



## **Consolidated Feedback Analysis**

### **Feedback on Curriculum; Academic Performance and Ambience**

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**Newman College**  
**Thodupuzha, Kerala**

**IQAC**

***Stakeholders' Feedback on  
Curriculum; Academic Performance  
and Ambience***

**2022-2023**





## **Stakeholders Feedback on Curriculum; Academic Performance and Ambience**

### *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 and Academic Ambience 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:**

1. Dr.Bijimol Thomas, Principal
2. Dr. Anju T R, IQAC Coordinator
3. Dr. Jenni K Alex, Department of Economics
4. Dr. Jane A Luke, Department of Mathematics
5. Ms. Princy Jacob, Department of English
6. Dr. Divya James, Department of Commerce

## Overall Feedback Analysis by IQAC

Year 2022-2023

### STUDENTS' FEEDBACK ON CURRICULUM

Mode of feedback Collection : Online through Google forms

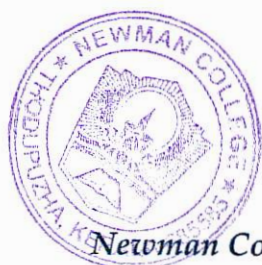
Target Group : Outgoing students of 2023

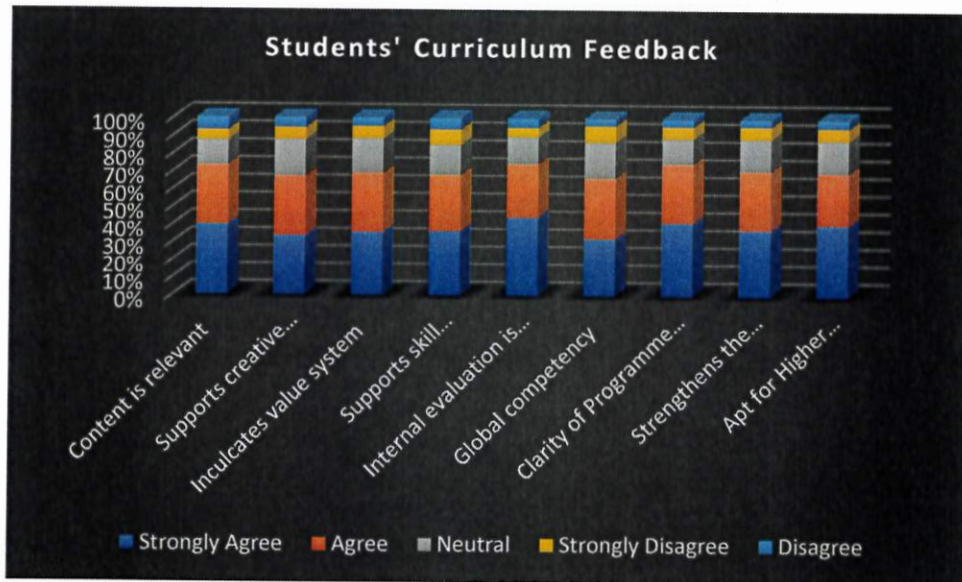
Number of responses received : 487

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	3.93
2	Curriculum supports creative learning	3.82
3	Curriculum inculcates the value system among the students	3.87
4	Curriculum supports skill enhancement	3.82
5	Internal evaluation system suggested in the curriculum is good	4.02
6	Content of course is in tune with the global competency and emerging ends	3.81
7	The curriculum provides a clarity of Programme and Course outcomes	4.01
8	Strengthens the instincts and abilities of the students.	3.93
9	Curriculum is apt for Higher Education and employability	3.94





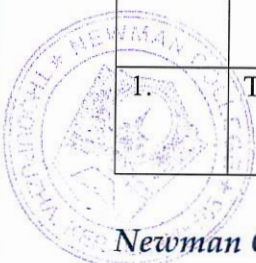
The analysis of students' feedback depicts that the students are satisfied with the curriculum. They opine that the curriculum should give more focus to employability, skill enhancement and creative learning. The students suggested that the Mahatma Gandhi University Study centre in Newman College should be retained as a learning hub. The students also wanted collaborative seminars to augment their curriculum. The students also demanded a more engaging open course on Theatre Studies as an English open course.

### STUDENTS' FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE

- Mode of feedback Collection : Online through Google forms
- Target Group : Outgoing students of 2023
- Number of responses received : 686

The college collects feedback on the academic performance and ambience. There were 11 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The following table shows the analysis of feedback from students.

SI No.	Statements	Mean Score
1.	The curriculum adequately prepares you for your chosen field or career path.	3.78





2.	The academic resources (libraries, laboratories, etc.) are easily accessible and well-maintained.	4.13
3.	The assessment methods (exams, projects, etc.) are effective in evaluating your understanding of the subject.	3.95
4.	You are adequately supported in your academic journey through academic advising or mentorship programs.	3.80
5.	The faculty and staff are responsive and supportive when it comes to addressing academic concerns.	3.97
6.	The overall quality of teaching and learning in Newman College is good.	4.04
7.	The infrastructure facilities, such as classrooms, lecture halls, and common areas are well-maintained and conducive to learning.	3.89
8.	Extracurricular activities and clubs contribute to a vibrant campus life.	3.63
9.	The college support student well-being, mental health, and overall personal development.	3.67
10.	You feel a sense of community and belonging within the college environment.	3.84
11.	You will recommend this college to prospective students based on your academic experience and the overall ambience.	3.73

### TEACHERS' FEEDBACK ON CURRICULUM

Mode of feedback Collection : Online through Google forms

Target Group : Teachers of Newman College

Number of responses received : 71

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 diagram and table shows the analysis of curriculum feedback from teachers.

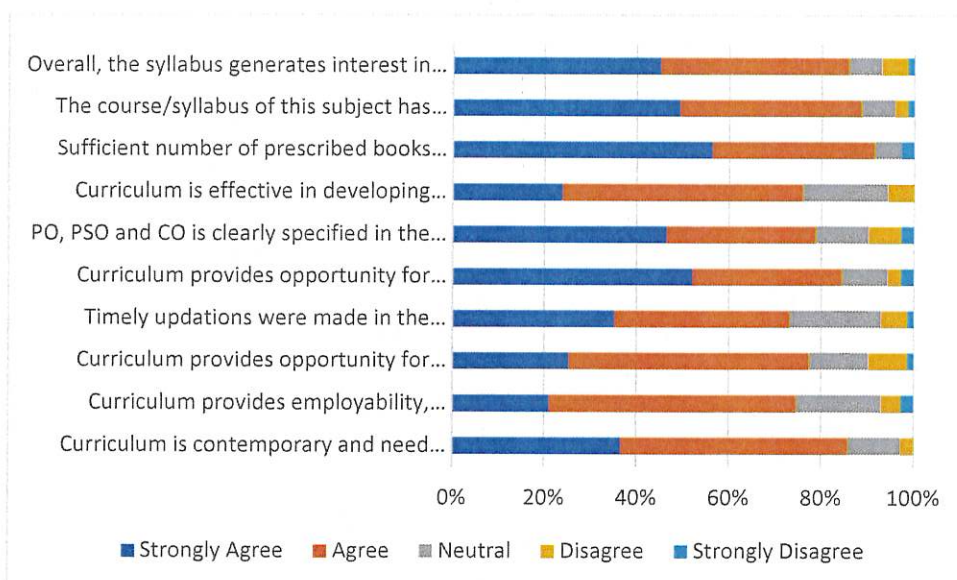


*Newman College, Thodupuzha*



## Criteria 1

### 1.4.1 Overall Feedback Analysis (2022-23)



SI No.	Curricular Aspects	Mean Score
1	Curriculum is contemporary and need based	4.14
2	Curriculum provides employability, entrepreneurship and professional development.	3.83
3	Curriculum provides opportunity for applied learning	3.77
4	Timely updations were made in the curriculum with recent curriculum advancements.	3.91
5	Curriculum provides opportunity for conducting research and project related activities.	4.28
6	PO, PSO and CO is clearly specified in the syllabi	4.04
7	Curriculum is effective in developing innovative thinking	3.83
8	Sufficient number of prescribed books are available in the library.	4.47
9	The course/syllabus of this subject has increased my knowledge and perspective in the subject area.	4.29
10	Overall, the syllabus generates interest in the subject area.	4.14



The analysis of teachers' feedback depicts that they are satisfied with the curriculum (mean score 4.41). The teachers too opine that the curriculum should give more focus to employability and advanced technology based courses should be introduced. They suggested for the inclusion of relevant courses in their subjects and deletion of irrelevant topics.

### **TEACHERS FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE**

Mode of feedback Collection	:	Online through Google forms
Target Group	:	Teachers of Newman College
Number of responses received	:	54

The college collects feedback on the academic performance and ambience from teachers. There were 11 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The following table shows the analysis of feedback.

Sl.no	Statements	Score
1	There is effective delivery and completion of curriculum through various teaching methods and techniques.	4.59
2	There is sufficient opportunities for the students of Newman to practice and apply the skills being taught	4.35
3	There is adequate infrastructure, including classrooms, laboratories, libraries, and other learning space in the college.	4.44
4	Collaboration and interaction among students, faculty, and staff fosters a vibrant academic community.	4.59
5	There is adequate opportunity for capacity building and enhancement.	4.44
6	Opportunities for co-curricular and extracurricular activities for the students contribute to a holistic educational experience.	4.55
7	There is a well planned students support programs/initiatives in the college which contributes to academic excellence	4.57
8	Faculty related official matters are addressed in stipulated time	4.53



9	The contributions of faculty for students centric activities, academic activities, curricular, co curricular and extra activities are properly acknowledged and given recognition	4.44
10	College has a well defined mechanism for ensuring gender equality and safe working environment.	4.48
11	The overall academic performance and ambience of the department and college is congenial and healthy.	4.55

Teachers consistently rate the college highly, with mean scores ranging from approximately 4.35 to 4.59 out of 5, reflecting strong agreement. The college is perceived to effectively deliver its curriculum through various teaching methods and techniques, provide ample opportunities for skill application, and offer adequate infrastructure and learning spaces. Collaboration and interaction among students, faculty, and staff are seen as fostering a vibrant academic community, and opportunities for capacity building, co-curricular and extracurricular activities, and student support programs are valued for contributing to a holistic educational experience. Furthermore, there is positive recognition of faculty contributions and acknowledgment of their efforts, as well as an emphasis on gender equality and a safe working environment. Overall, this data suggests that Newman College is well-regarded and provides a congenial and healthy academic environment.

### ALUMNI FEEDBACK ON CURRICULUM

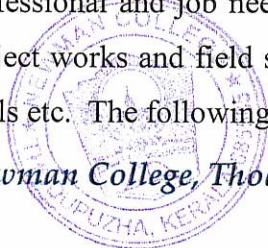
Mode of feedback Collection : Online through Google forms

Target Group : Alumni of Newman College

Number of responses received : 253

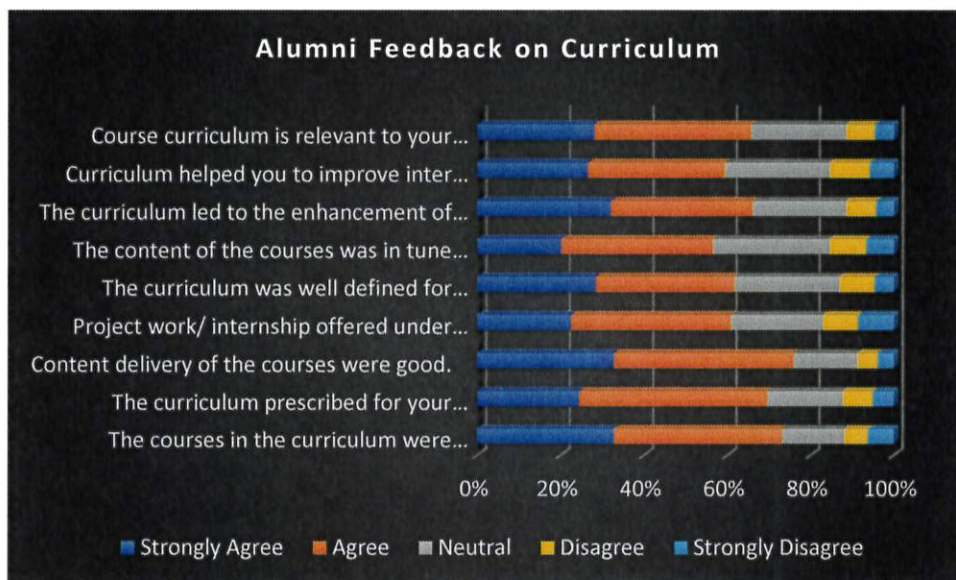
The college collected and analysed feedback on the curriculum from the alumni. There were 9 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The statements measured the relevance of curriculum in catering professional and job needs, competency of the 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.

