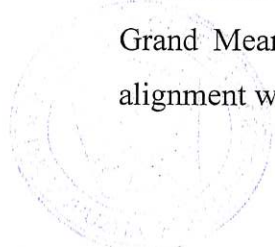
On the other hand, stakeholders overwhelmingly view the curriculum as contemporary and need-based. It is praised for providing opportunities for employability, entrepreneurship, and applied learning. While stakeholders appreciate the responsiveness to recent curriculum advancements, there's room for improvement in project work and the specification of outcomes. The curriculum is seen as conducive to research and innovation, fostering innovative thinking, and ensuring ample educational resources. The remarkable Grand Mean of 4.41 underscores the institution's commitment to an effective and responsive curriculum.

Alumni feedback indicates satisfaction with the curriculum, content delivery, and suggests providing more practical exposure to prepare students for industry needs. Employers also express satisfaction with the curriculum and content delivery, with recommendations to raise awareness about new employment opportunities and required skills. Overall, stakeholders concur that the curriculum meets their expectations, reflecting a robust educational framework.

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 updations. 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 addon programmes.

Prepared 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
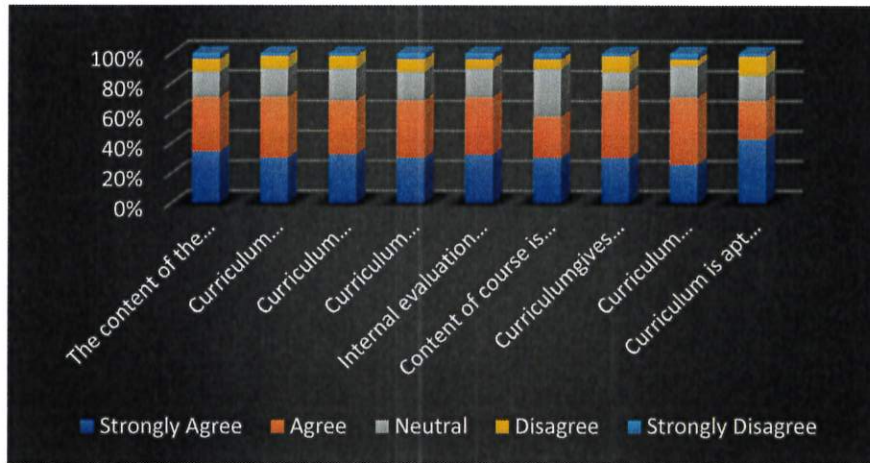
   Place   :   Thodupuzha

   Date   :   28-7-2022

Newman College, Thodupuzha

Feedback on Academic Performance & Ambience and Curriculum

Department wise Analysis Report
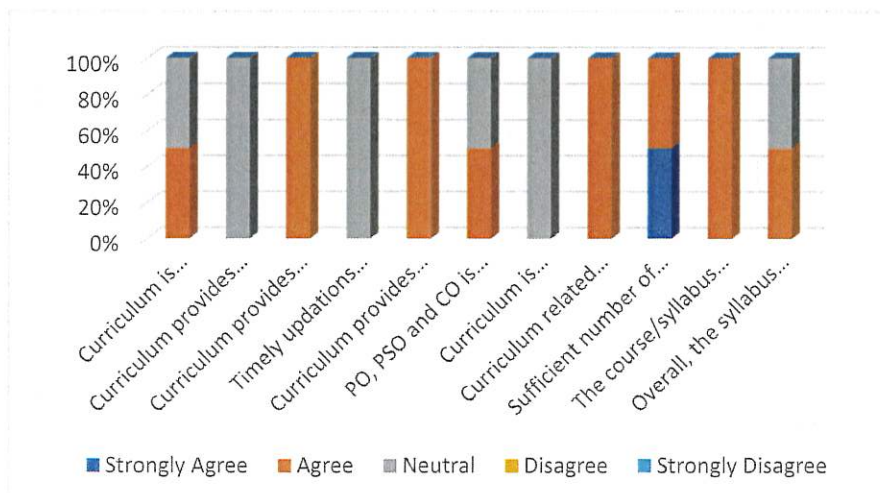
Academic Year 2021-2022

Department of Economics
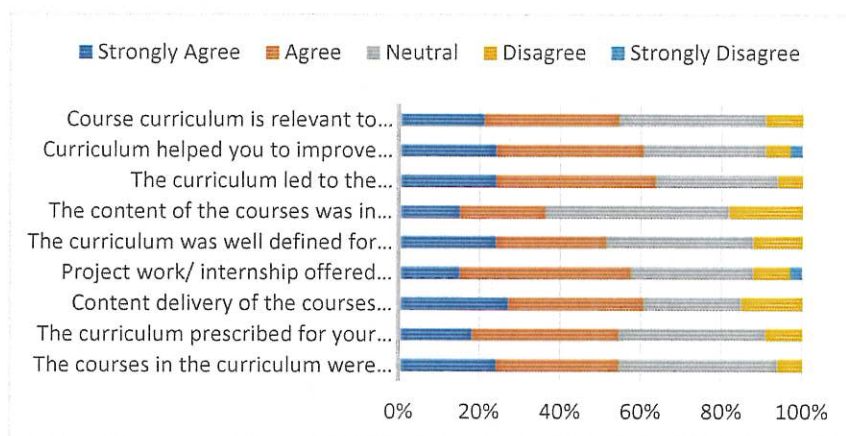
Students Feedback analysis on Curriculum

The data shows a generally positive perception of the curriculum, with the majority of respondents expressing agreement or strong agreement for most statements. However, there are a few areas where improvements could be considered, such as further aligning the content with global competency and emerging trends. It is important to note that this analysis is based on the provided data, and additional context or feedback from stakeholders may provide further insights into the curriculum's effectiveness and areas of potential enhancement.

Teachers' Feedback on Curriculum
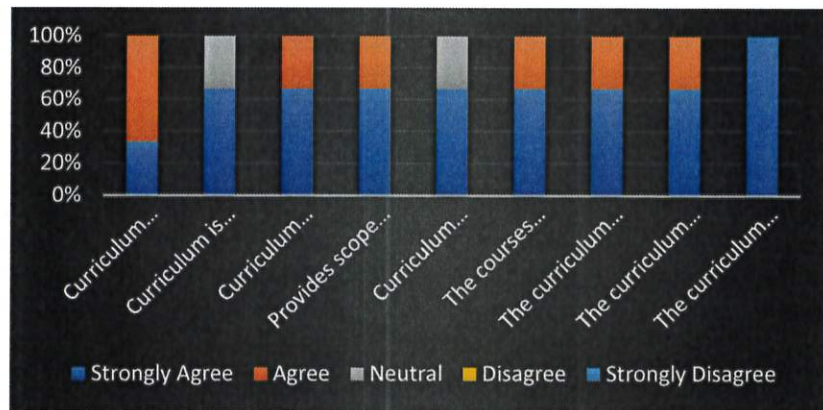

Newman College, Thodupuzha

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Alumni Feedback on Curriculum

The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also supports applied learning, encourages research, and specifies clear learning outcomes (PO, PSO, and CO) in the syllabi. Additionally, the curriculum is effective in developing innovative thinking and generating interest in the subject area. Respondents also report access to sufficient educational facilities and reference materials in the college. Notably, all respondents either agree or strongly agree with the statements, indicating a high level of satisfaction and alignment with the curriculum's objectives and implementation.

*Newman College, Thodupuzha*

Employer Feedback on curriculum

The data shows that most respondents either "Strongly Agree" or "Agree" with the statements related to the curriculum promoting a professional and ethical attitude, inculcating human values, providing employable and entrepreneurial skills, incorporating technical and communication skills, and enhancing soft and technical skills for employment and research. Additionally, there is strong agreement that the curriculum fosters a healthy team spirit in teamwork. However, there are also instances of "Neutral" responses for some statements, suggesting that further evaluation and improvements might be necessary in those specific areas. Overall, the data reflects a positive perception of the curriculum's effectiveness in preparing students for the professional world and inculcating essential values and skills.
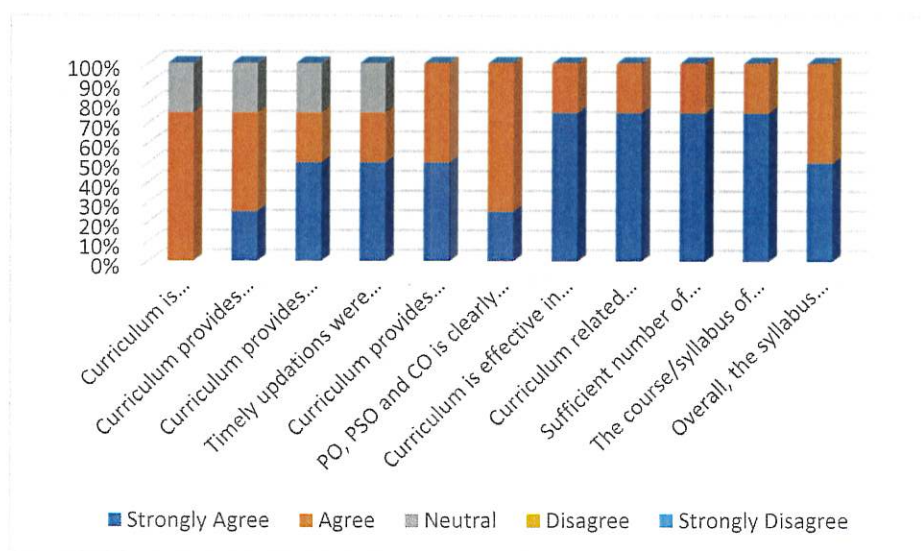
Department of English

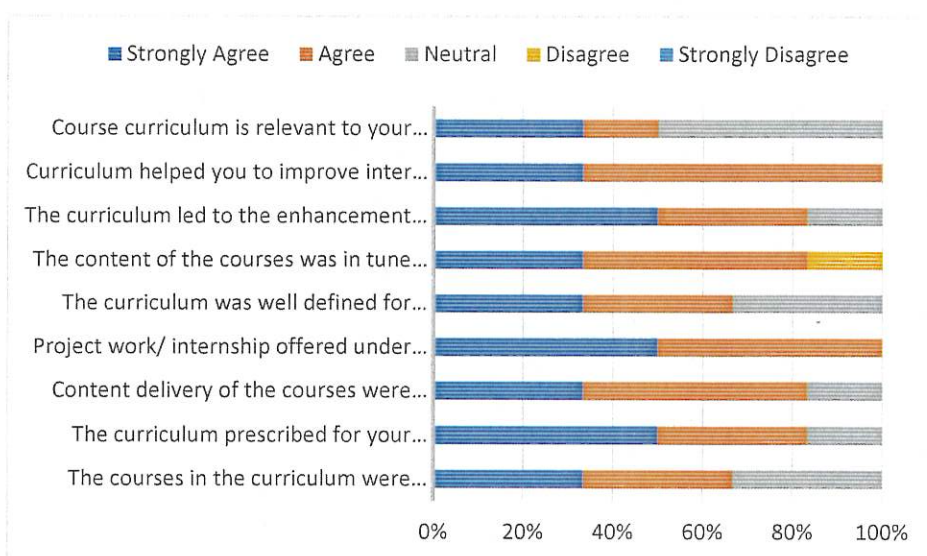### Students Feedback analysis on Curriculum
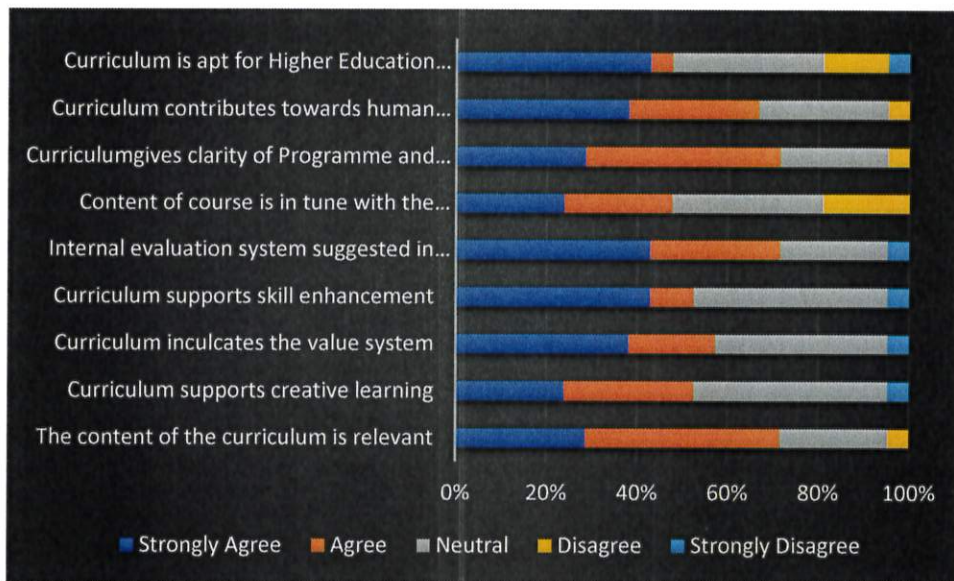
The data indicates that the responses are spread across different categories for each statement, with no extreme skewness towards any particular response category. There is a mix of agreement, neutrality, and disagreement for various aspects of the curriculum. It is worth noting that the standard deviation is relatively high, indicating some level of variance in responses, particularly for statements related to creative learning, inculcation of value system, and skill enhancement.