*Newman College, Thodupuzha*

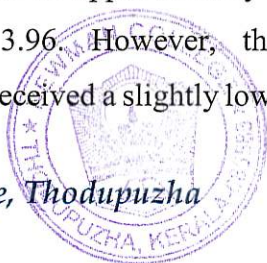


Curriculum feedback of Alumni

Sl No.	Curricular Aspects	Mean Score
1	The courses in the curriculum were relevant in catering your professional needs.	3.87
2	The curriculum prescribed for your programme during your college education was competent.	3.76
3	Content delivery of the courses was good.	3.96
4	Project work/ internship offered under your programme was challenging and constructive.	3.57
5	The content of the courses was in tune with the global competency and emerging trends.	3.54
6	The curriculum led to the enhancement of knowledge, skill and capabilities.	3.82
7	Curriculum helped you to improve inter and intra personal skills.	3.64
8	Course curriculum is relevant to your future aspirations.	3.77



The data suggests that students found the courses relevant to their professional needs, with a mean score of approximately 3.88. Content delivery was generally well-received, scoring around 3.96. However, the challenges and constructive nature of project work/internships received a slightly lower score of about 3.58. The curriculum's alignment with





global competency and emerging trends received a score of approximately 3.55. Students felt that the curriculum contributed to enhancing their knowledge, skills, and capabilities, with a mean score of about 3.82. The curriculum also played a role in improving inter and intra-personal skills, scoring around 3.64. Lastly, students perceived that the course curriculum was relevant to their future aspirations, with a mean score of about 3.77. Overall, this data reflects a generally positive perception of the college's curriculum, with some variations in specific aspects.

### **ALUMNI FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE**

Mode of feedback Collection	:	Online through Google forms
Target Group	:	Alumni of Newman College
Number of responses received	:	297

The college collects feedback on the academic performance and ambience. There were 12 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The following table shows the analysis of feedback from alumni.

Sl.no	Curricular Aspects	Mean Score
1.	The curriculum adequately prepared you for your chosen field or career path.	3.85
2.	The teaching learning process of Newman College facilitated you in cognitive, emotional and social growth.	4.08
3.	The college has taken initiatives in promoting internships, hackathons, startups, field visit etc for students.	3.70
4.	The College takes effort in the continuous quality improvement of the teaching learning process.	4.02
5.	You were adequately supported in your academic journey through academic advising/ mentorship programs.	4.03
6.	The infrastructure facilities of the College is adequate and well maintained.	4.03
7.	The College provides importance to curricular, extra curricular and co curricular activities for overall development of the students.	4.02



8.	The relevance of the programme for Employment/Self-employment/Higher education is good.	3.94
9.	The college supported student well-being, mental health, and overall personal development.	3.97
10.	You feel a sense of community and belonging within the college environment	4.04
11.	The academic ambience of the college for effective learning is excellent.	4.08
12.	You will strongly recommend this college to prospective students based on your academic experience and the overall ambience	4.01

Alumni consistently rate their experiences highly, with mean scores ranging from approximately 3.71 to 4.09 out of 5, reflecting strong agreement. They believe that the curriculum adequately prepared them for their chosen field or career path and facilitated cognitive, emotional, and social growth through the teaching-learning process. The college is seen as taking proactive initiatives in promoting internships, hackathons, startups, and field visits, along with continuous efforts to improve the teaching-learning process. They feel well-supported in their academic journey through academic advising and mentorship programs, and they find the infrastructure facilities adequate and well-maintained. The college's emphasis on curricular, extra-curricular, and co-curricular activities for overall student development is appreciated, along with its perceived support for student well-being and mental health. Respondents also feel a strong sense of community and belonging within the college environment, and they highly recommend the college to prospective students based on their academic experience and overall ambience. Overall, this data suggests that Newman College is highly regarded by its former students for providing a conducive and enriching educational environment.

### **EMPLOYER FEEDBACK ON CURRICULUM**

Mode of feedback Collection : Online through Google forms

Target Group : Employers who have hired Newman College students.

Number of responses received : 37

## Criteria 1

### 1.4.1 Overall Feedback Analysis (2022-23)

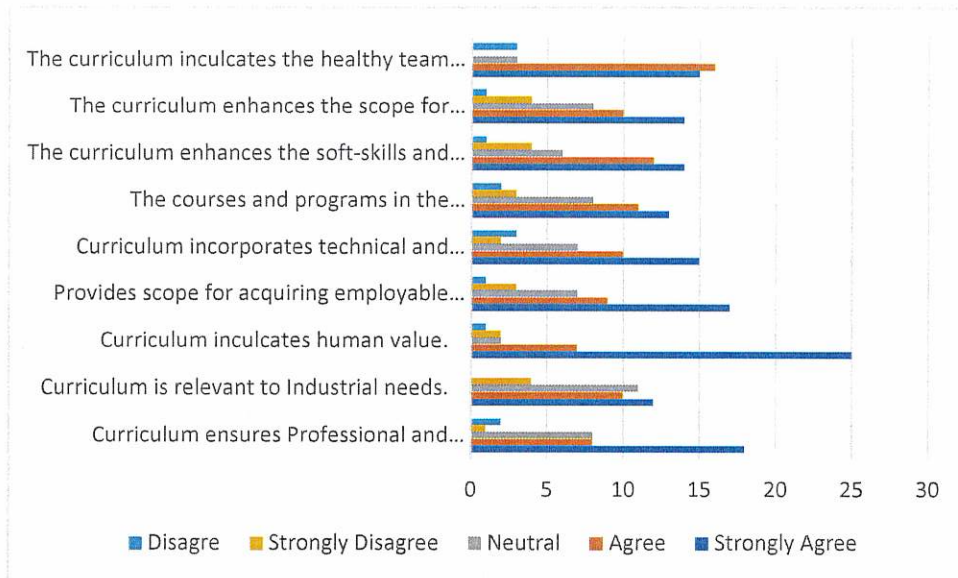
The college collected and analysed feedback on the curriculum from the employers too. There were 9 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The statements measured the relevance of the curriculum for industrial needs, scope for employable and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

#### Employer Feedback on Curriculum

SI No.	Curricular Aspects	Mean Score
1	Curriculum ensures Professional and Ethical Attitude	4.05
2	Curriculum is relevant to Industrial needs	3.81
3	Curriculum inculcates human value	4.43
4	Provides scope for acquiring employable and entrepreneurial skills	4.02
5	Curriculum incorporates technical and communication skills.	3.86
6	The courses and programs in the curriculum are found relevant to your institutional needs and employability.	3.81
7	The curriculum enhances the soft-skills and technical skills for employment	3.91
8	The curriculum enhances the scope for research	3.86
9	The curriculum inculcates the healthy team spirit in team work	4.08
	<b>Grand Mean</b>	3.98







This data reflects a positive view of the college's curriculum, with particularly strong endorsements for its role in instilling ethical values, promoting employable skills, and fostering teamwork, while still leaving some room for improvement in alignment with industrial needs and institutional requirements.

### EMPLOYER’S FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE

- Mode of feedback Collection : Online through Google forms
- Target Group : Employers who have hired Newman College students.
- Number of responses received : 32

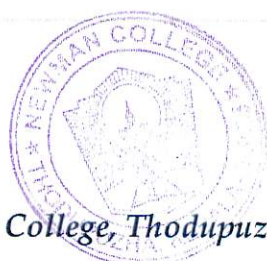
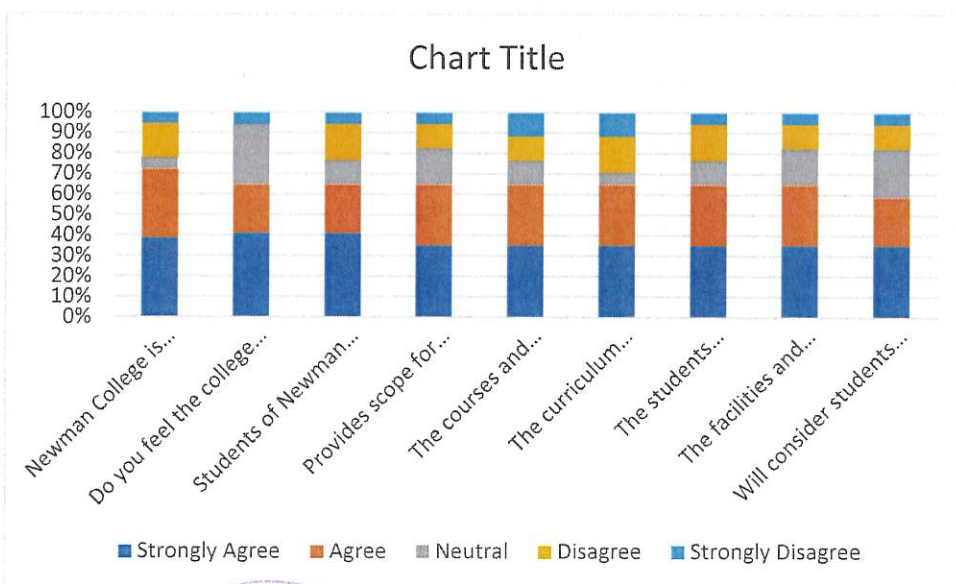
The college collects feedback on the academic performance and ambience. There were 9 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The following table shows the analysis of feedback from employers.

Sl.No	Statements	Score
1	Newman College is uptodate with the current industrial needs and social requirements.	3.83

**Criteria 1**

**1.4.1 Overall Feedback Analysis (2022-23)**

2	Do you feel the college contributes to the student's career progress.	3.72
3	Students of Newman College possess enough practical knowledge in their fields.	3.55
4	Provides scope for acquiring employable and entrepreneurial skills.	3.55
5	The courses and programs in the curriculum are found relevant to your institutional needs and employability.	3.44
6	The curriculum enhances the soft-skills and technical skills for employment.	3.38
7	The students employed from Newman College is adaptable to the work culture.	3.5
8	The facilities and infrastructure provided for the students in Newman College is sufficient for their employability and professional expertise.	3.55
9	Will consider students from Newman College for future recruitment also	3.5



**Newman College, Thodupuzha**



The employer feedback on Newman College's academic performance and ambience reflects a generally positive perception. Employers believe that the college maintains some alignment with current industrial needs and contributes to students' career progress. While students are seen as possessing practical knowledge to some extent, there is room for improvement in providing opportunities for employable and entrepreneurial skills. Employers find the curriculum somewhat relevant to institutional needs and employability, enhancing both soft and technical skills for employment. They perceive that students from Newman College are adaptable to the work culture. Facilities and infrastructure, while somewhat sufficient, leave room for potential enhancement. Importantly, employers express openness to considering students from Newman College for future recruitment, indicating a positive outlook towards the institution's graduates. Overall, this feedback underscores areas of strength while suggesting opportunities for further aligning the college's offerings with industry requirements.

**Conclusion**

The feedback on the curriculum and academic performance, as well as the overall ambience of stakeholders, paints a comprehensive picture of the institution's educational environment. It is evident that the institution places a strong emphasis on curriculum quality and continuous improvement, as evidenced by the proactive collection and analysis of feedback from various stakeholders, including students, alumni, faculty, and employers. Stakeholders generally express satisfaction with the curriculum, highlighting its relevance, support for creative learning, and value-driven approach. The positive feedback on content delivery, internal evaluation systems, and the curriculum's contribution to skill enhancement underscores its effectiveness in facilitating holistic student development. While there are areas of improvement identified, such as the need for greater clarity in specifying outcomes and more practical exposure, the overall sentiment is positive. The institution's commitment to staying current with emerging trends, fostering innovation, and providing robust educational facilities is commendable, as indicated by the high mean scores in various aspects. The feedback also reflects the institution's strong alignment with the expectations of alumni and employers, indicating that graduates are well-prepared for both higher education and the job market. The recommendations provided by stakeholders serve as valuable insights for further enhancing the curriculum and educational experience.



In terms of ambience, the institution's commitment to maintaining a conducive learning environment is evident. The positive feedback on educational facilities, library resources, and faculty competence reaffirms the institution's dedication to providing a supportive ecosystem for learning and research.

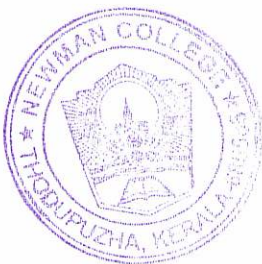
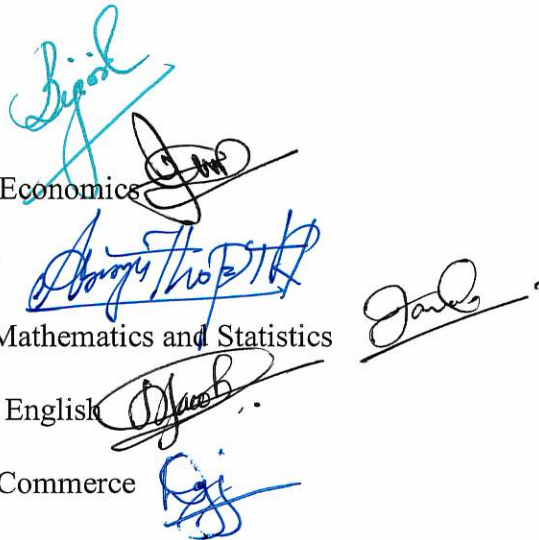
In conclusion, the feedback from stakeholders underscores the institution's commitment to excellence in education, its responsiveness to evolving demands, and its focus on holistic student development. It serves as a testament to the institution's dedication to continuous improvement and its mission to equip students with the knowledge and skills needed for future success.

The valuable suggestions gathered from the feedback process were swiftly conveyed to the Internal Quality Assurance Cell (IQAC) and the staff council for prompt action. As an affiliated college, it was crucial to address the need for enhancing and modernizing the curriculum, and this was effectively communicated to Mahatma Gandhi University through the dedicated representation of Board of Studies members.

Prepared by:

**Feedback Committee members:**

1. Dr. Bijimol Thomas, Principal
2. Dr. Jenni K Alex, Department of Economics
3. Dr. Anju T R, IQAC Coordinator
4. Dr. Jane A Luke, Department of Mathematics and Statistics
5. Ms. Princy Jacob, Department of English
6. Dr. Divya James, Department of Commerce



Place : Thodupuzha

Date : 22-05-2023

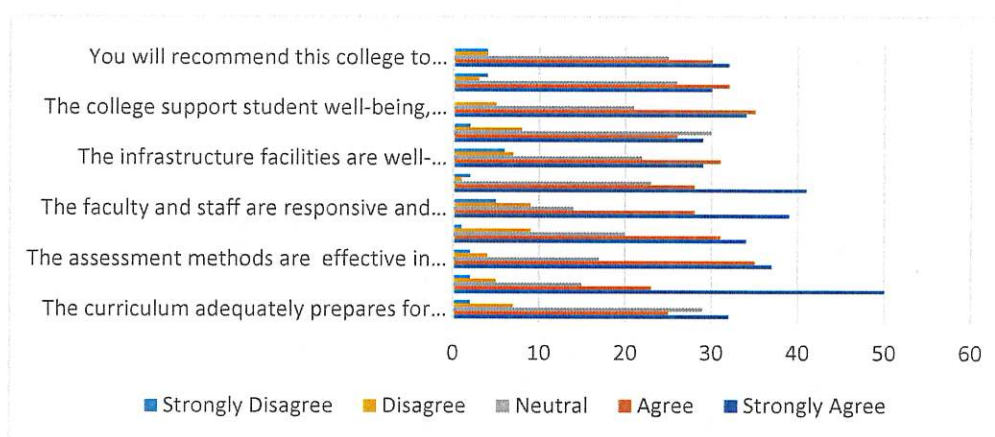
## Feedback on Academic Performance & Ambience and Curriculum

### Department wise Analysis Report

Academic Year 2022-2023

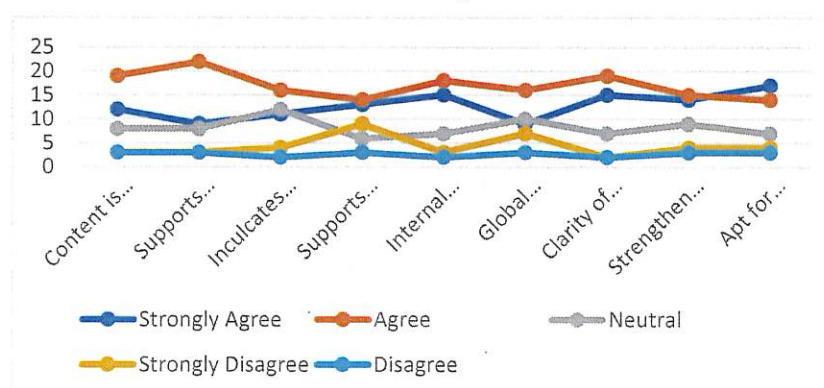
#### Department of Economics

#### Students' Feedback on Academic Performance and Ambience of the College



The data indicates a generally positive perception of Newman College among its students. They appreciate the curriculum's career preparation, accessibility of academic resources, effective assessment methods, supportive academic environment, and good teaching quality. The college's infrastructure, extracurricular activities, and focus on student well-being are also well-regarded. However, there are areas where the college could focus on improvements, particularly in addressing the neutral or disagree responses for specific statements. By taking into account student feedback and addressing these concerns, Newman College can further enhance its overall educational experience and continue to foster a positive and inclusive learning environment for its students.

#### Students Feedback analysis on Curriculum

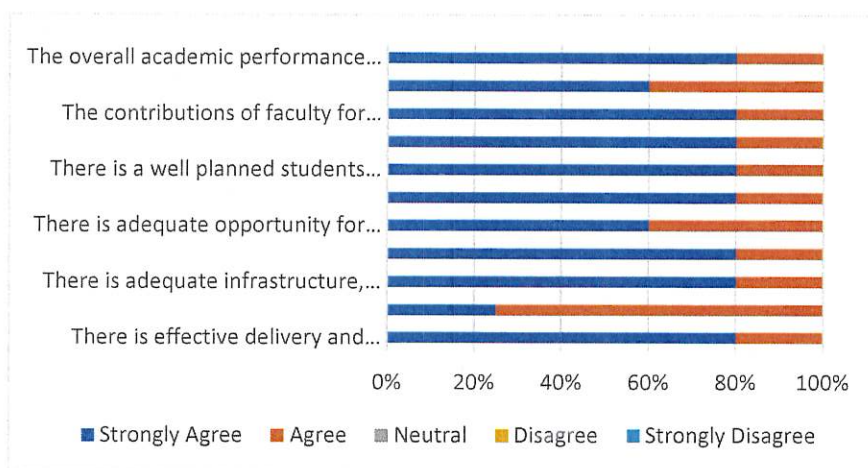




### 1.4.1 Department wise Feedback Analysis (2022-2023)

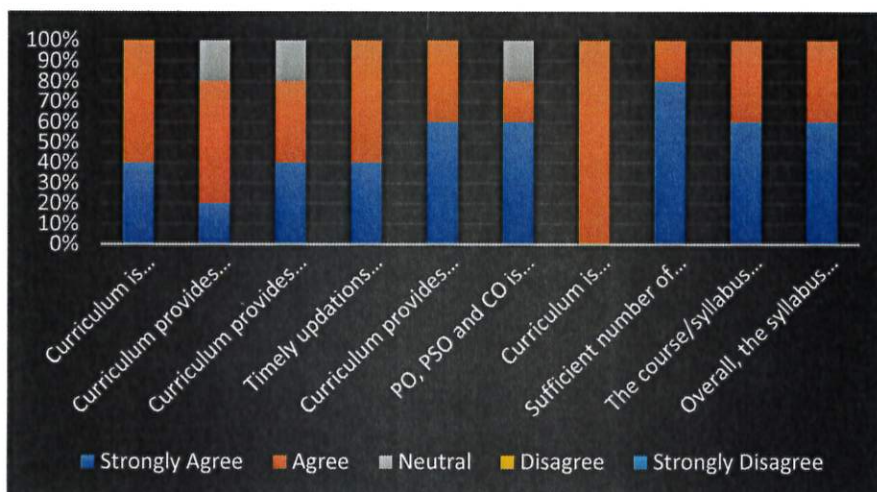
The data analysis reveals that the curriculum has several strengths, including its relevance, support for creative learning, inculcation of values, and effectiveness in enhancing skills and instincts. The internal evaluation system is well-regarded, which indicates a robust assessment process. However, there is room for improvement in terms of incorporating more global perspectives into the curriculum. Overall, the majority of participants express positive sentiments about the curriculum, making it conducive to higher education and employability.

#### Teachers feedback on Academic Performance and Ambience



The data suggests that the college is performing well in various aspects such as curriculum delivery, infrastructure, collaborative environment, student support, and faculty acknowledgment. However, there is room for improvement in terms of providing more opportunities for skill practice and application and ensuring gender equality and safety. Overall, the college seems to have a positive academic environment that is focused on student growth and holistic education.

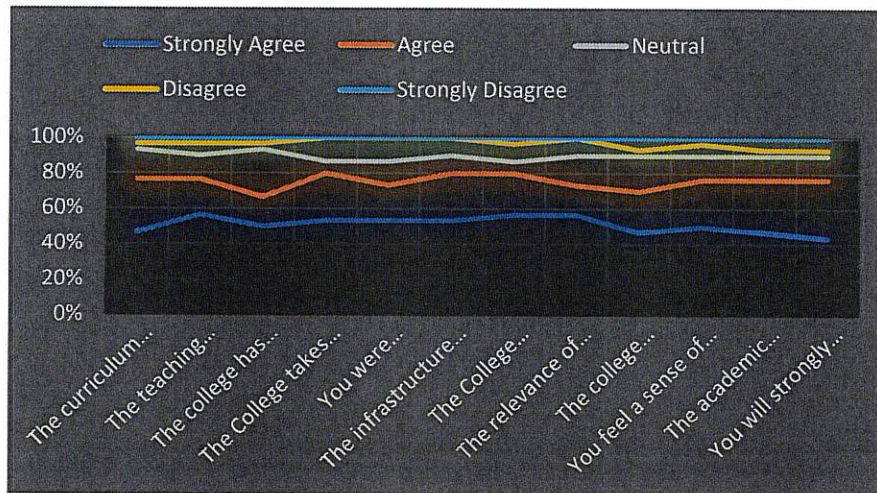
#### Teachers Feedback on Curriculum



### 1.4.1 Department wise Feedback Analysis (2022-2023)

The data suggests that the curriculum is perceived to be contemporary and need-based, offering opportunities for applied learning, research, and project-related activities. While some respondents agree that the curriculum enhances knowledge and generates interest, there's a varied perspective on aspects like employability and innovative thinking development. The presence of clear specifications and library resources is generally acknowledged.

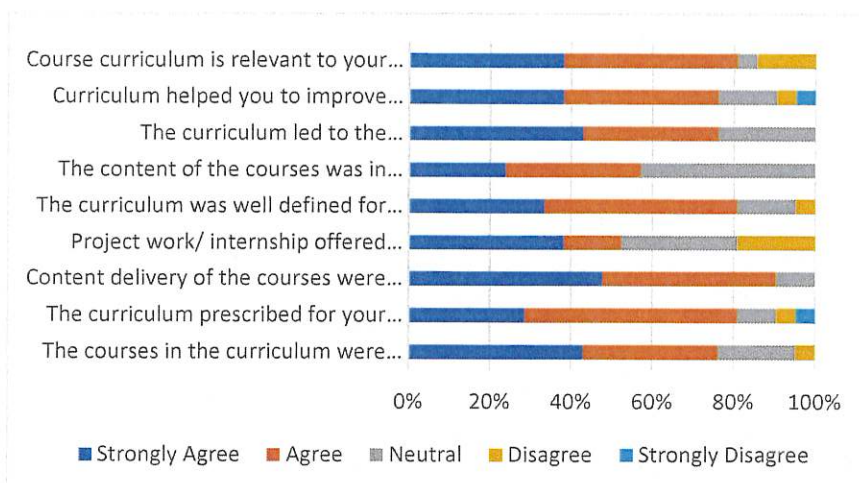
#### Alumni feedback on Academic Performance and Ambience



The data suggests that the majority of respondents strongly agree that the curriculum adequately prepared them for their chosen field or career path. They also express strong agreement that the teaching-learning process at Newman College facilitated their cognitive, emotional, and social growth. The college is perceived to have taken significant initiatives in promoting internships, hackathons, startups, field visits, and similar activities for students. Respondents also feel that the college makes efforts towards continuous quality improvement in the teaching-learning process. There's significant agreement that students were adequately supported in their academic journey through academic advising and mentorship programs. The infrastructure facilities of the college are considered adequate and well maintained. The college is perceived to prioritize curricular, extra-curricular, and co-curricular activities for the overall development of the students. The relevance of the program for employment, self-employment, and higher education is generally seen as good. The college's support for student well-being, mental health, and overall personal development is well-appreciated by respondents. While there are some variations in opinions across different statements, the overall sentiment leans towards positive experiences and perceptions of Newman College's academic environment, support systems, and opportunities for growth and development.