Teachers' Feedback on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

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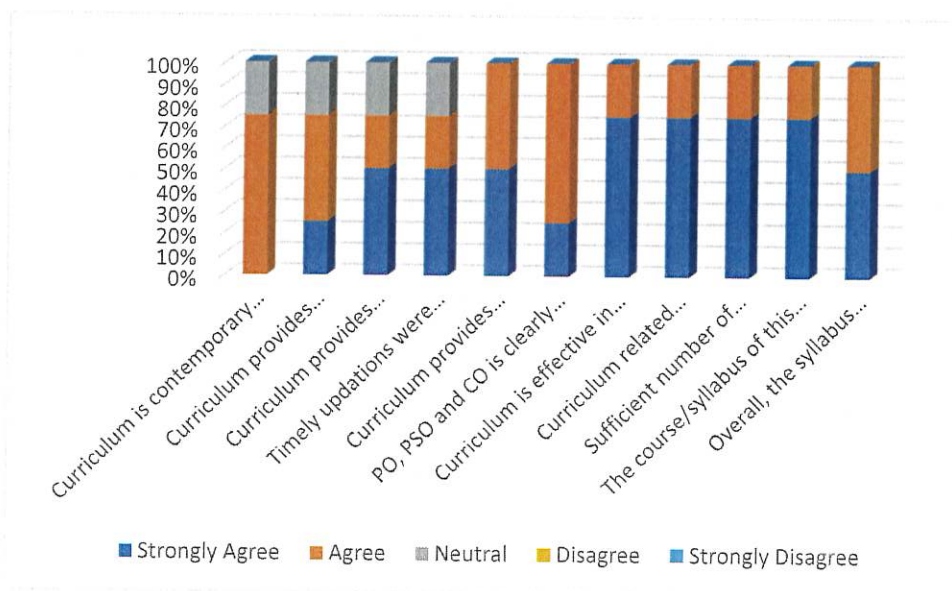
Newman College, Thodupuzha

Department of Communicative English

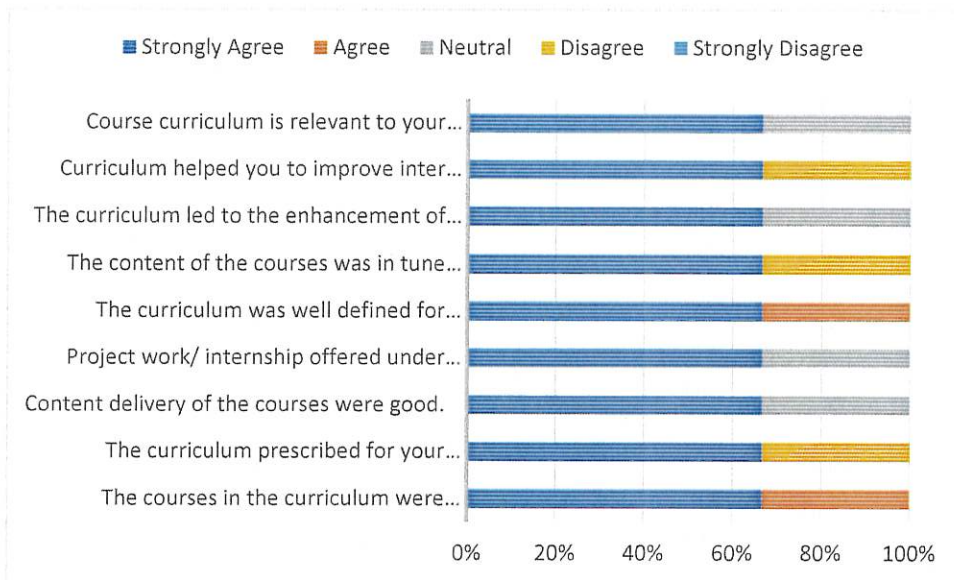**Students Feedback analysis on Curriculum**
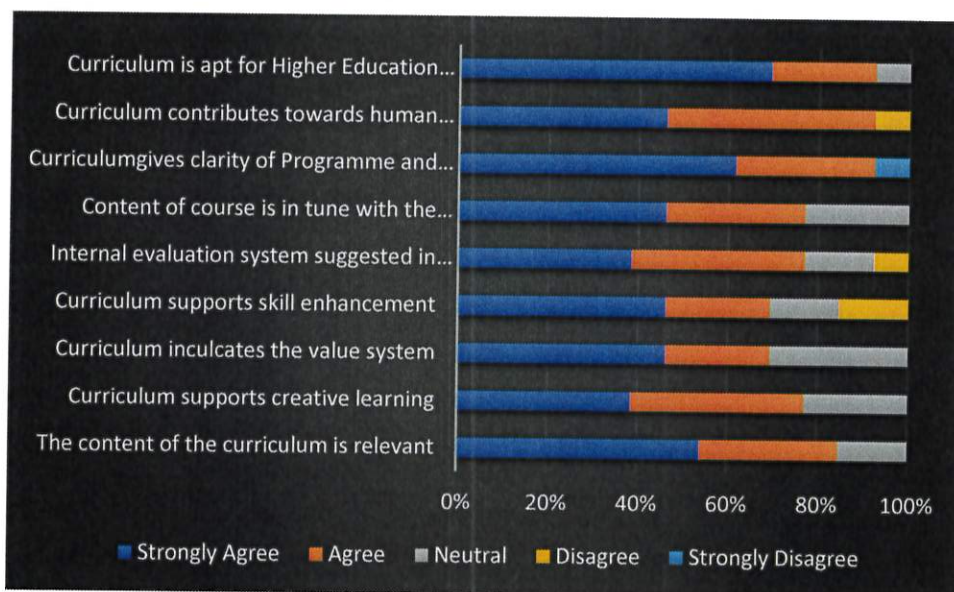
The data shows a mixed response from the respondents. While some aspects of the curriculum are well-received and supported by a majority, there are areas that require attention and improvement. Specifically, creative learning, alignment with global competency and emerging trends, and the evaluation system need further consideration to meet the expectations of the learners.

Teachers' Feedback on Curriculum

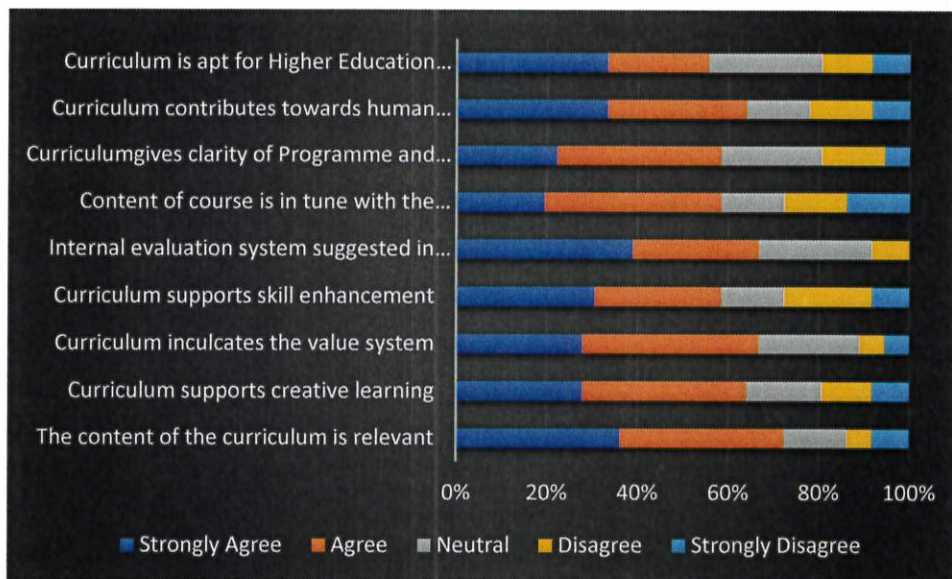**Alumni Feedback on Curriculum**

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Department of History

Students Feedback analysis on Curriculum

The data shows a generally positive perception of the curriculum, with a majority of respondents expressing agreement or strong agreement for most statements. However, there are areas, such as alignment with global competency and emerging trends, clarity of program and course outcomes, and aptness for higher education and employability, where additional efforts and improvements could be made to enhance the curriculum's effectiveness and relevance. Gathering further qualitative feedback and conducting focus groups can provide valuable insights for curriculum development and improvement initiatives.

Teachers' Feedback on Curriculum
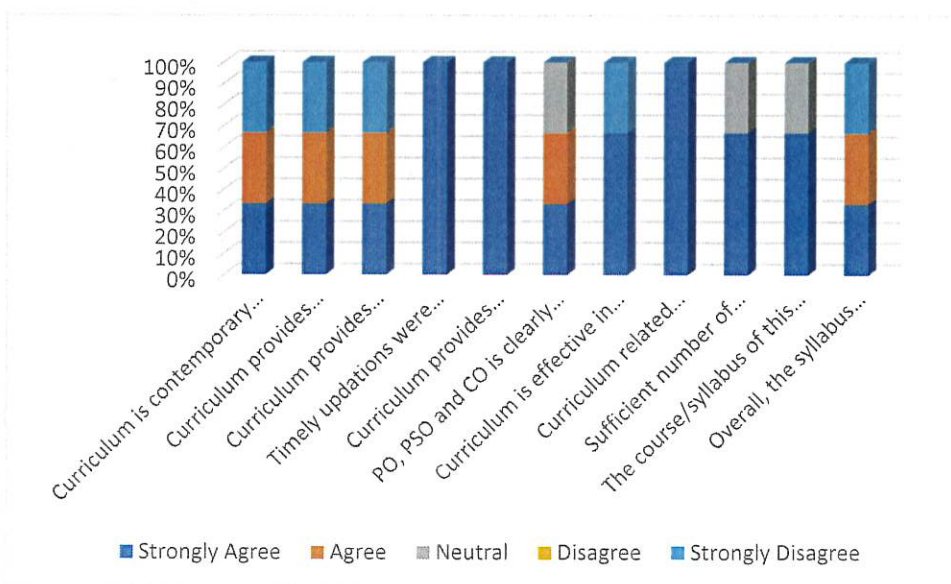
Newman College, Thodupuzha

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Alumni Feedback on Curriculum
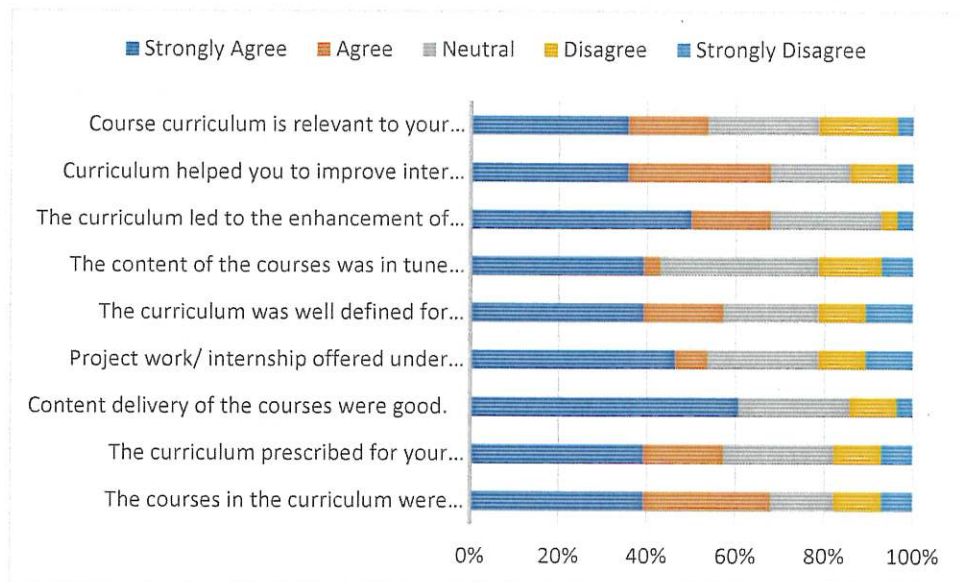
The data shows that the majority of respondents agree or strongly agree with the statements related to the curriculum's effectiveness and relevance in catering to their professional needs. A significant number of respondents find the content delivery of the courses to be good and believe that the curriculum is well-defined for higher education and employability. Furthermore, the curriculum is perceived as being in line with global competencies and emerging trends. Additionally, the project work/internship offered under the program is seen as challenging and constructive, leading to the enhancement of knowledge, skills, and capabilities. Moreover, the curriculum is believed to have positively impacted the improvement of inter and intra-personal skills. While there are some neutral responses, the number of disagree and strongly disagree responses is relatively low across the statements, indicating a general satisfaction with the course curriculum and its alignment with the respondents' future aspirations. Overall, the data suggests that the curriculum has been well-received and is viewed positively by the majority of respondents.
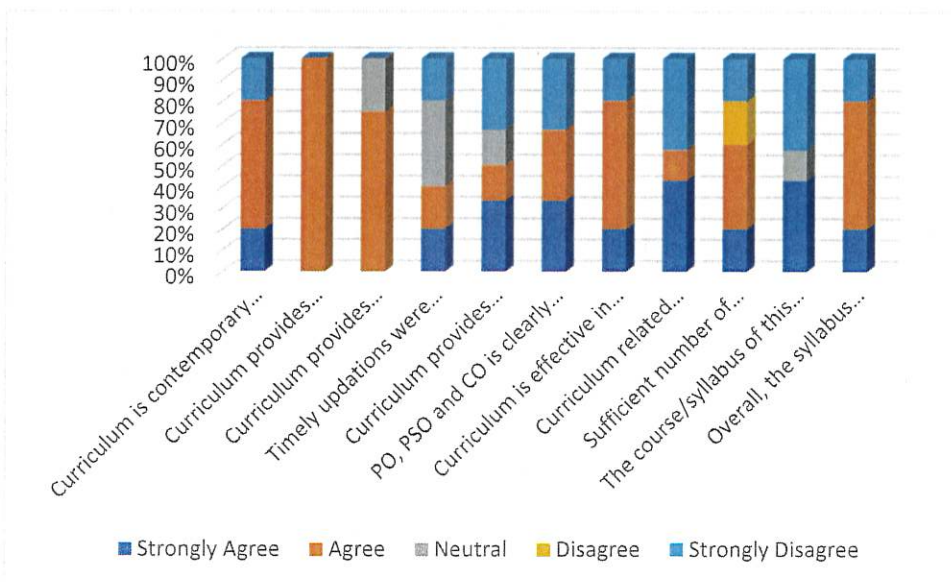
Newman College, Thodupuzha

Department of Malayalam

## Students Feedback analysis on Curriculum
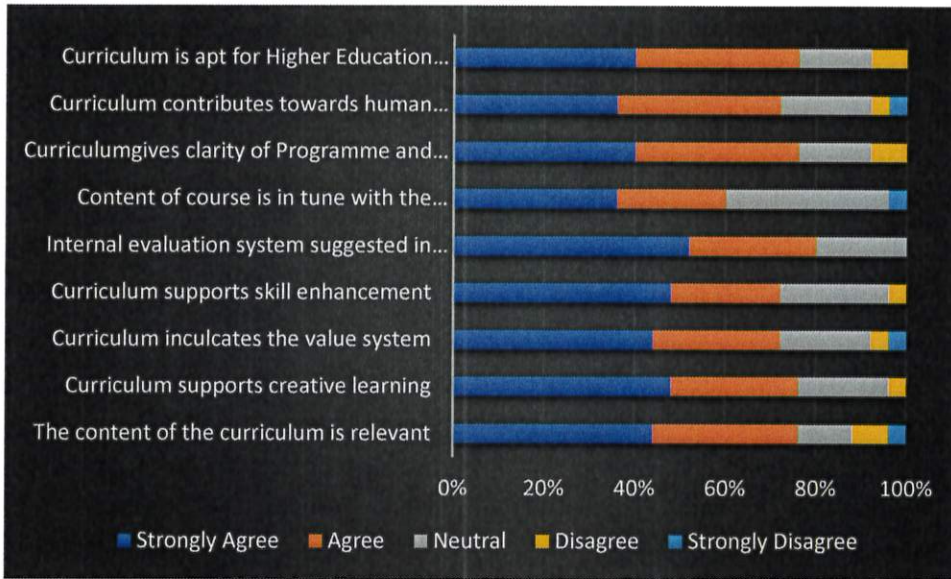
The data shows a generally positive perception of the curriculum, with a majority of respondents expressing agreement or strong agreement for most statements. However, there are areas, such as support for creative learning, alignment with global competency and emerging trends, clarity of program and course outcomes, and aptness for higher education and employability, where additional efforts and improvements could be made to enhance the curriculum's effectiveness and relevance.

Teachers' Feedback on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Alumni Feedback on Curriculum
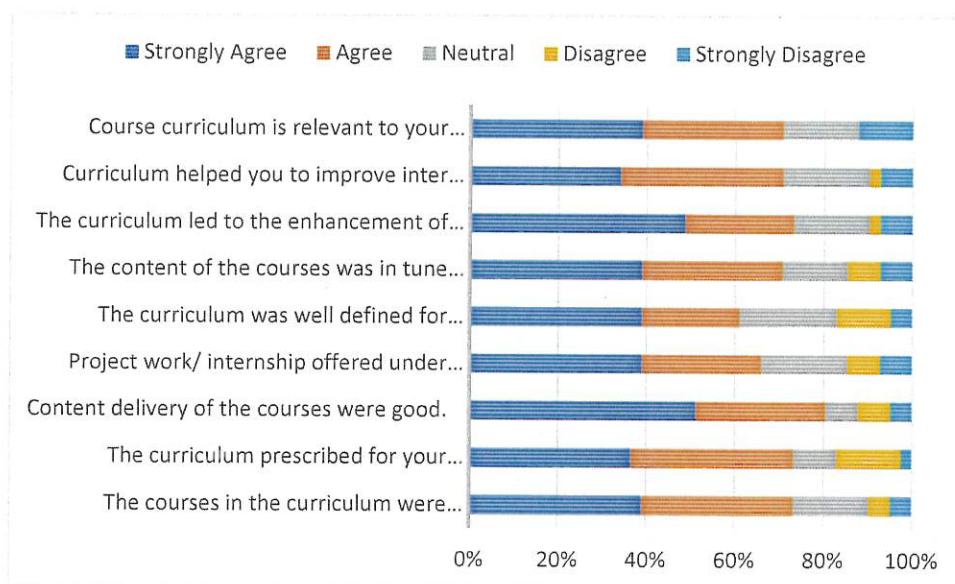
The data indicates a positive perception of the curriculum and its effectiveness in meeting the professional needs of the respondents. A significant majority strongly agree or agree that the courses are relevant and that the curriculum is competent and well-defined for higher education and employability. The content delivery of the courses is generally viewed positively, with a majority agreeing or strongly agreeing that it is good. The project work/internship offered is considered challenging and constructive, leading to the enhancement of knowledge, skills, and capabilities. The respondents also believe that the curriculum aligns well with global competency and emerging trends. Moreover, the curriculum is seen as beneficial in improving inter and intra-personal skills. While some respondents are neutral on a few aspects, the number of disagree and strongly disagree responses is relatively low, suggesting overall satisfaction with the course curriculum and its alignment with their future aspirations. This data highlights the successful implementation of the curriculum in meeting the professional and personal development needs of the respondents, showcasing its effectiveness and relevance in their college education.
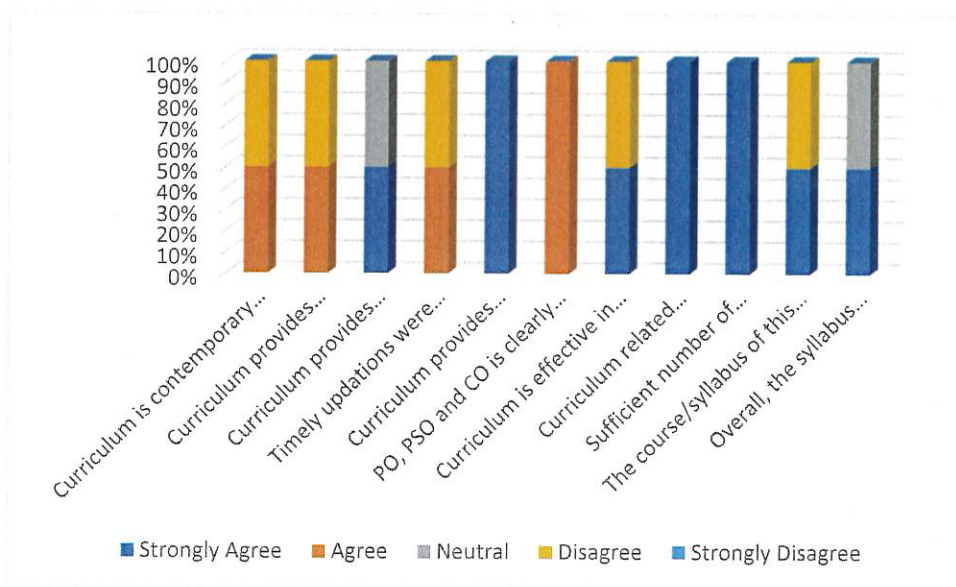
Newman College, Thodupuzha

Department of Botany and Biotechnology

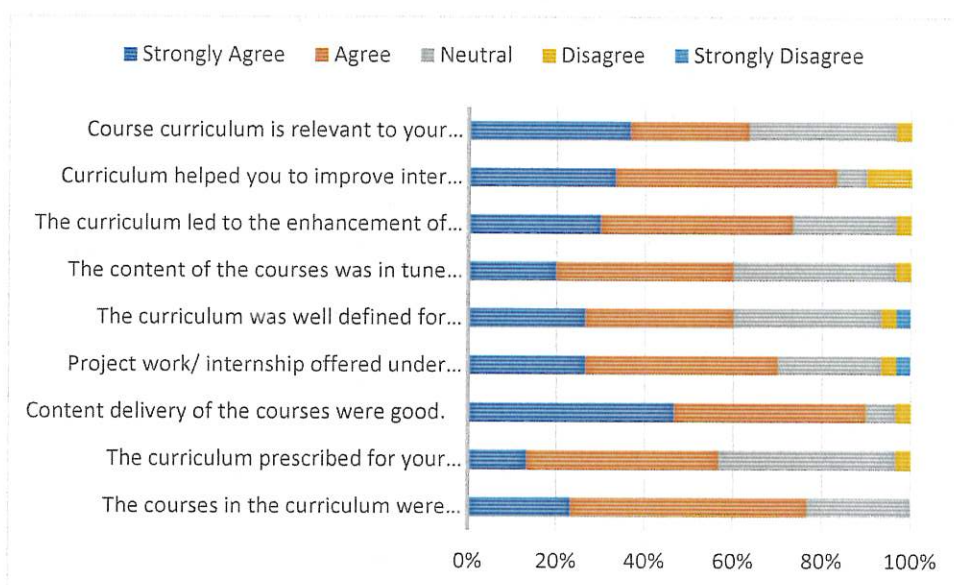### Students Feedback analysis on Curriculum
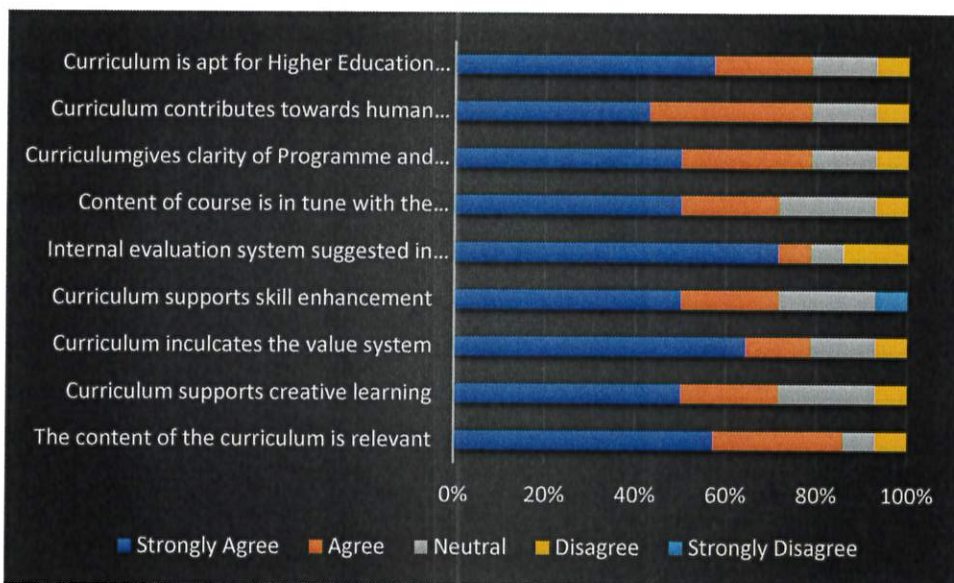
The data shows a mixed response from the respondents. While some aspects of the curriculum are well-received and supported by a majority, there are areas that require attention and improvement. Specifically, support for creative learning, alignment with global competency and emerging trends, clarity of program and course outcomes, and aptness for higher education and employability need further consideration to meet the expectations of the learners.