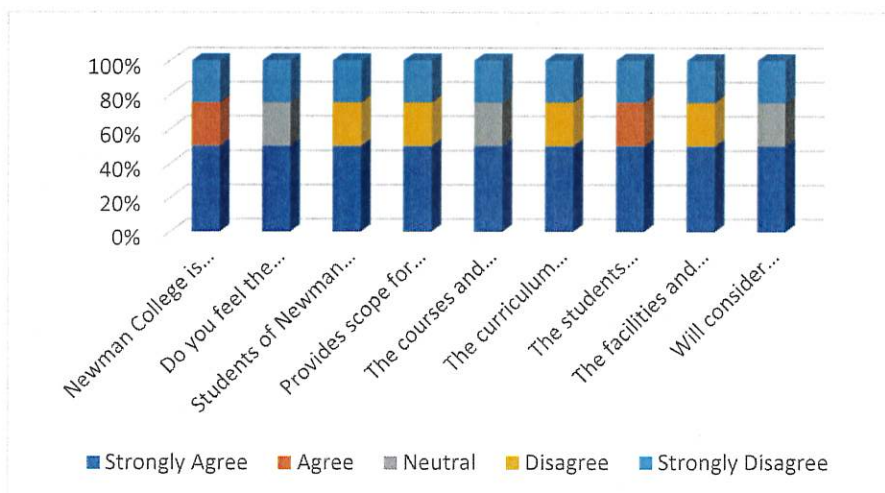


### Alumni feedback on Curriculum



The majority of participants have a positive view of the curriculum's relevance, competence, content delivery, and impact on personal and professional development. However, it's important to acknowledge the diversity of perspectives, as some participants hold more neutral or critical opinions regarding certain aspects of the curriculum's alignment with their future aspirations.

### Employer Feedback on Academic Performance and Ambience



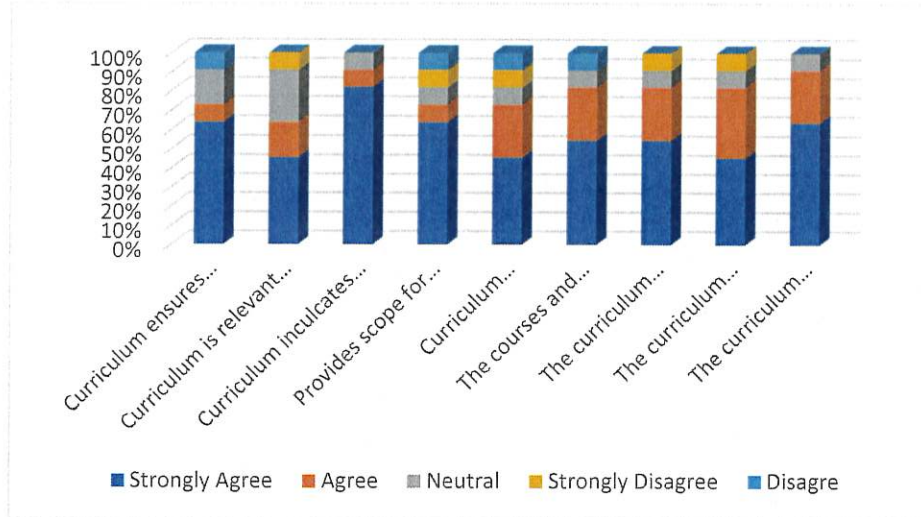
The data provided indicates a mixed perception of Newman College's performance in various aspects. While there is a substantial number of respondents who strongly agree across the board, suggesting a high level of satisfaction, there is also a noticeable presence of respondents in the disagree and strongly disagree categories, indicating areas of concern. It's worth noting that there are respondents in the disagree and strongly disagree categories, particularly when it comes to the relevance of courses and programs to institutional needs and employability, as



### 1.4.1 Department wise Feedback Analysis (2022-2023)

well as the adequacy of facilities and infrastructure. This indicates areas where improvement may be needed to address concerns and enhance the college's overall performance.

#### Employer feedback on Curriculum

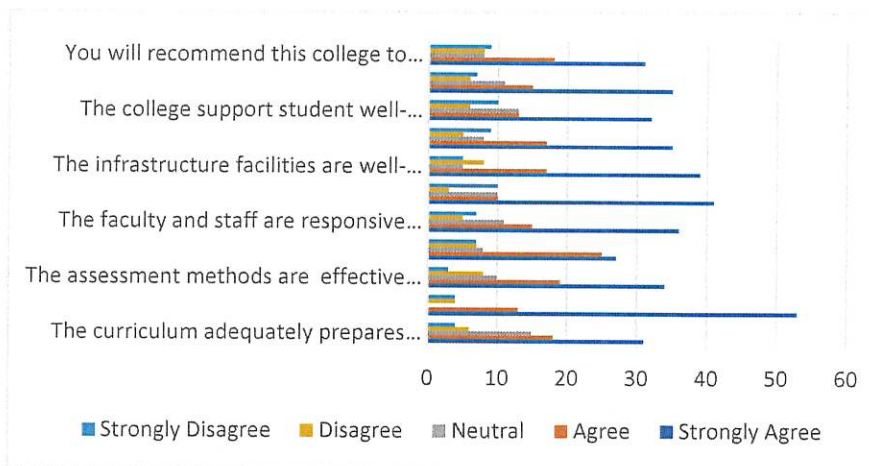


The data reflects a positive perception of the curriculum at Newman College, particularly in areas related to ethics, relevance to industry needs, inculcating human values, and fostering employability skills. There are also areas where respondents have more balanced views or neutrality, such as technical and communication skills and research scope. Overall, this data suggests that the curriculum is well-regarded and effective in several key aspects, with room for further development in certain areas.



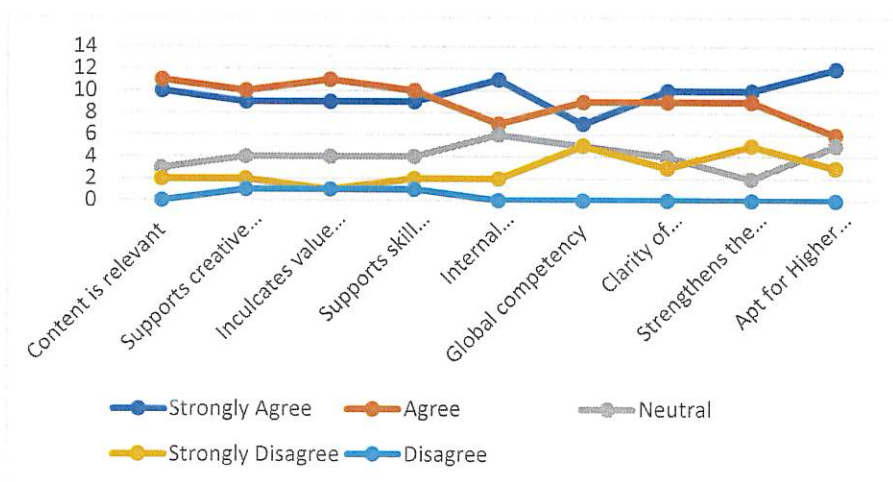
## Department of English

### Students' Feedback on Academic Performance and Ambience of the College



The data indicates a predominantly positive perception of Newman College among its students. They appreciate the curriculum's career preparation, accessibility of academic resources, effective assessment methods, and overall teaching quality. The college's infrastructure, faculty and staff responsiveness, extracurricular activities, and focus on student well-being are also well-regarded. While there are a few neutral or disagree responses for specific statements, the overall feedback is positive. By continuing to address concerns and build on its strengths, Newman College can further enhance its educational experience and maintain a supportive and engaging learning environment for its students.

### Students Feedback analysis on Curriculum

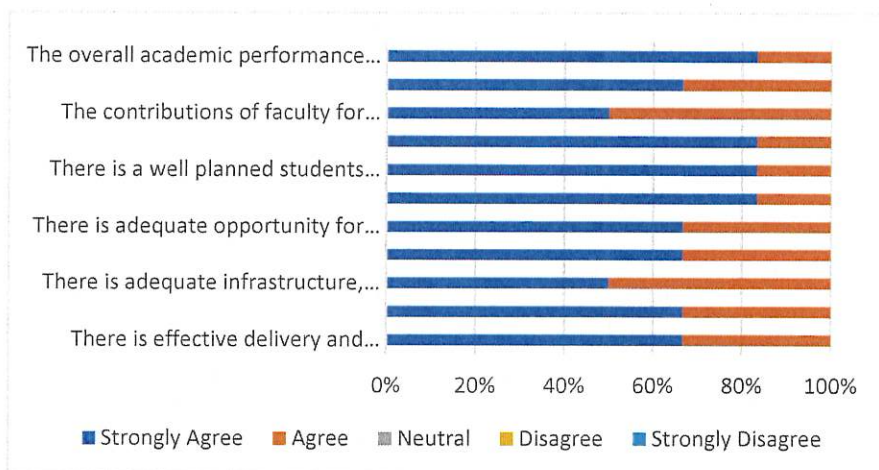




### 1.4.1 Department wise Feedback Analysis (2022-2023)

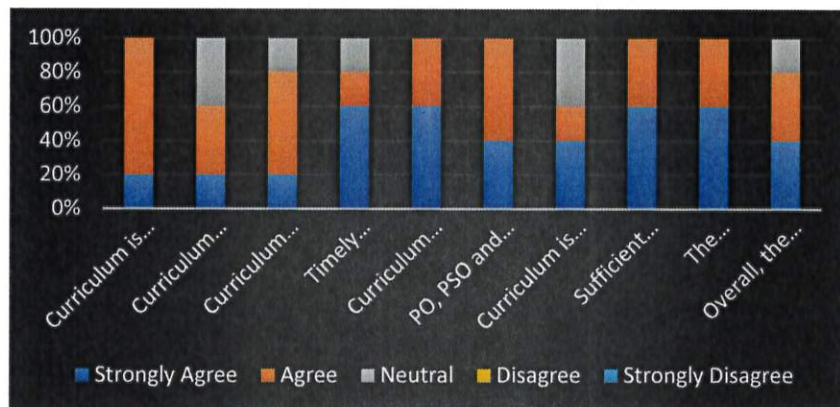
The data analysis shows that the curriculum receives positive feedback across various aspects. The curriculum is considered relevant, supportive of creative learning, and effective in inculcating a value system. It is also seen as contributing to skill enhancement, strengthening students' instincts and abilities, and being suitable for higher education and employability. However, there is a need for improvement in enhancing global competency. Overall, the majority of participants express satisfaction with the curriculum, and areas with lower agreement can serve as valuable inputs for future curriculum development and enhancement efforts.

#### Teachers feedback on Academic Performance and Ambience



The college continues to receive positive feedback in many aspects, with some areas having improved ratings (such as co-curricular activities), while others have remained consistent. The data suggests that the college is maintaining a strong academic environment that focuses on student growth and holistic education, with opportunities for improvement in infrastructure and faculty acknowledgment.

#### Teachers Feedback on Curriculum

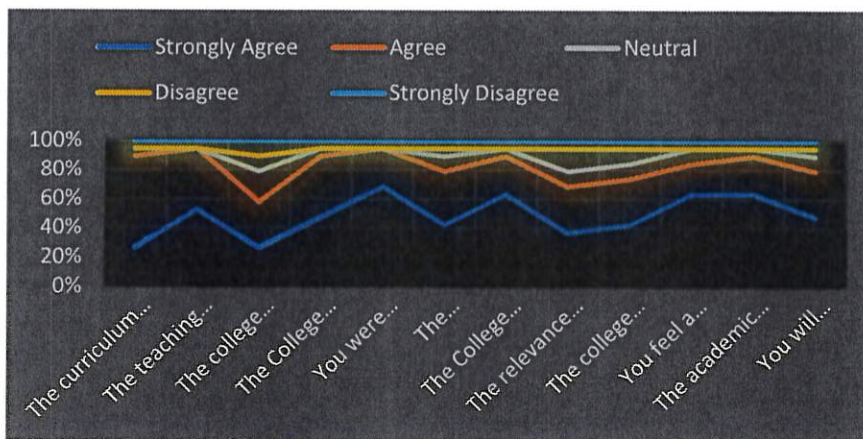




### 1.4.1 Department wise Feedback Analysis (2022-2023)

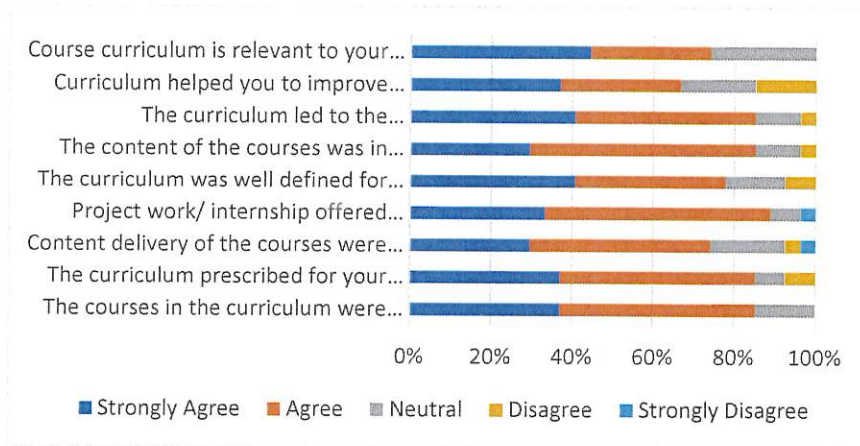
The data analysis reveals that the curriculum receives overwhelmingly positive feedback on various aspects. Respondents unanimously agree that the curriculum is contemporary, need-based, and supports employability, entrepreneurship, and professional development. The curriculum is seen as effective in promoting applied learning, research opportunities, and innovation. Additionally, the clarity of learning outcomes, availability of resources, and the curriculum's impact on knowledge enhancement are well-regarded. Overall, the participants express high satisfaction and appreciation for the quality and effectiveness of the curriculum.