Teachers' Feedback on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.
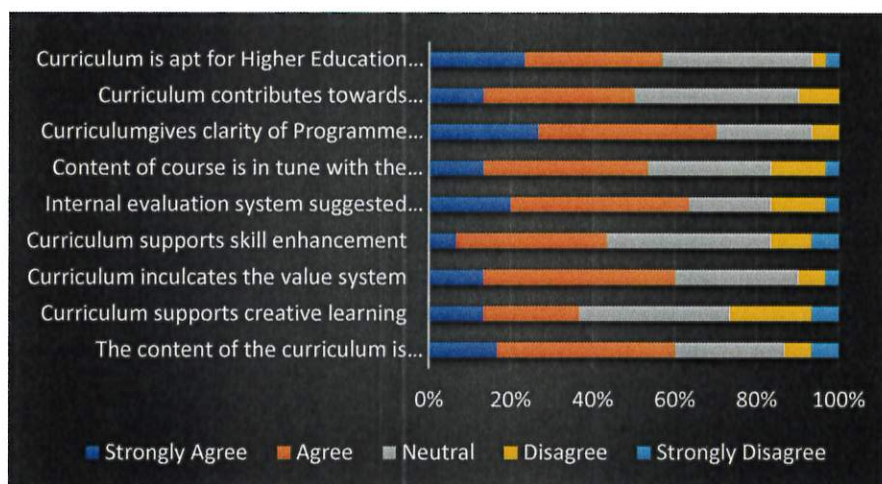
Alumni Feedback on Curriculum

A significant number of participants "Strongly Agree" or "Agree" that the courses were relevant to their professional needs, and the content delivery was effective. Furthermore, the inclusion of challenging and constructive project work/internships was acknowledged positively. While the curriculum was deemed competent by a considerable portion of respondents, a noticeable number expressed a more neutral stance, indicating room for improvement. Additionally, the data indicates that the curriculum is perceived to address higher education and employability needs adequately. Respondents generally believe that the content aligns with global competency and emerging trends, leading to the enhancement of knowledge, skills, and capabilities. Notably, the curriculum seems to have positively impacted participants' inter and intrapersonal skills development. Despite some diverging opinions, the majority agrees that the course curriculum is relevant to their future aspirations. Overall, the feedback demonstrates overall satisfaction with the curriculum's effectiveness but suggests potential areas for refinement to further cater to students' needs and expectations.
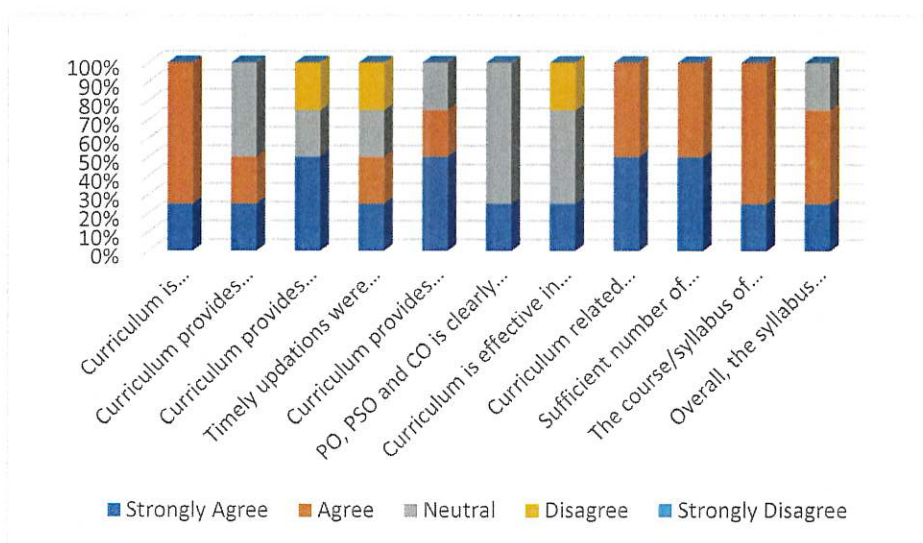
Newman College, Thodupuzha

Department of Chemistry

Students Feedback analysis on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.
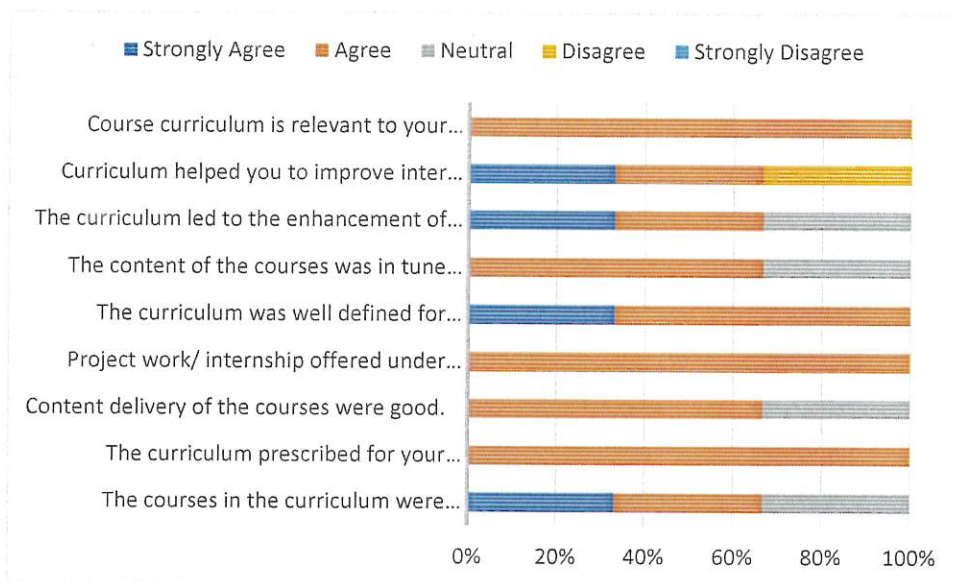
Teachers' Feedback on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also

aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Alumni Feedback on Curriculum

The data provided consists of responses from a small sample size regarding various aspects of the curriculum in a college education program. Overall, the responses demonstrate a generally positive sentiment towards the curriculum, with most participants either agreeing or expressing neutrality. Specifically, students acknowledged the relevance of courses to their professional needs, perceived the curriculum as competent, and found the content delivery satisfactory. They also recognized the value of challenging and constructive project work/internships. Additionally, respondents appreciated the curriculum's alignment with higher education and employability requirements, as well as its focus on global competency and emerging trends. The curriculum was seen to contribute positively to the enhancement of knowledge, skills, and capabilities, and to the improvement of inter and intrapersonal skills. While the majority agreed that the course curriculum is relevant to their future aspirations, the relatively small sample size warrants caution in drawing definitive conclusions, indicating the need for further research and feedback from a more representative population.

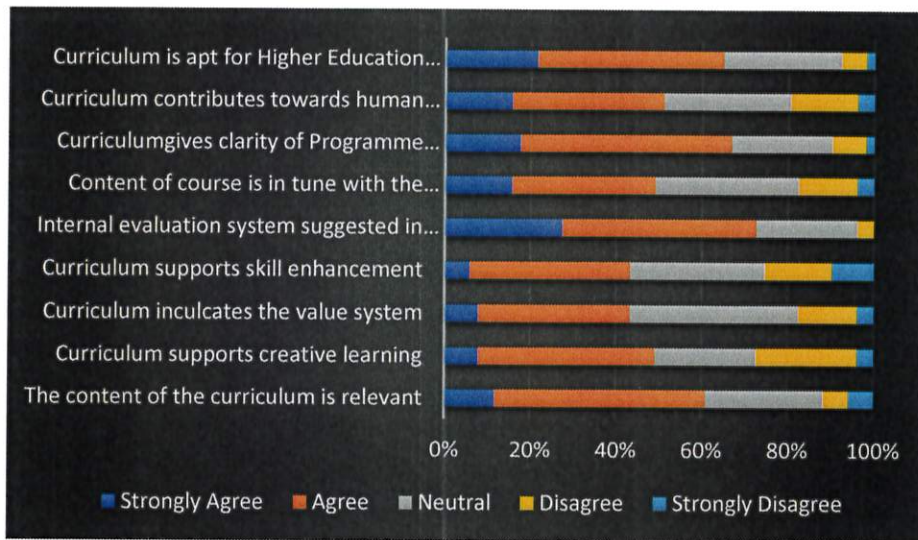**Employer Feedback on curriculum**
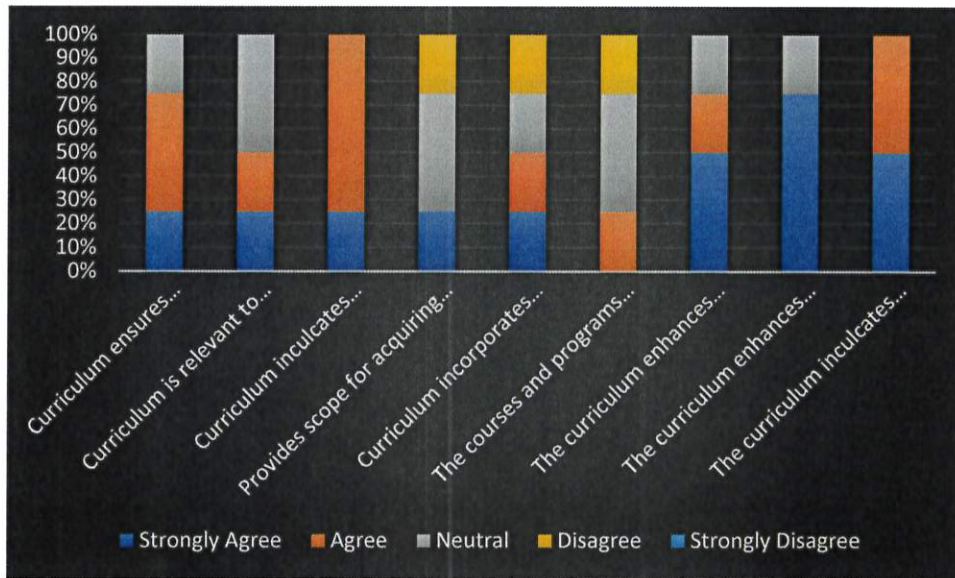
The data suggests that there is a generally positive perception of the curriculum's effectiveness in several areas, including promoting a professional and ethical attitude, inculcating human values, providing employable and entrepreneurial skills, incorporating technical and communication skills, and enhancing soft and technical skills for employment and research. Additionally, respondents strongly agree that the curriculum fosters a healthy team spirit in teamwork. However, there are a few "Neutral" responses, indicating that some participants may not have strong opinions on certain aspects of the curriculum. Overall, the data highlights the strengths of the curriculum in preparing students for various aspects of the professional world while also suggesting room for potential improvements to better cater to students' needs and expectations.
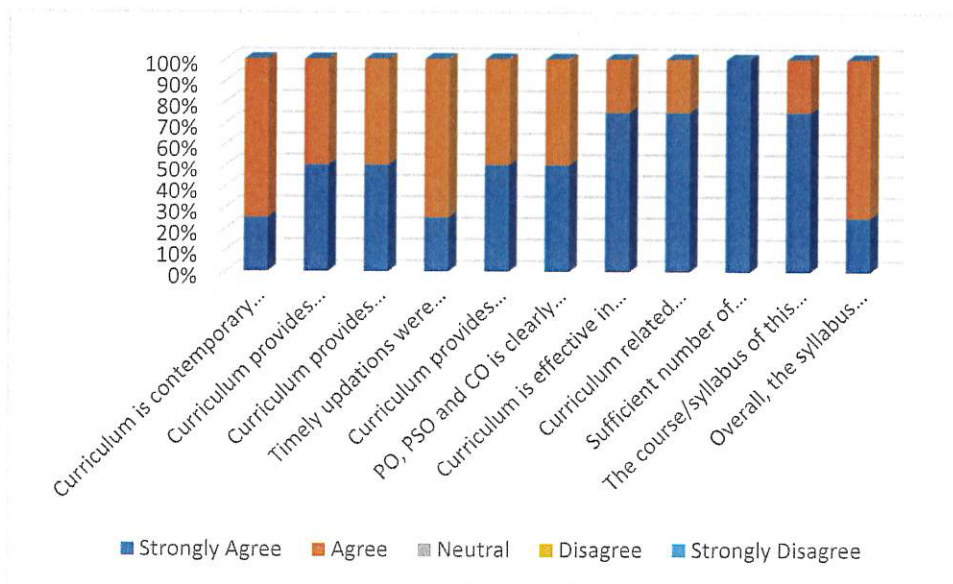
Newman College, Thodupuzha

Department of Maths

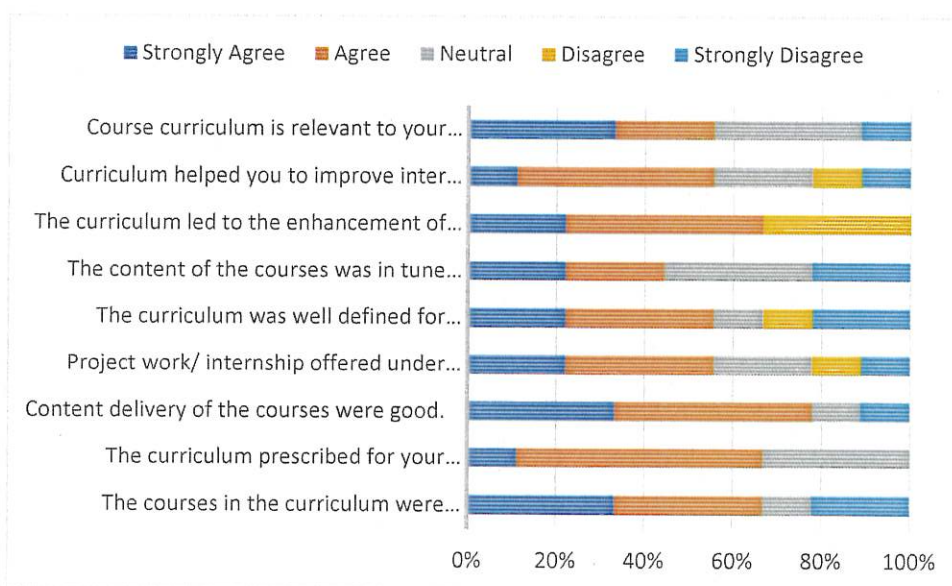## Students Feedback analysis on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

*Teachers' Feedback on Curriculum*

The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also supports applied learning, encourages research, and specifies clear learning outcomes (PO, PSO, and CO) in the syllabi. Additionally, the curriculum is effective in developing innovative thinking and generating interest in the subject area. Respondents also report access to sufficient educational facilities and reference materials in the college. Notably, all respondents either agree or strongly agree with the statements, indicating a high level of satisfaction and alignment with the curriculum's objectives and implementation.
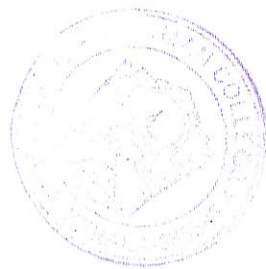
Alumni Feedback on Curriculum

The responses reveal varied opinions among participants, with no consistent pattern of overwhelming agreement or disagreement. While there are several positive responses, there are also neutral and negative sentiments in some areas. The data indicates that the curriculum is perceived to have varying levels of relevance to professional needs, competence, and content delivery. Project work/internships, well-defined curriculum for higher education and employability, and content alignment with global competency receive mixed feedback. Similarly, the impact on enhancing knowledge, skills, and capabilities, as well as inter and intrapersonal skills, shows a diverse range of opinions. The curriculum's relevance to future aspirations also generates a range of responses. The data underscores the importance of considering individual perspectives and experiences, calling for further evaluation and improvements to address the diverse needs and expectations of students.

Newman College, Thodupuzha

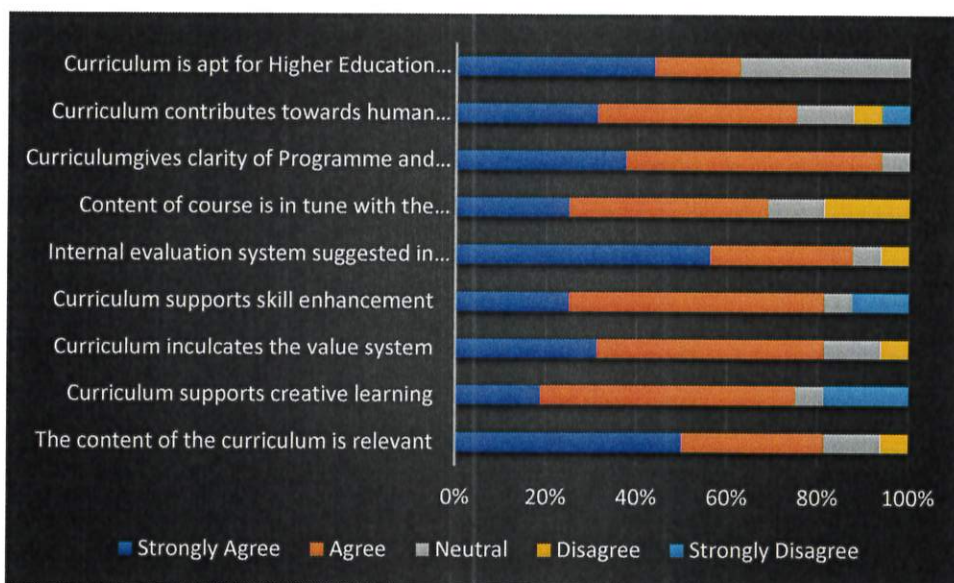**Employer feedback on Curriculum**
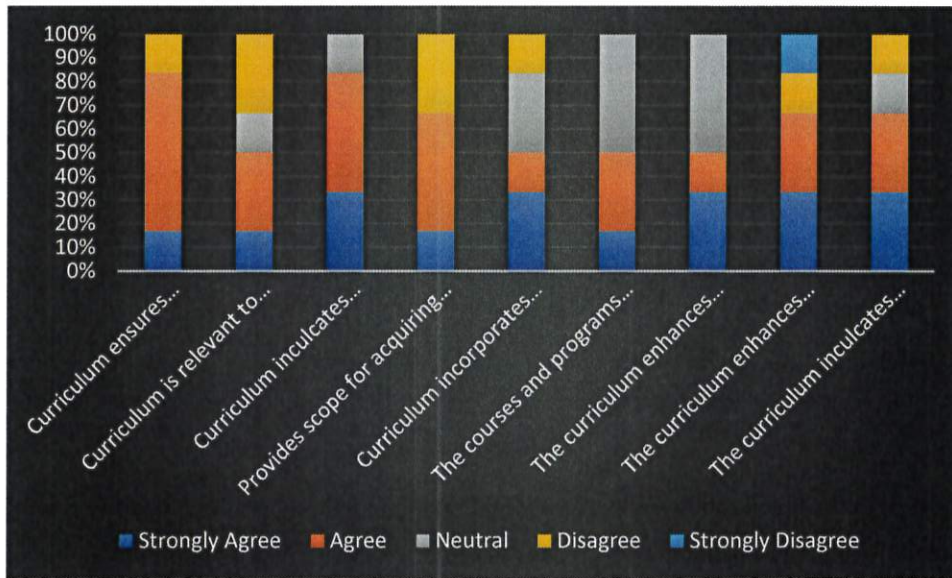
The data reveals mixed opinions among the respondents. While there are some "Strongly Agree" and "Agree" responses for certain aspects, there are also "Neutral" and "Disagree" responses for others. This indicates that the curriculum's effectiveness in promoting a professional and ethical attitude, relevance to industrial needs, and inculcation of human values received varied opinions. Similarly, the curriculum's scope for acquiring employable and entrepreneurial skills, incorporation of technical and communication skills, and relevance to institutional needs and employability also received diverse feedback. The curriculum's impact on enhancing soft and technical skills for employment, as well as its enhancement of research opportunities and inculcation of a healthy team spirit, elicited mixed responses as well. These results suggest the need for continuous evaluation and improvement to better align the curriculum with the expectations and requirements of students and the industry. Further feedback from a larger and more diverse sample could provide deeper insights into the areas that require enhancement to optimize the curriculum's effectiveness.
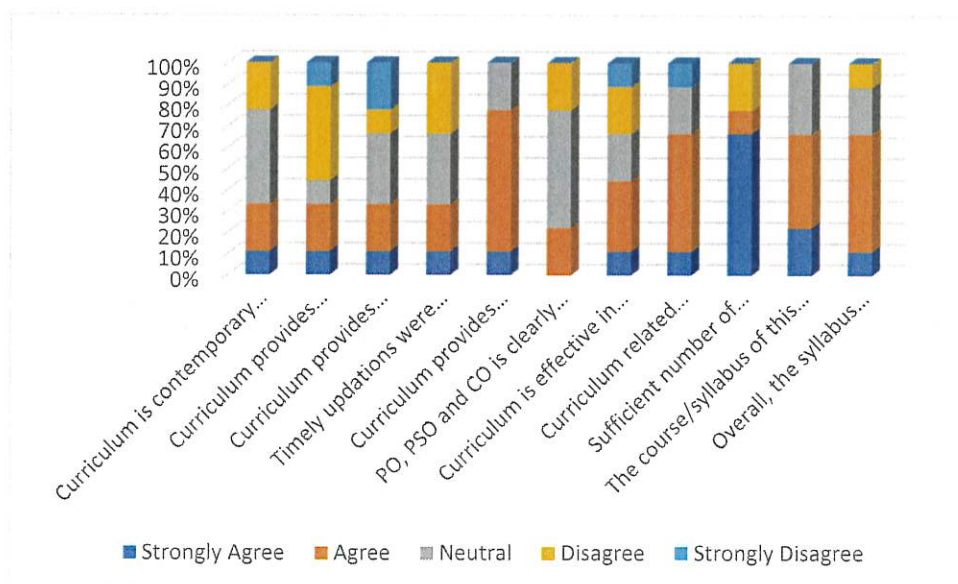
Newman College, Thodupuzha

Department of Physics

Students Feedback analysis on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

## *Teachers' Feedback on Curriculum*

The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also supports applied learning, encourages research, and specifies clear learning outcomes (PO, PSO, and CO) in the syllabi. Additionally, the curriculum is effective in developing innovative thinking and generating interest in the subject area. Respondents also report access to sufficient educational facilities and reference materials in the college. Notably, all respondents either agree or strongly agree with the statements, indicating a high level of satisfaction and alignment with the curriculum's objectives and implementation. However, it is essential to continue monitoring and gathering feedback to sustain and improve the curriculum's effectiveness and relevance over time.

Alumni Feedback on Curriculum
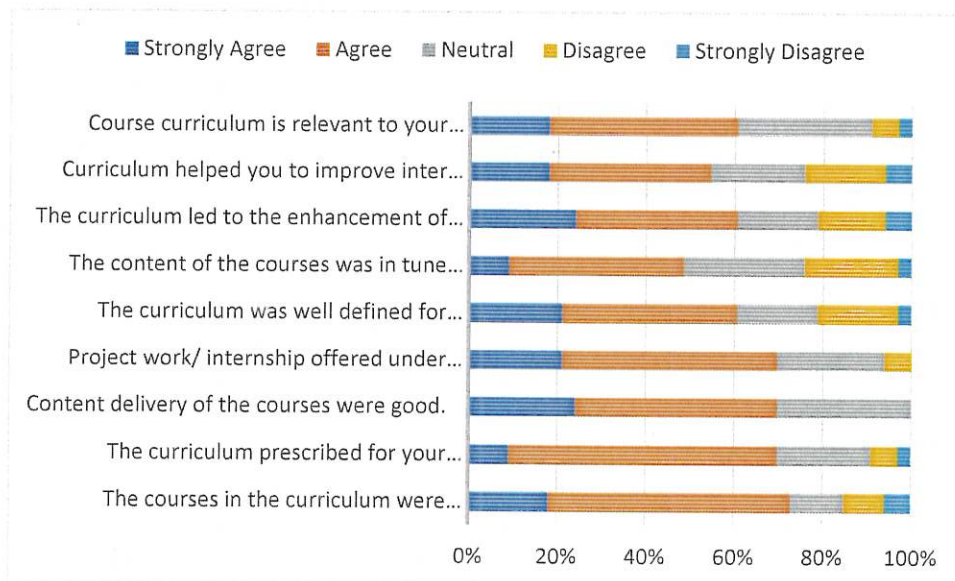
The data reflects a positive overall sentiment, with a majority of respondents either strongly agreeing or agreeing with the statements related to curriculum relevance, competence, content delivery, and the impact on knowledge, skills, and capabilities. Participants also recognized the curriculum's contribution to improving inter and intrapersonal skills. However, some respondents expressed neutral or negative views regarding certain aspects, such as curriculum alignment with global competency and future aspirations. These responses emphasize the need for continuous assessment and improvement to cater to the diverse needs and expectations of students and enhance the curriculum's effectiveness further.