#### Alumni feedback on Academic Performance and Ambience



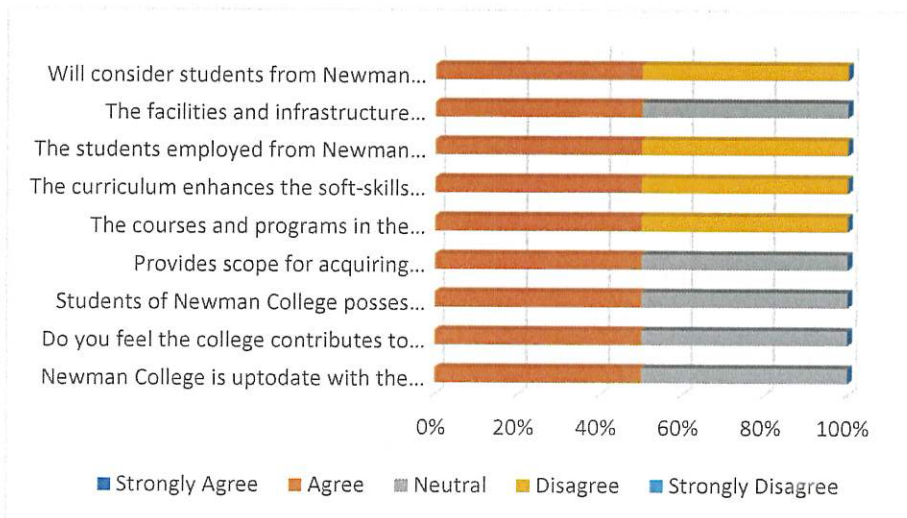
The feedback from respondents indicates that the curriculum of Newman College is seen as adequately preparing them for their chosen fields or career paths, with a significant number of them expressing agreement or strong agreement. The teaching-learning process is widely perceived as contributing to cognitive, emotional, and social growth, reflecting positively on the college's educational approach. The college's initiatives in promoting practical experiences such as internships, hackathons, startups, and field visits are acknowledged by respondents. They also recognize the efforts the college puts into continuously improving the teaching-learning process. Many students feel that they received adequate support through academic advising and mentorship programs, contributing to a positive academic journey.

**Alumni feedback on Curriculum**



The majority of participants strongly agree or agree that the courses in the curriculum are relevant to their professional needs, and the prescribed curriculum for their college program is competent. Content delivery of the courses is also positively evaluated, with a significant number indicating that it was of good quality. Project work and internships offered under the program are seen as challenging and constructive by a substantial number of participants, indicating a positive experiential component.

**Employer Feedback on Academic Performance and Ambience**



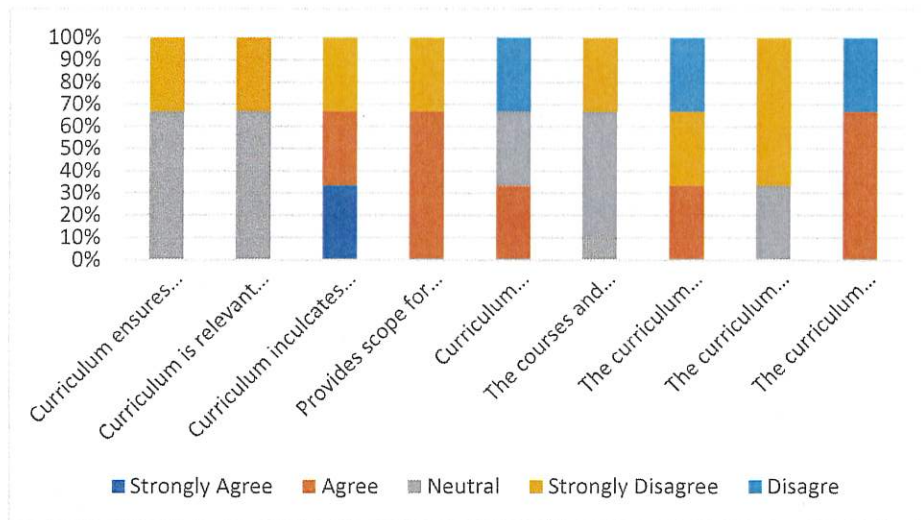
Respondents generally express moderate agreement with the college's relevance to current industrial needs, its contribution to students' career progress, and the practical knowledge possessed by students. While there is a positive sentiment regarding the scope for employable and entrepreneurial skills, the relevance of courses and the enhancement of soft and technical skills, there is also notable neutrality in these areas. However, a concerning aspect emerges with respondents disagreeing on students' adaptability to work culture, indicating a potential



### 1.4.1 Department wise Feedback Analysis (2022-2023)

area for improvement. Additionally, opinions on the sufficiency of facilities and infrastructure are divided. On a positive note, the willingness to consider Newman College students for future recruitment suggests potential strengths in preparing students for employment. Overall, this data highlights areas of both strength and potential concern that warrant further attention and evaluation by the college.

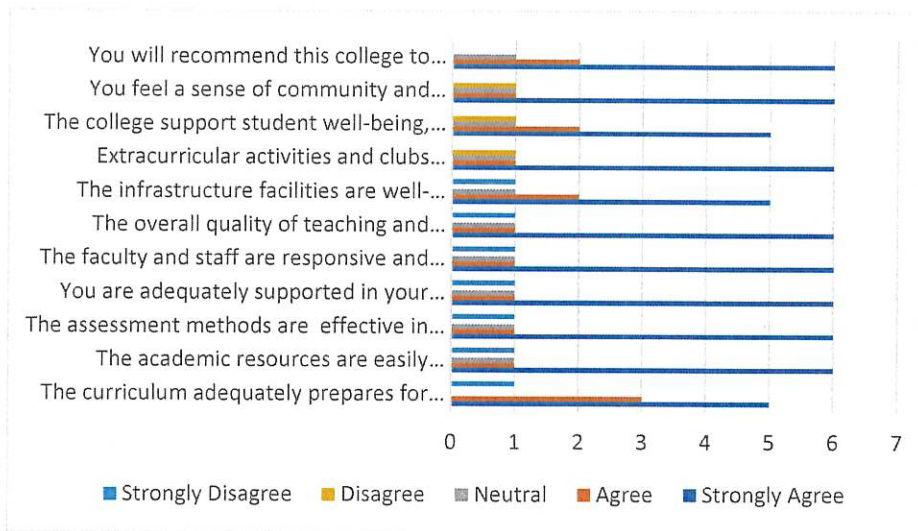
#### Employer feedback on Curriculum



The data provided reflects a mixed and somewhat hesitant perception of Newman College's curriculum across several dimensions. Respondents express varying levels of agreement, neutrality, or disagreement regarding the curriculum's effectiveness in ensuring a professional and ethical attitude, relevance to industrial needs, inculcating human values, and providing scope for employable and entrepreneurial skills. There is also a lack of consensus on the incorporation of technical and communication skills and the relevance of courses to institutional needs and employability. Additionally, opinions diverge on whether the curriculum effectively enhances soft and technical skills for employment, the scope for research, and the inculcation of a healthy team spirit. This data suggests potential areas for improvement and highlights the need for the college to address concerns and enhance the curriculum's alignment with industry requirements and values education to foster a more positive and confident perception among respondents.

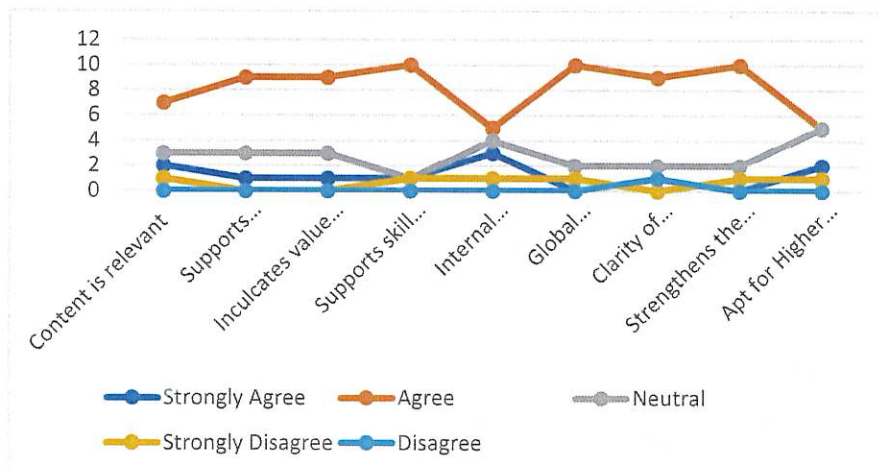
## Department of Communicative English

### Students' Feedback on Academic Performance and Ambience of the College



Overall, the data suggests that the majority of students hold a positive perception of Newman College across various aspects, including curriculum preparation, academic resources, assessment methods, academic support, faculty and staff responsiveness, teaching quality, infrastructure facilities, extracurricular activities, and campus atmosphere. While there are a few neutral responses for specific statements, the overall feedback is generally favorable.

### Students Feedback analysis on Curriculum



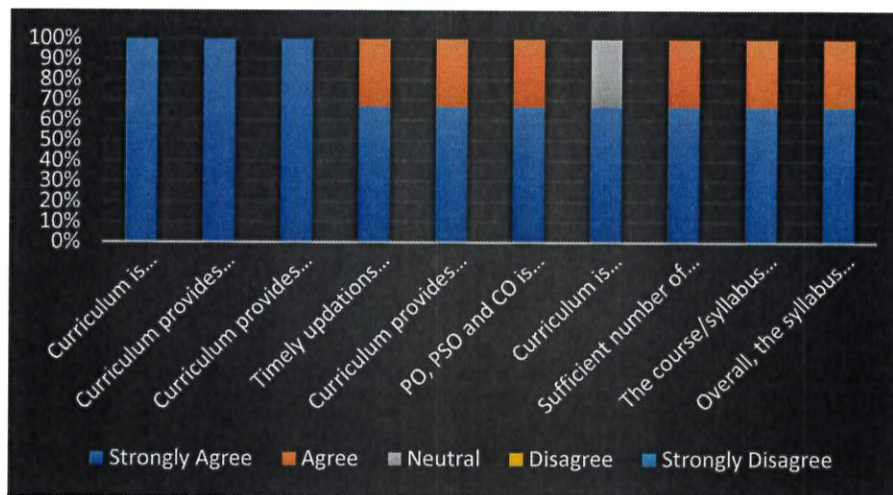
The data analysis reveals mixed feedback on various aspects of the curriculum. While the curriculum receives positive responses regarding value system inculcation, skill enhancement,



### 1.4.1 Department wise Feedback Analysis (2022-2023)

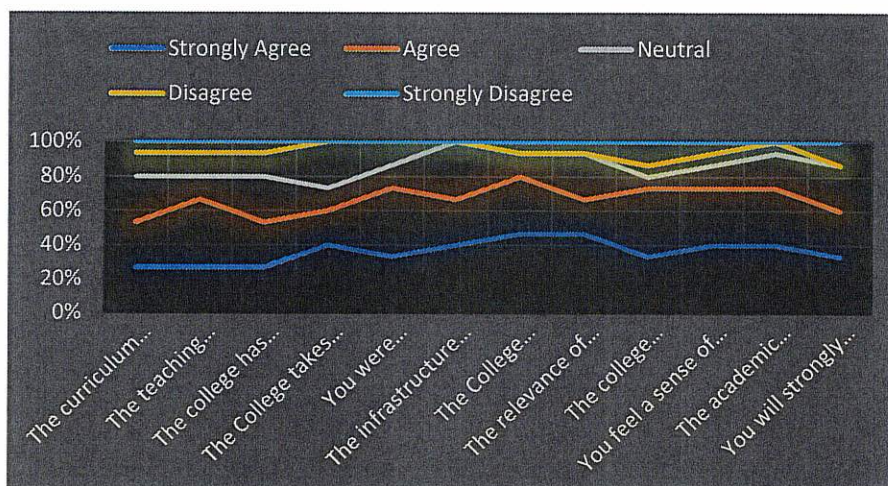
and clarity of outcomes, there is room for improvement in relevance, global competency, and effectiveness in strengthening instincts and abilities. The curriculum seems to be more positively received in terms of promoting creative learning and supporting internal evaluation. The data highlights areas that require attention and improvement to further enhance the effectiveness and relevance of the curriculum.