Newman College, Thodupuzha
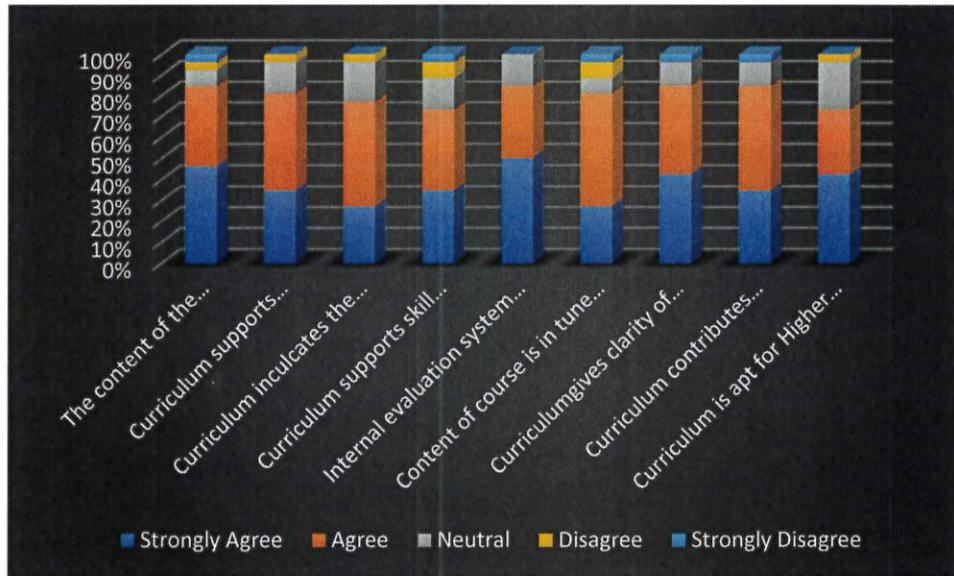
Employers' Feedback on curriculum
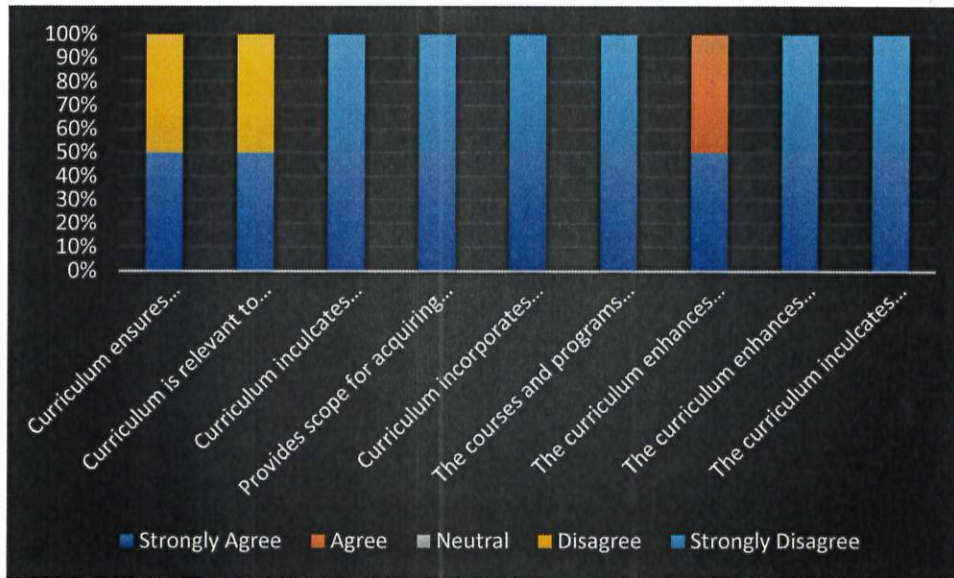
The data suggests that respondents have varying perspectives on different aspects of the curriculum. While some aspects received more agreement, others showed a lack of consensus. This highlights the need for further evaluation and adjustments to better cater to students' needs, enhance the curriculum's effectiveness, and align it more closely with industry requirements. It is crucial to gather feedback from a larger and more diverse sample to gain a comprehensive understanding of the curriculum's impact and areas for potential improvement. Additionally, ongoing evaluation and communication with stakeholders can help in continually refining the curriculum to meet the evolving needs of students and the job market.
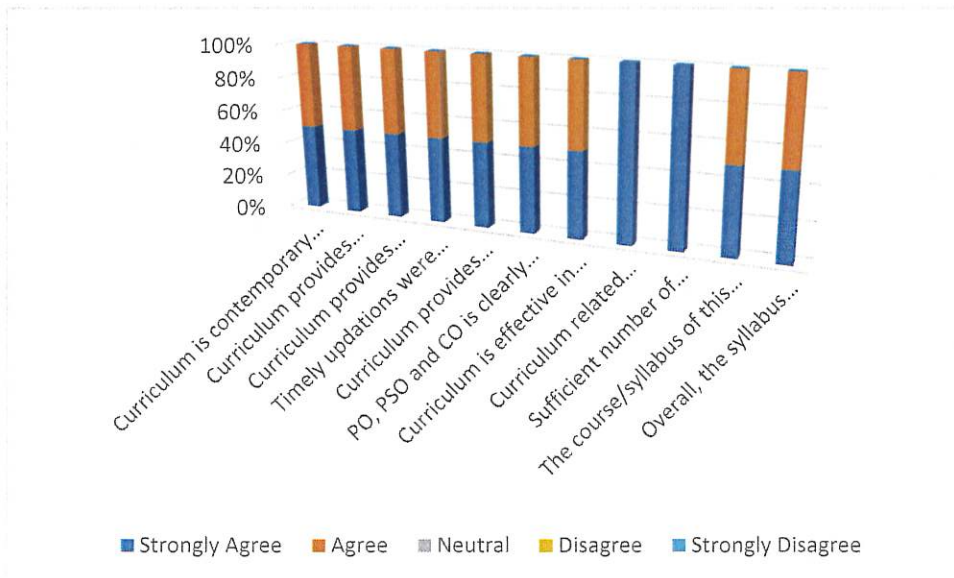
Department of Zoology
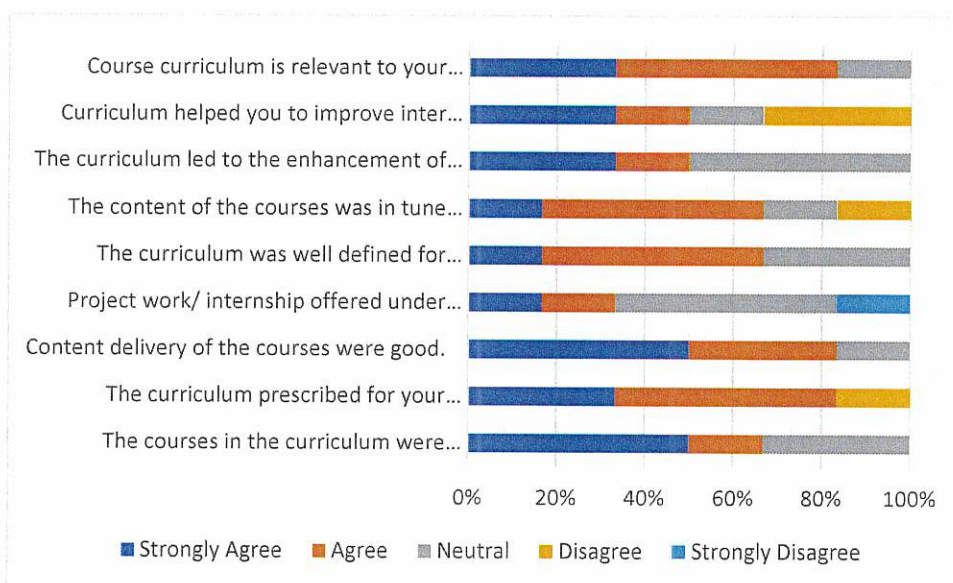
Students Feedback analysis on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Teachers' Feedback on Curriculum

The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also supports applied learning, encourages research, and specifies clear learning outcomes (PO, PSO, and CO) in the syllabi. Additionally, the curriculum is effective in developing innovative thinking and generating interest in the subject area. Respondents also report access to sufficient educational facilities and reference materials in the college. Notably, all respondents either agree or strongly agree with the statements, indicating a high level of satisfaction and alignment with the curriculum's objectives and implementation.

Alumni Feedback on Curriculum

The data suggests a lack of overwhelming agreement or disagreement across the different aspects of the curriculum. While there are some positive responses, there are also neutral and negative sentiments in certain areas. The responses highlight the need for continuous evaluation and improvement in the curriculum to better meet the professional needs of students and align with global competencies and future aspirations. The data also indicates that some students may not perceive certain aspects of the curriculum as strongly relevant or effective in enhancing skills and capabilities. Further exploration and gathering of feedback from a larger and more diverse sample size may provide a clearer picture of the curriculum's effectiveness and relevance.
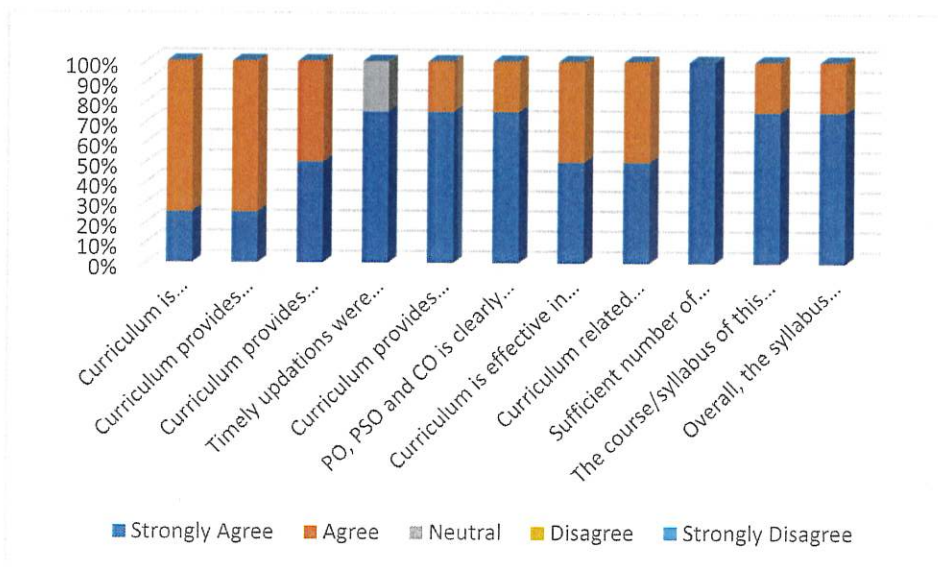
Newman College, Thodupuzha

Department of Commerce
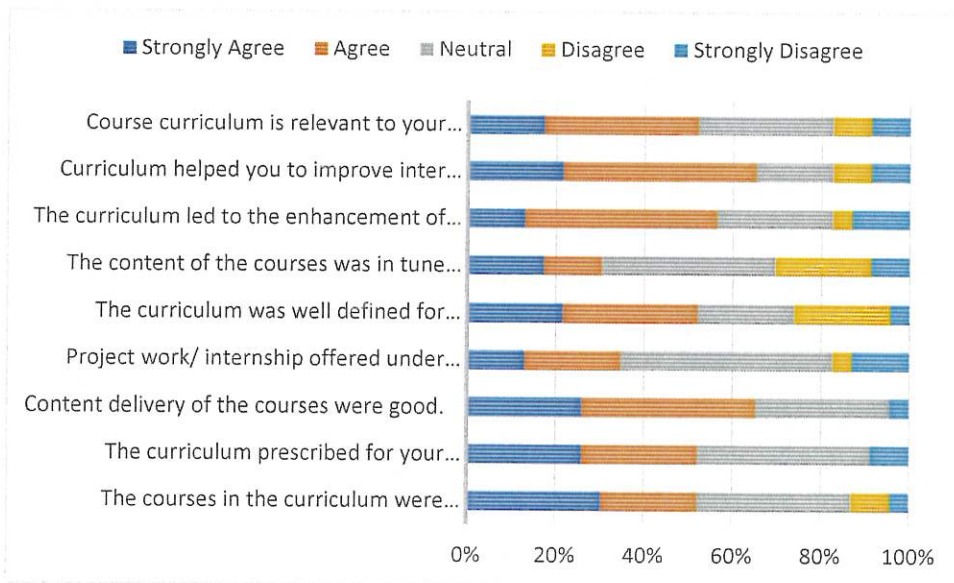
Students Feedback analysis on Curriculum
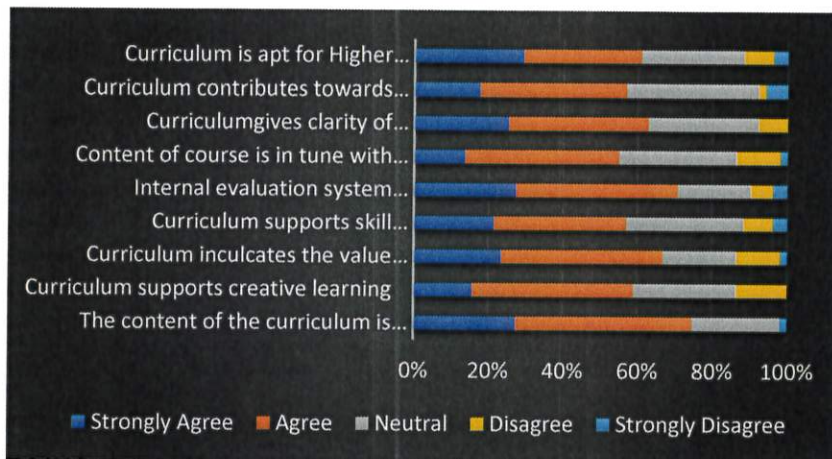
The data shows a generally positive response from the respondents, with a majority of them expressing agreement or strong agreement for most statements. However, there are areas where the curriculum could be further improved, particularly in enhancing creative learning opportunities, providing practical skills, and aligning with global trends and higher education requirements. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Teachers' Feedback on Curriculum