#### Teachers Feedback on Curriculum



The provided data reflects a largely positive perception of the curriculum's attributes and effectiveness. Respondents strongly agree that the curriculum is contemporary, need-based, and offers opportunities for applied learning, research, and project-related activities. They also acknowledge the clear specification of Program Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) in the syllabi. The curriculum's role in enhancing innovative thinking, increasing knowledge and perspective, and generating interest in the subject area is also well-received. Additionally, respondents agree that there are sufficient library resources available. The overall sentiment is favourable, suggesting that the curriculum is perceived as dynamic, relevant, and capable of nurturing both skill development and intellectual growth.

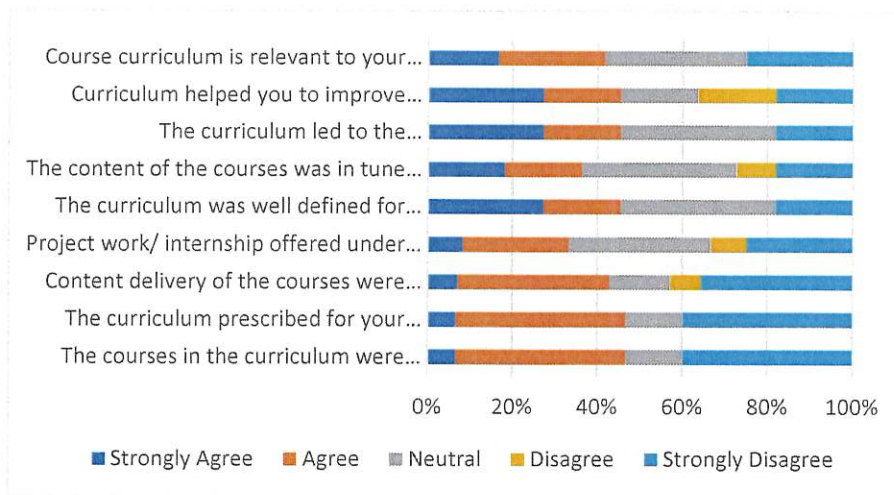
**Alumni feedback on Academic Performance and Ambience**



The feedback collected from respondents offers a diverse range of perspectives on various aspects of Newman College's educational offerings. Opinions are varied regarding the adequacy of the curriculum in preparing students for their chosen fields or career paths, with some expressing agreement and others maintaining a neutral stance. The teaching-learning process is noted by some to have positively facilitated cognitive, emotional, and social growth, though viewpoints on this matter differ. The college's proactive initiatives in promoting practical experiences such as internships, hackathons, startups, and field visits are acknowledged by a portion of respondents, while others hold neutral opinions. Moreover, the college's commitment to continuous improvement in the teaching-learning process is positively recognized by some. The availability of academic support through advising and mentorship programs is appreciated by a subset of respondents, while others express neutral views. Generally, the infrastructure facilities are deemed adequate and well-maintained by respondents. The college's emphasis on curricular, extra-curricular, and co-curricular activities for holistic student development generates a mix of opinions. Furthermore, the relevance of the program for employment, self-employment, and higher education garners positive sentiments from some respondents. Opinions on the academic ambience for effective learning are varied. Lastly, a subgroup of respondents expresses their intention to enthusiastically recommend the college to prospective students based on their academic experiences and the overall ambience. In essence, the collected feedback underscores the diverse array of viewpoints regarding Newman College's educational offerings and their impact on students' education and personal growth.



**Alumni feedback on Curriculum**

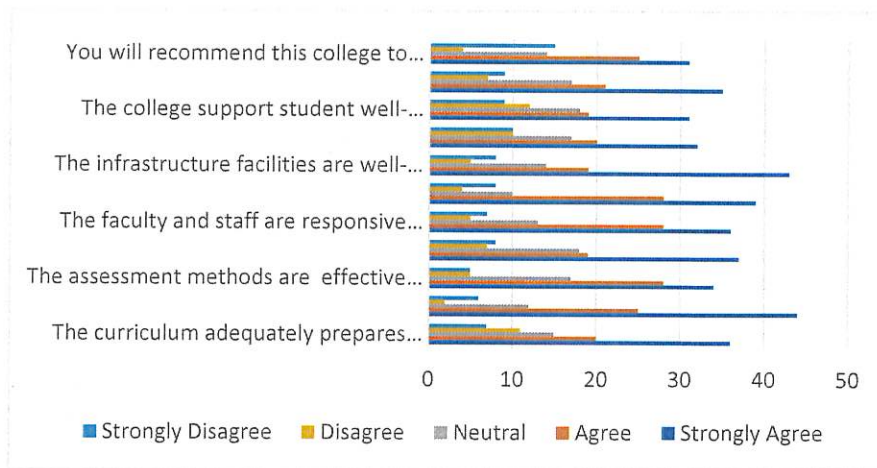


The data reflects mixed sentiments regarding various aspects of the curriculum. While a notable number of respondents express agreement or strong agreement that the courses in the curriculum were relevant to their professional needs and that the curriculum was competent and well-defined for higher education and employability, there are also considerable neutral responses indicating a lack of consensus. Similarly, opinions are divided on the content delivery of courses, with a balanced distribution across agree, neutral, and disagree categories. Project work and internships seem to have garnered a combination of positive and negative responses, with both agreement and disagreement expressed. The content's alignment with global competency and emerging trends receives a moderate level of agreement, suggesting a general acknowledgment of this aspect. Furthermore, the curriculum's impact on enhancing knowledge, skills, and capabilities receives a mix of agreement and neutral responses, indicating varied perceptions.



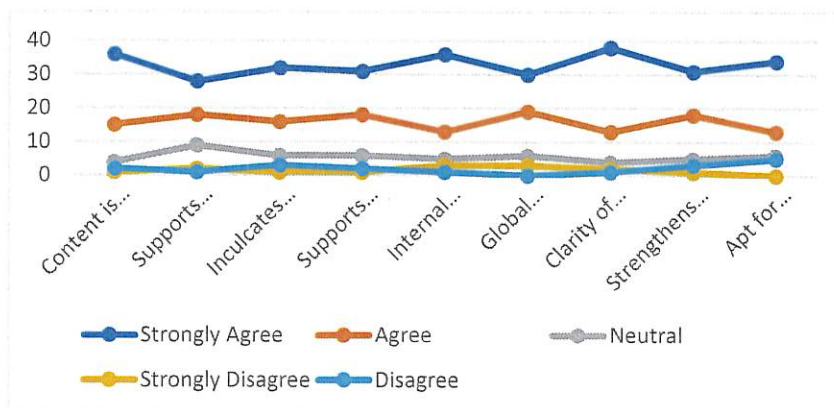
### Department of History

#### Students' Feedback on Academic Performance and Ambience of the College



The data indicates a generally positive perception of Newman College among its students. They appreciate various aspects of the college, including curriculum preparation, academic resources, assessment methods, academic support, faculty and staff responsiveness, teaching quality, infrastructure facilities, extracurricular activities, and campus atmosphere. While there are some neutral and disagree responses for specific statements, the overall feedback is generally favorable.

#### Students Feedback analysis on Curriculum



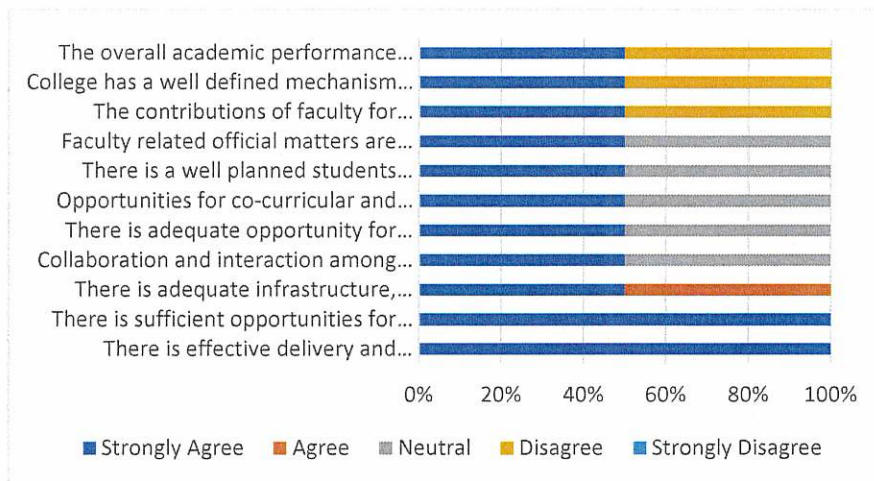
The data analysis shows that the curriculum receives overwhelmingly positive feedback across various aspects. The curriculum is well-regarded in terms of relevance, supporting creative learning, inculcating a value system, and enhancing skills. Participants also appreciate the



### 1.4.1 Department wise Feedback Analysis (2022-2023)

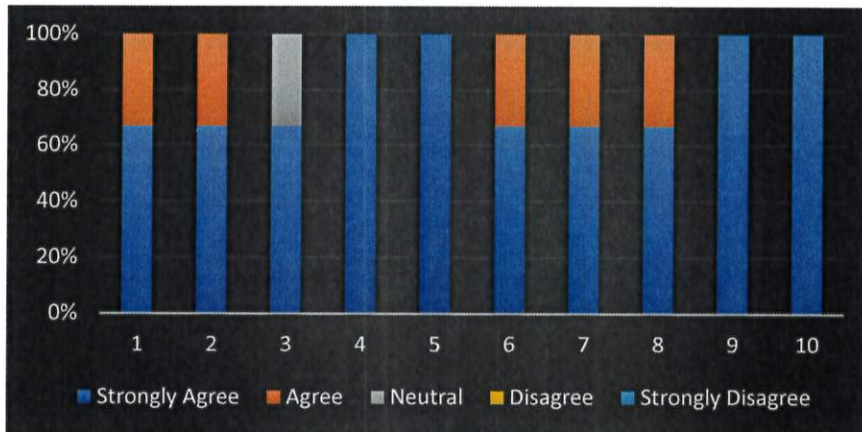
effectiveness of the internal evaluation system and the curriculum's ability to promote global competency. Moreover, the curriculum is perceived as clear in defining learning outcomes and effective in strengthening instincts and abilities. Overall, the participants express high satisfaction with the curriculum, making it conducive to both higher education and employability.

#### Teachers feedback on Academic Performance and Ambience



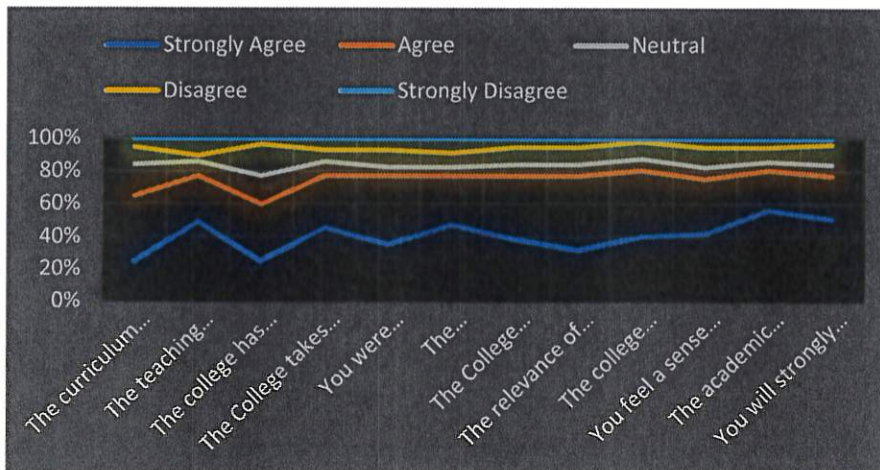
The provided data reflects a shift in sentiment towards less positive evaluations of various aspects within an educational institution. Respondents show a decreased level of agreement regarding several key elements, including effective curriculum delivery, skill practice opportunities, infrastructure adequacy, collaboration, capacity building, co-curricular activities, student support programs, acknowledgment of faculty contributions, and overall academic performance and ambience. This shift is exemplified by a higher number of ratings in the "Neutral," "Disagree," and "Strongly Disagree" categories. The data suggests potential concerns and areas that require attention, such as the need for improved teaching methods, infrastructure enhancement, and greater acknowledgment of faculty contributions. Addressing these issues could help create a more positive and conducive educational environment for both students and faculty.

**Teachers Feedback on Curriculum**



The overall sentiment leans positively, reflecting that the curriculum is seen as relevant, fostering applied learning, and effectively structured with clear specifications. It also indicates the curriculum's role in promoting employability and professional development. However, there's also a neutral stance regarding the curriculum's ability to generate interest, suggesting some variability in perception.

**Alumni feedback on Academic Performance and Ambience**



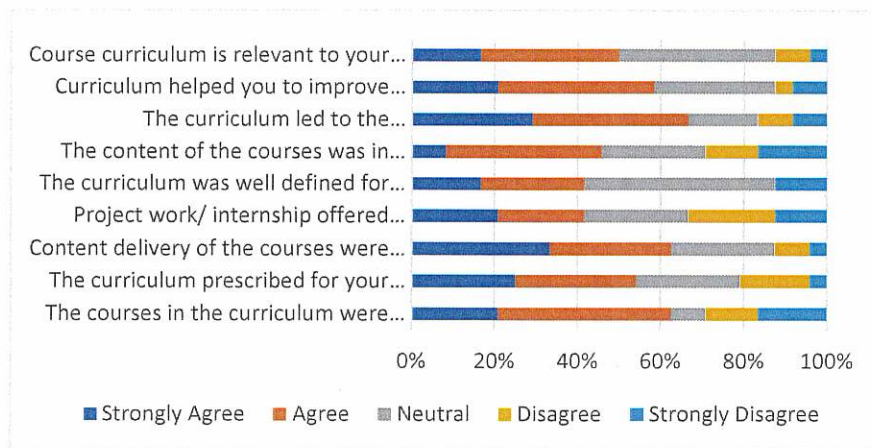
Respondents have varying opinions on the curriculum's effectiveness in preparing them for their chosen careers, with a majority expressing strong agreement. The teaching-learning process at the college is seen as beneficial for cognitive, emotional, and social growth, with a significant number strongly agreeing. The college's proactive approach to promoting practical experiences like internships, hackathons, startups, and field visits is noted, mainly through agreement. Continuous efforts towards improving the teaching-learning process are widely acknowledged, with many respondents expressing strong agreement. Adequate academic support through advising and mentorship programs is appreciated, particularly through strong



### 1.4.1 Department wise Feedback Analysis (2022-2023)

agreement. Infrastructure facilities at the college are regarded as well-maintained and sufficient, as indicated by strong agreement. The college's emphasis on curricular, extra-curricular, and co-curricular activities for holistic development is recognized through agreement. The program's relevance for employment, self-employment, and higher education is largely perceived positively, with many strongly agreeing. The college's support for student well-being, mental health, and overall personal growth garners strong agreement. A sense of community and belonging within the college environment is felt by a majority, as shown by strong agreement. The academic ambiance for effective learning is rated as excellent, with a significant number strongly agreeing. Furthermore, the majority of respondents express a strong willingness to recommend the college to prospective students based on their academic experiences and the overall atmosphere.

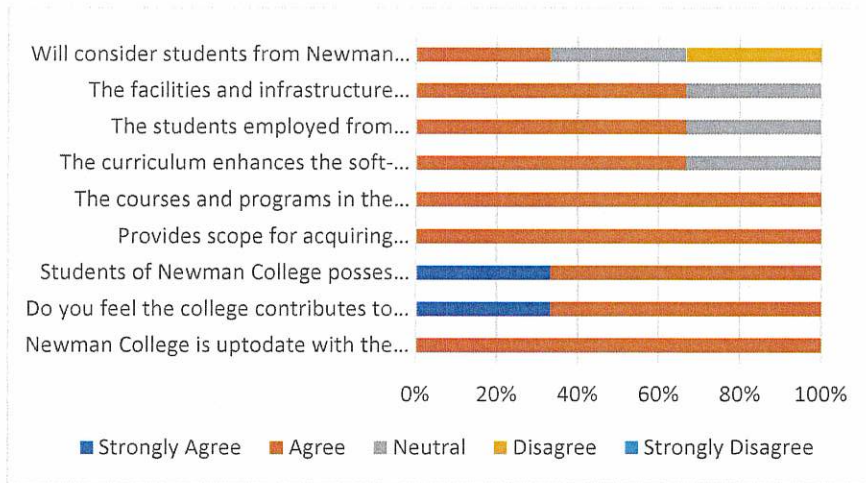
#### Alumni feedback on Curriculum



The responses from participants showcase diverse perspectives on various aspects of the curriculum. A considerable number of respondents both strongly agree and agree that the courses in the curriculum were relevant to their professional needs, indicating that the curriculum has generally been tailored to address these needs. Similarly, a notable number express agreement in terms of the curriculum's competence, content delivery, and project work/internship experiences, suggesting that these aspects were well-received. While a substantial portion of respondents holds a neutral stance regarding the curriculum's relevance to future aspirations, this could suggest that some participants are unsure about the alignment of the curriculum with their individual goals. On the other hand, a significant number of participants agree that the curriculum effectively helped enhance their interpersonal and intrapersonal skills. The responses also reveal mixed sentiments concerning the curriculum's

alignment with global competency and emerging trends. This could indicate varying degrees of awareness or engagement with these broader trends among participants.

### Employer Feedback on Academic Performance and Ambience



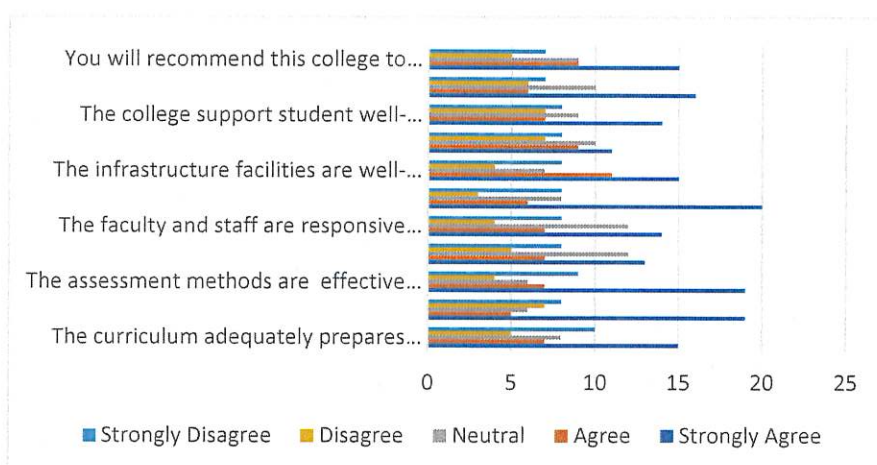
There is a strong agreement that the college contributes to students' career progress, and there's agreement regarding students possessing practical knowledge in their fields and the provision of scope for acquiring employable and entrepreneurial skills. Additionally, respondents agree that the courses and programs in the curriculum are relevant to institutional needs and employability, and that the curriculum effectively enhances both soft and technical skills for employment. While there is some neutrality in certain areas, such as the adaptability of students to work culture and the sufficiency of facilities and infrastructure, the overall sentiment remains positive. The willingness to consider students from Newman College for future recruitment also highlights confidence in the institution's ability to prepare students for the workforce.





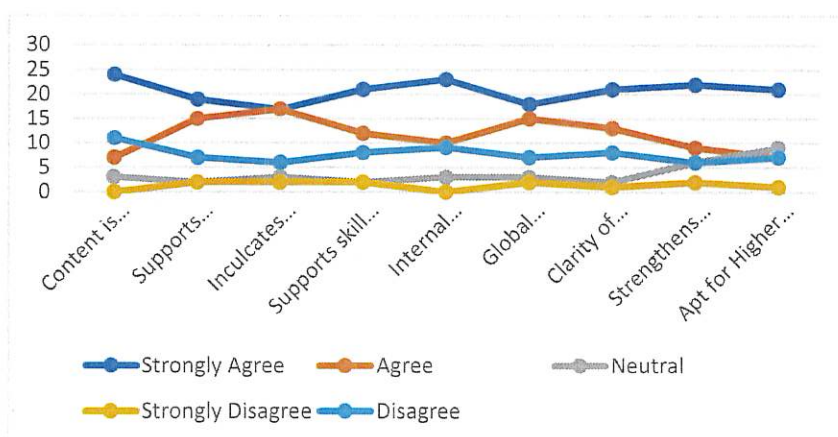
### Department of Malayalam

#### Students' Feedback on Academic Performance and Ambience of the College



A significant proportion (47%) of students either strongly agree or agree that academic resources are easily accessible and well-maintained. However, a notable number (19%) of students express a neutral stance on this aspect. Around 38% of students either strongly agree or agree that the faculty and staff are responsive and supportive when it comes to addressing academic concerns. However, 35% of students express a neutral, disagree, or strongly disagree response. About 41% of students either strongly agree or agree that the infrastructure facilities are well-maintained and conducive to learning. However, 28% of students express a neutral stance on this aspect. Around 33% of students either strongly agree or agree that the college supports student well-being, mental health, and overall personal development. However, 34% of students express a neutral stance on this aspect.

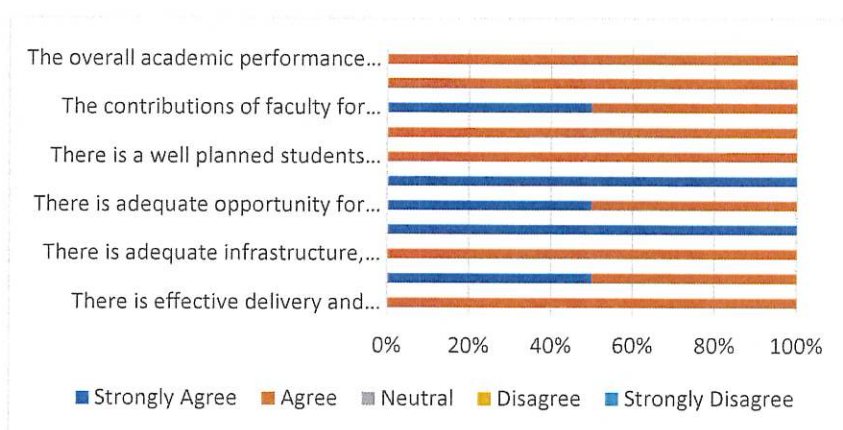
#### Students Feedback analysis on Curriculum



### 1.4.1 Department wise Feedback Analysis (2022-2023)

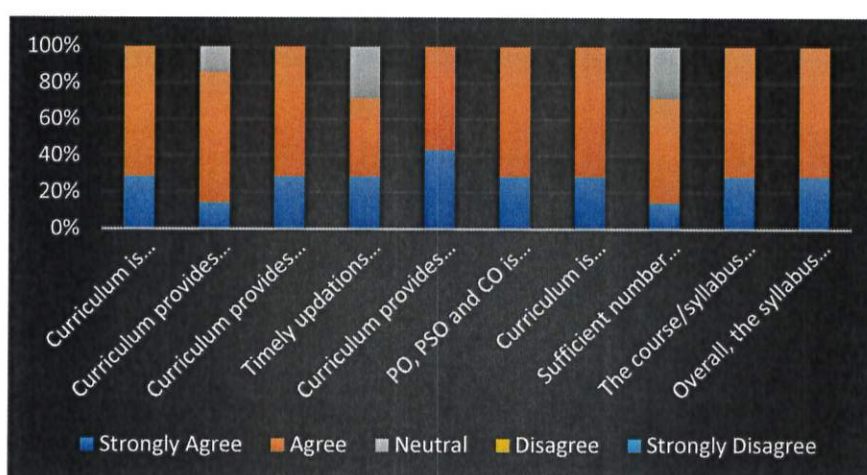
The data analysis reveals overwhelmingly positive feedback on various aspects of the curriculum. The curriculum is highly regarded in terms of relevance, supporting creative learning, inculcating a value system, and enhancing skills. Participants also appreciate the effectiveness of the internal evaluation system and the curriculum's ability to promote global competency. Moreover, the curriculum is perceived as clear in defining learning outcomes and effective in strengthening instincts and abilities. Overall, the participants express high satisfaction with the curriculum, with the majority considering it suitable for both higher education and employability.

#### Teachers feedback on Academic Performance and Ambience



The data suggests that there is a mix of sentiments and concerns related to curriculum delivery, infrastructure, collaboration, student support, faculty acknowledgment, and overall educational experience within the institution. Addressing these concerns could help create a more positive and effective learning environment.