The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also supports applied learning, encourages research, and specifies clear learning outcomes (PO, PSO, and CO) in the syllabi. Additionally, the curriculum is effective in developing innovative thinking and generating interest in the subject area. Respondents also report access to sufficient educational facilities and reference materials in the college. Notably, all respondents either agree or strongly agree with the statements, indicating a high level of satisfaction and alignment with the curriculum's objectives and implementation.
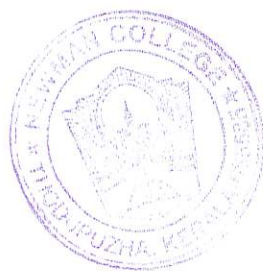
Alumni Feedback on Curriculum

The data provided reflects a diverse range of opinions regarding various aspects of the curriculum in a college education program. While there is a notable presence of both "Strongly Agree" and "Agree" responses, a considerable number of participants also expressed "Neutral" viewpoints. The aspects that received relatively higher agreement include the courses' relevance to catering professional needs, the competence of the prescribed curriculum, and the content delivery. On the other hand, the project work/internship was perceived as less challenging and constructive by some respondents. While the curriculum's alignment with higher education and employability was relatively well-defined, there were mixed opinions about its congruence with global competency and emerging trends. Additionally, the data indicates that the curriculum has contributed to enhancing knowledge, skills, and capabilities, and it has also played a role in improving inter

and intrapersonal skills for some students. However, there were still disagreements regarding certain aspects, such as the curriculum's relevance to future aspirations. Overall, the responses emphasize the need for continuous evaluation and refinement to cater to the diverse needs and aspirations of students and enhance the curriculum's overall effectiveness. Further investigation and feedback from a larger and more diverse sample could provide deeper insights into students' perceptions and guide improvements in the curriculum design and delivery.

**Employers' Feedback on curriculum**
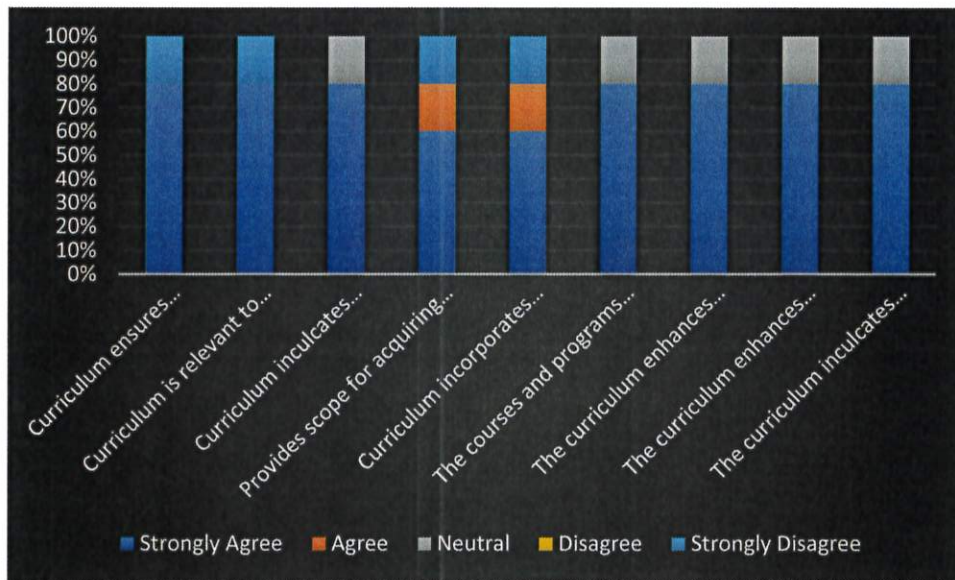
The data shows a positive consensus among the respondents regarding the effectiveness and relevance of the curriculum. However, it is essential to acknowledge that the sample size is relatively small, consisting of nine respondents, which may limit the statistical significance of the findings. To ensure a comprehensive understanding of the curriculum's impact, a larger and more diverse sample would be necessary. Regular feedback collection and continuous evaluation can assist in further refining the curriculum to meet the dynamic needs of students and the job market.
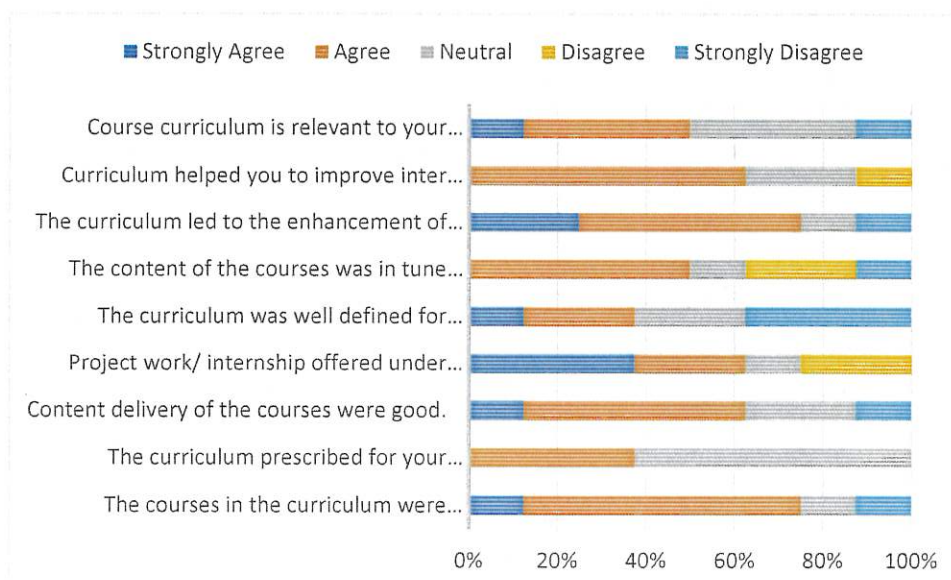
Newman College, Thodupuzha

Department of Commerce Self-financing (Finance and Taxation)

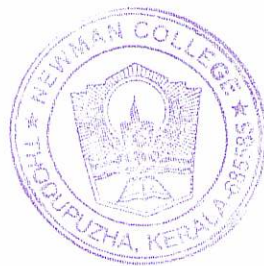### Students Feedback analysis on Curriculum
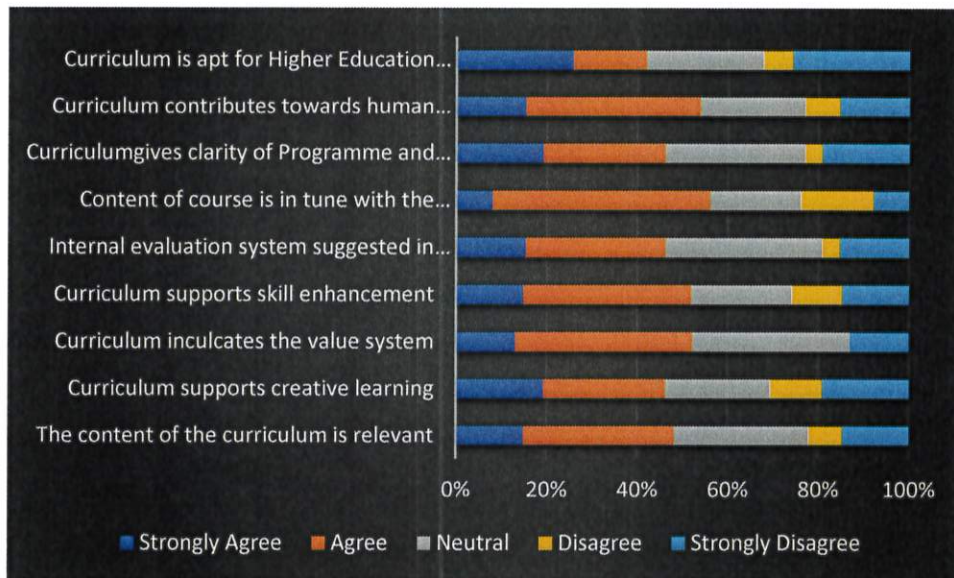
The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Alumni Feedback on Curriculum
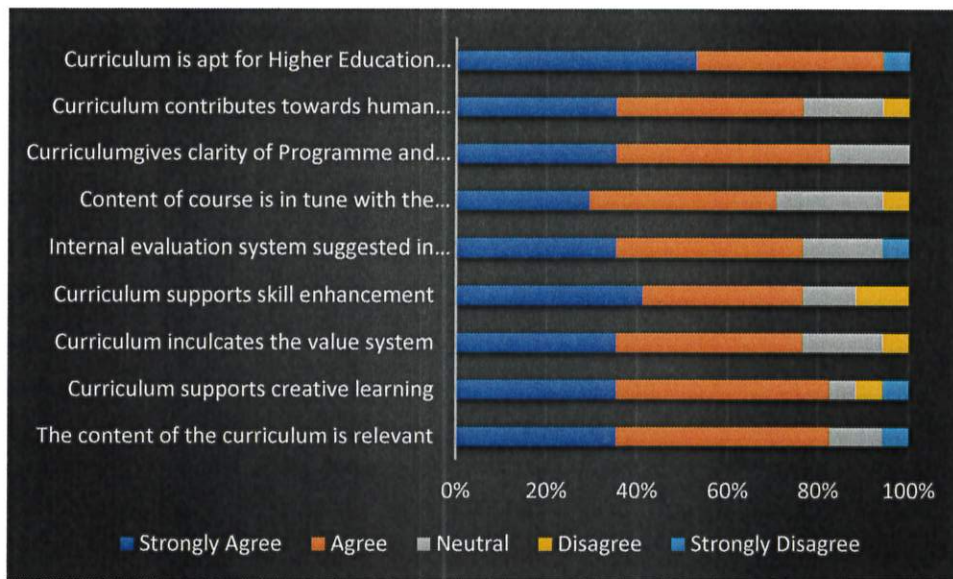

Newman College, Thodupuzha

The data provided indicates mixed perceptions among respondents regarding various aspects of the curriculum in a college education program. The responses reflect a lack of overwhelming agreement in any category, with a range of opinions expressed for each statement. Some participants expressed positive views, with "Agree" being the most common response for several aspects, such as curriculum relevance, content delivery, and enhancement of knowledge, skills, and capabilities. However, there were also respondents who expressed "Neutral" views, suggesting a lack of strong agreement or disagreement. Notably, there were instances of "Disagree" and "Strongly Disagree" responses for aspects related to project work/internship and curriculum alignment with global competency and future aspirations. These responses emphasize the need for further evaluation and adjustments to better cater to students' professional needs and aspirations, and to ensure the curriculum remains competent and effective in fostering skills and capabilities. Further research and feedback from a more diverse sample could provide deeper insights into students' perspectives and inform improvements in the curriculum design and delivery.
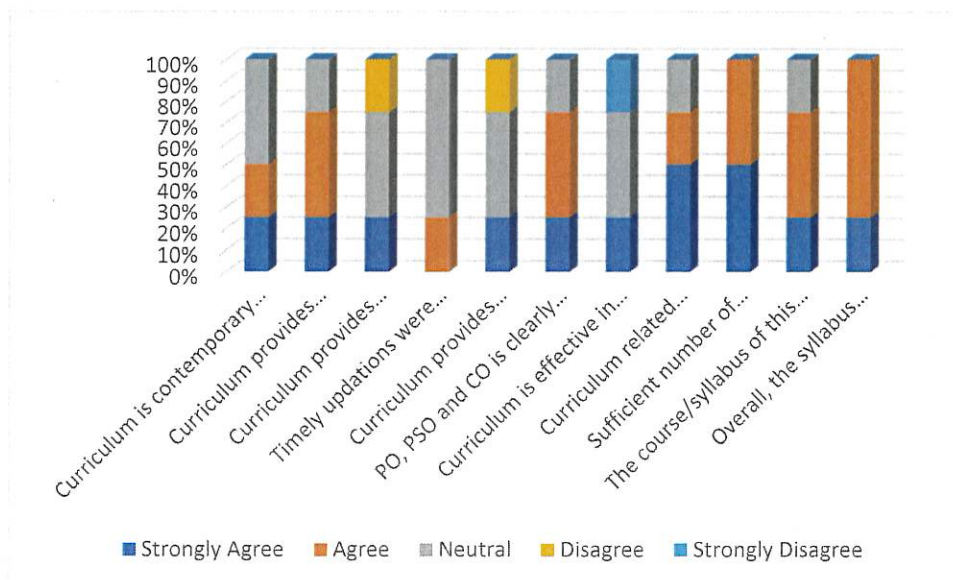
Newman College, Thodupuzha

Department of Commerce Self-financing (Computer Application)

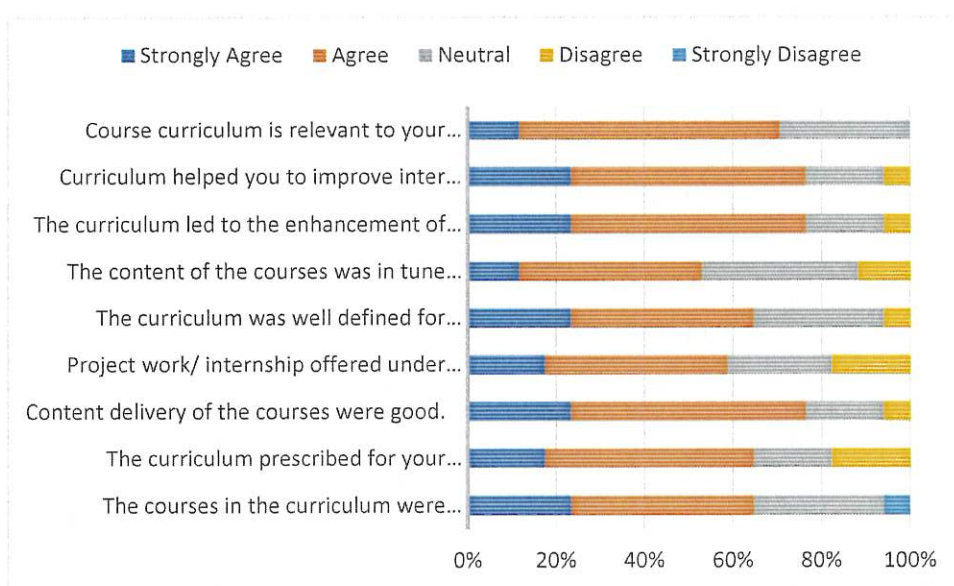### Students Feedback analysis on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Teachers' Feedback on Curriculum

The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also supports applied learning, encourages research, and specifies clear learning outcomes (PO, PSO, and CO) in the syllabi. Additionally, the curriculum is effective in developing innovative thinking and generating interest in the subject area. Respondents also report access to sufficient educational facilities and reference materials in the college. Notably, all respondents either agree or strongly agree with the statements, indicating a high level of satisfaction and alignment with the curriculum's objectives and implementation.
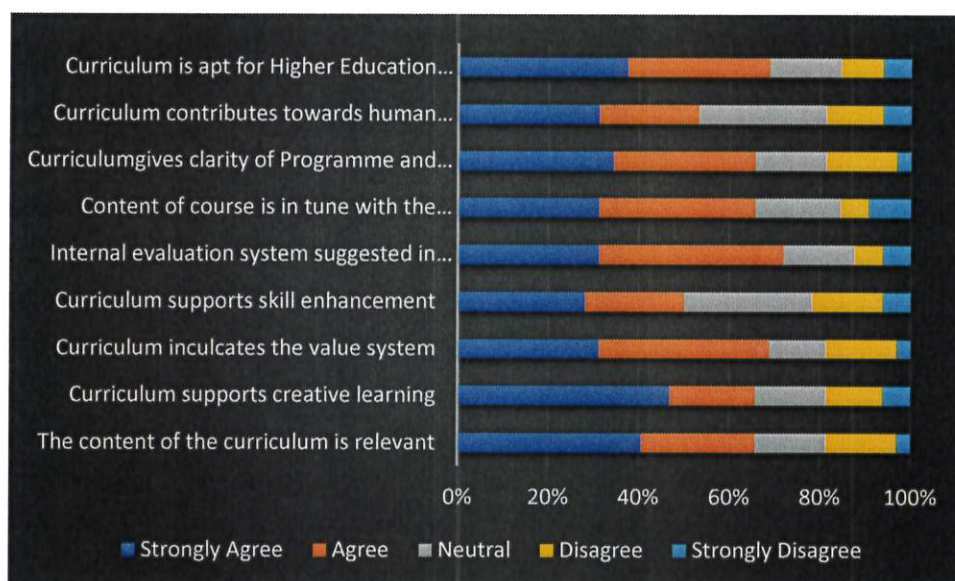
Alumni Feedback on Curriculum

The data provided reveals a generally positive sentiment among respondents regarding various aspects of the curriculum in a college education program. The majority of participants either "Agree" or "Strongly Agree" with most statements, indicating a positive perception of the curriculum. Specifically, the courses are perceived as relevant in catering to professional needs, and the prescribed curriculum is viewed as competent. Content delivery is generally considered good, and project work/internship offerings are seen as challenging and constructive. Moreover, the curriculum is perceived to be well-defined for both higher education and employability, with course content aligned with global competency and emerging trends. Respondents believe that the curriculum has led to the enhancement of knowledge, skills, and capabilities, and has contributed to improving inter and intrapersonal skills. Additionally, a significant number of participants find the course curriculum relevant to

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their future aspirations. While there are some "Neutral" and "Disagree" responses, the overall positive sentiment highlights the effectiveness of the curriculum in meeting students' needs and expectations. However, it is important to consider the feedback from a larger and more diverse sample to gain a comprehensive understanding of the curriculum's impact and areas for potential improvement.
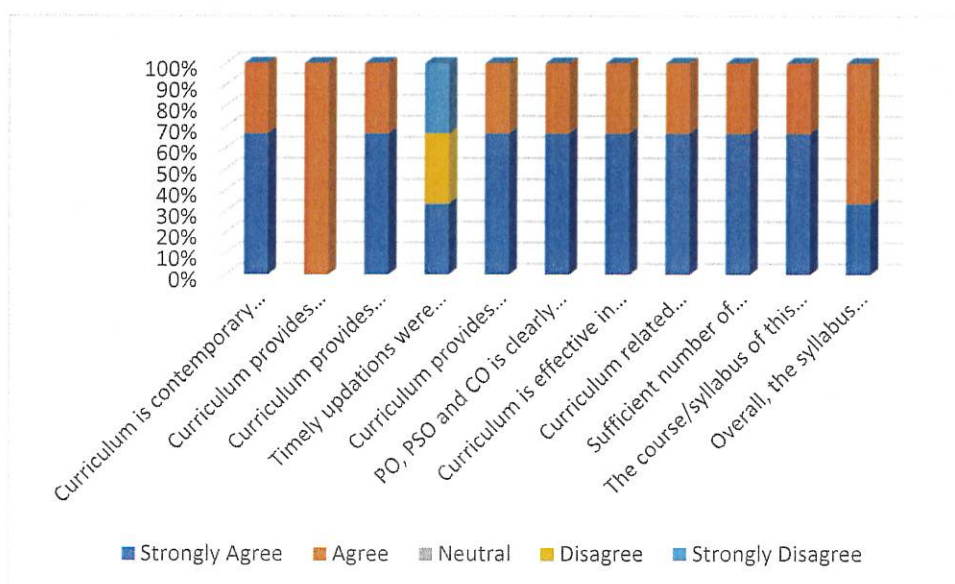
Department of Commerce Self-financing (Cooperation)
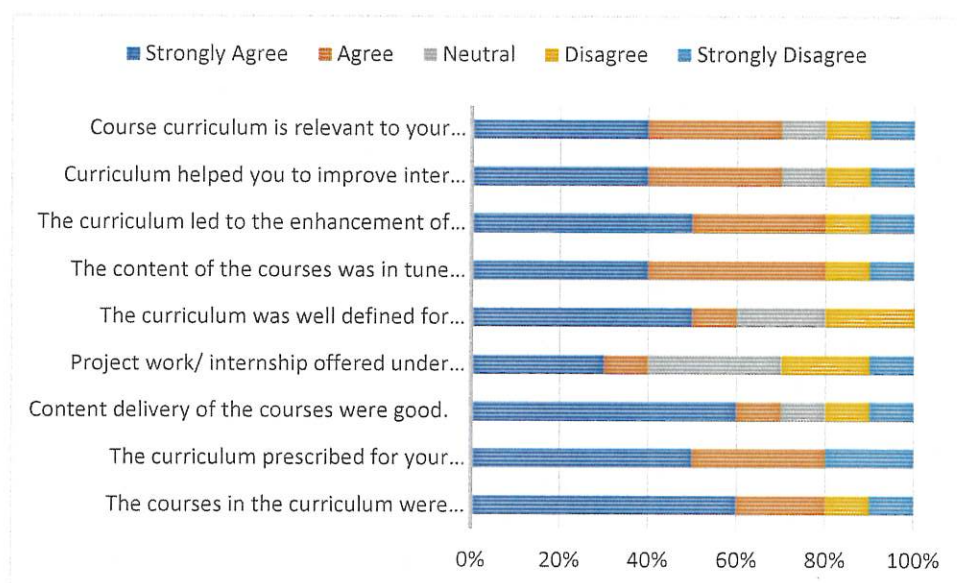
Students Feedback analysis on Curriculum

The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders can provide valuable insights to make informed decisions for curriculum development and enhancement. Additionally, continuous monitoring and evaluation of the curriculum's effectiveness can help address the concerns and meet the expectations of the learners and the broader educational community.

Teachers' Feedback on Curriculum

Newman College, Thodupuzha

The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also supports applied learning, encourages research, and specifies clear learning outcomes (PO, PSO, and CO) in the syllabi. Additionally, the curriculum is effective in developing innovative thinking and generating interest in the subject area. Respondents also report access to sufficient educational facilities and reference materials in the college. Notably, all respondents either agree or strongly agree with the statements, indicating a high level of satisfaction and alignment with the curriculum's objectives and implementation.
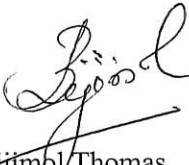
Alumni Feedback on Curriculum

The data provided indicates a mixed sentiment among respondents regarding various aspects of the curriculum in a college education program. While there are instances of "Strongly Agree" and "Agree" responses, there are also "Neutral," "Disagree," and "Strongly Disagree" responses for different statements. Notably, the majority of participants find the courses to be relevant in catering to their professional needs and perceive the curriculum as competent. Content delivery is viewed positively, and project work/internship offerings are considered challenging and constructive by some respondents. Additionally, the curriculum is perceived to be well-defined for both higher education and employability, with content aligned with global competency and emerging trends. However, there are also participants who expressed "Neutral," "Disagree," or "Strongly Disagree" responses, indicating areas of improvement in

certain aspects of the curriculum. These responses highlight the need for continuous evaluation and adjustments to better cater to students' needs, enhance the curriculum's effectiveness, and align it more closely with their future aspirations. Gathering feedback from a larger and more diverse sample could provide deeper insights into students' perceptions and guide improvements in the curriculum design and delivery.

In summary, the analysis of curriculum feedback has uncovered both strengths and areas for improvement. While the curriculum effectively imparts key concepts and incorporates engaging activities, there is room for enhancement in terms of content coverage, the inclusion of updated information, and the implementation of differentiated instruction. Addressing these aspects will contribute to refining the curriculum, ensuring a more comprehensive and effective learning experience for all students. Regular feedback collection and application will be instrumental in maintaining the curriculum's relevance, engagement, and alignment with the evolving needs of learners.

Dr. Bijimol Thomas
IQAC Coordinator

Newman College, Thodupuzha