#### Teachers Feedback on Curriculum

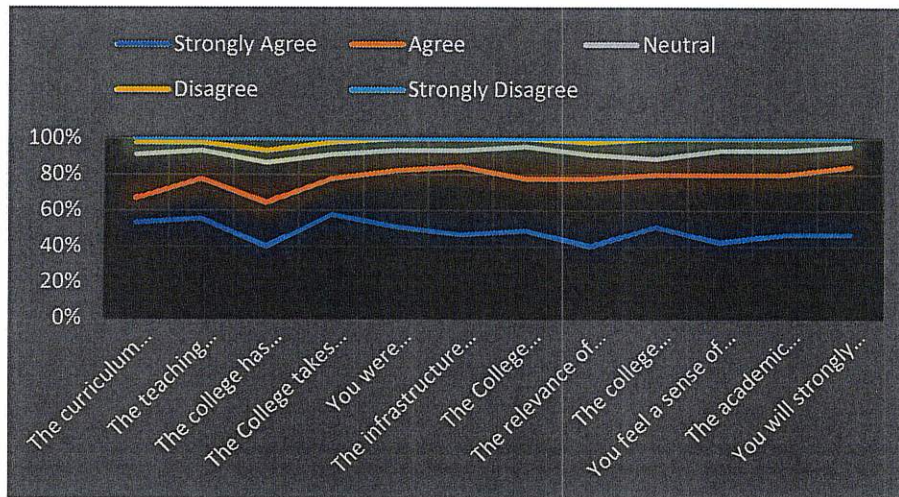




### 1.4.1 Department wise Feedback Analysis (2022-2023)

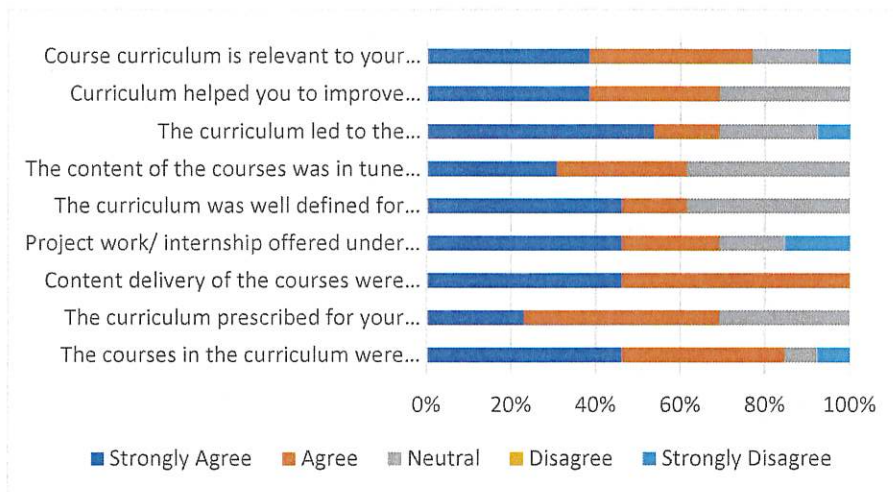
The data suggests that the curriculum is perceived as relevant, fostering employability and professional growth, and effectively structured with clear specifications. It also highlights the curriculum's role in promoting innovative thinking and generating interest. While there is a positive sentiment overall, some respondents hold a more neutral stance regarding timely curriculum updates and library resources.

#### Alumni feedback on Academic Performance and Ambience



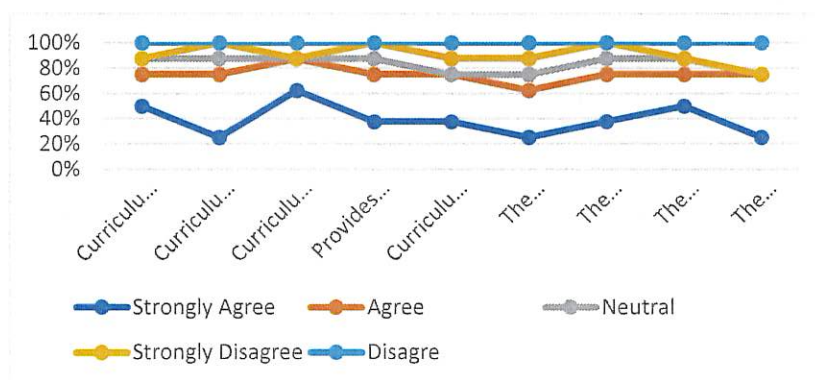
The data reflects feedback from individuals about their experience at Newman College. Overall, the curriculum is perceived to have effectively prepared them for their chosen career paths, and the teaching-learning process has contributed to their cognitive, emotional, and social growth. The college is noted for promoting practical experiences through internships, hackathons, startups, and field visits, fostering a strong emphasis on quality improvement in the education process. Adequate academic support is acknowledged through advising and mentorship programs. Infrastructure is considered well-maintained, and the institution values a holistic development approach, emphasizing curricular, extra-curricular, and co-curricular activities. The program's relevance for employment, self-employment, and higher education is positively evaluated. The college's support for student well-being, mental health, and personal development is recognized. A sense of community and belonging is felt within the college environment, and the academic ambience is rated as excellent. The overwhelmingly positive feedback suggests a strong likelihood of recommending the college based on the overall experience and ambience.

**Alumni feedback on Curriculum**



A considerable number of participants strongly agree that the curriculum was well defined for higher education and employability, suggesting that they perceive it to be aligned with broader educational and career objectives. Similarly, respondents generally agree that the content of the courses aligns with global competency and emerging trends, indicating a sense of relevance to the changing landscape of their field. Furthermore, the curriculum's impact on improving interpersonal and intrapersonal skills is acknowledged by a significant number of participants. However, responses are divided regarding the alignment of the course curriculum with future aspirations, with some expressing neutrality and others indicating agreement or strong disagreement.

**Employer feedback on Curriculum**



The provided data presents a predominantly positive perception of Newman College's curriculum across various dimensions. Respondents express confidence in the curriculum's ability to ensure a professional and ethical attitude, align with industrial needs, inculcate human values, and provide opportunities for acquiring employable and entrepreneurial skills.



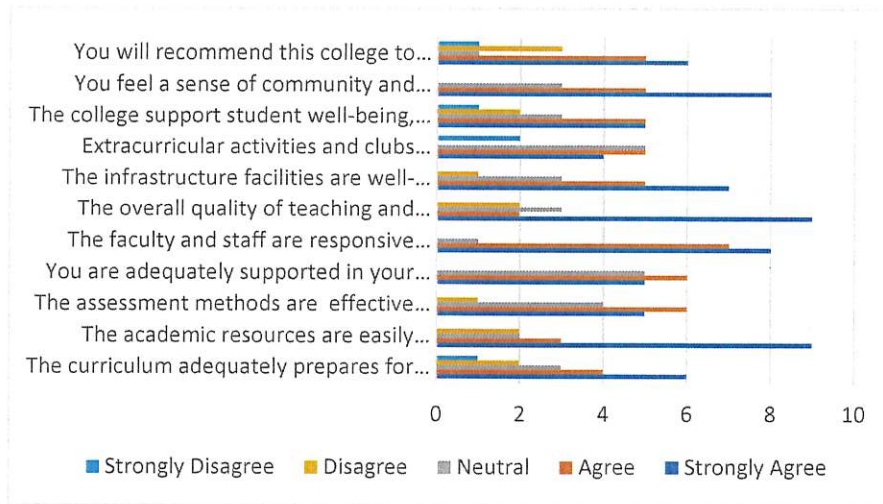
#### *1.4.1 Department wise Feedback Analysis (2022-2023)*

Furthermore, there is general agreement on the relevance of courses and programs to institutional needs and employability, as well as the curriculum's role in enhancing both soft and technical skills for employment. However, there are some mixed opinions on the incorporation of technical and communication skills and the scope for research, with a moderate perception in these areas. Additionally, opinions vary on whether the curriculum fosters a healthy team spirit in teamwork. Overall, this data highlights the college's effectiveness in several key areas while suggesting potential opportunities for improvement in certain dimensions of the curriculum to further enhance its overall effectiveness and alignment with student and industry expectations.



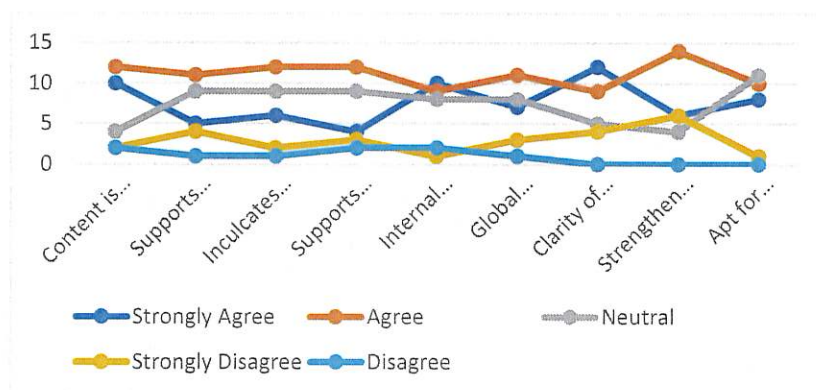
## Department of Botany and Biotechnology

### Students' Feedback on Academic Performance and Ambience of the College



The data analysis reveals a mixed sentiment among students at Newman College regarding various aspects of the institution. In terms of the curriculum, academic resources, and assessment methods, a considerable number of students either strongly agree or agree that they are well-prepared for their chosen career path, find the resources easily accessible and well-maintained, and believe the assessment methods are effective. However, there is also a notable number of neutral responses, suggesting that some students may have reservations or uncertainties about these aspects. When it comes to academic support, faculty responsiveness, and teaching quality, a significant number of students either strongly agree or agree that they receive adequate support, and the faculty and staff are responsive and supportive. Regarding infrastructure facilities, extracurricular activities, and student well-being, a considerable proportion of students either strongly agree or agree that the college provides well-maintained facilities, offers vibrant extracurricular opportunities, and supports student well-being.

### Students Feedback analysis on Curriculum

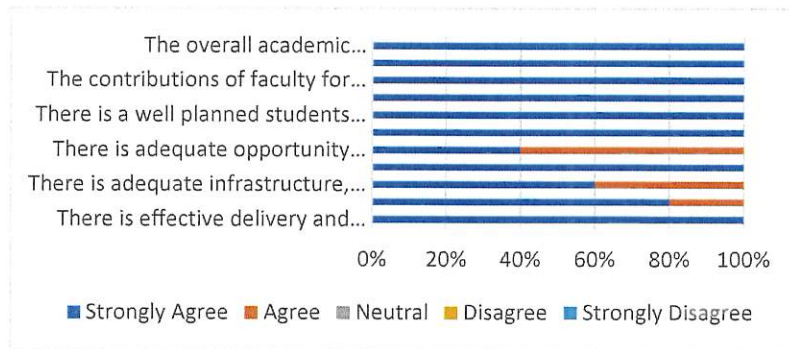




### 1.4.1 Department wise Feedback Analysis (2022-2023)

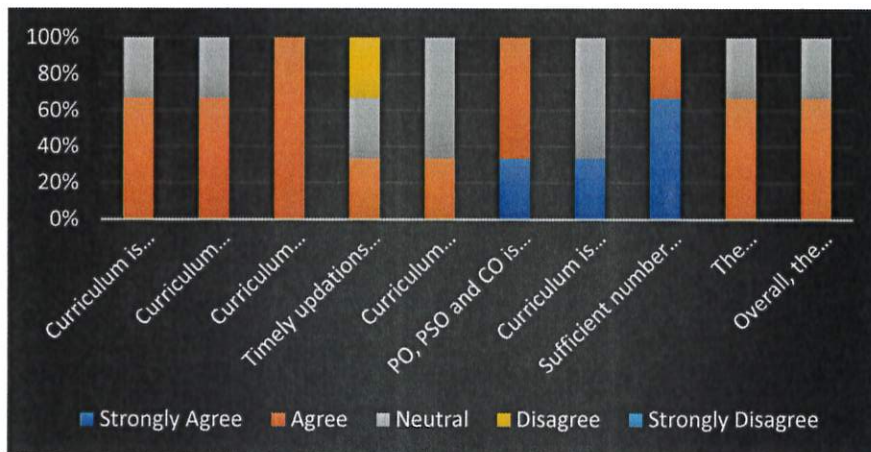
The data analysis reveals positive feedback on various aspects of the curriculum. The curriculum is well-regarded in terms of promoting a value system, supporting skill enhancement, and providing clarity of outcomes. Participants also appreciate the effectiveness of the internal evaluation system and the curriculum's ability to enhance global competency. Moreover, the curriculum is perceived as apt for higher education and employability. However, there is room for improvement in aspects related to creative learning and strengthening instincts and abilities. Overall, the participants express moderate to high satisfaction with the curriculum, and areas with lower agreement can be areas of focus for improvement and enhancement efforts.

#### Teachers feedback on Academic Performance and Ambience



The data reflects a positive and thriving educational environment, where the institution is effectively delivering its curriculum, providing opportunities for skill development, fostering collaboration, and ensuring a supportive and inclusive atmosphere. The institution's commitment to holistic education, student support, and faculty recognition is evident in the high ratings provided by the respondents.

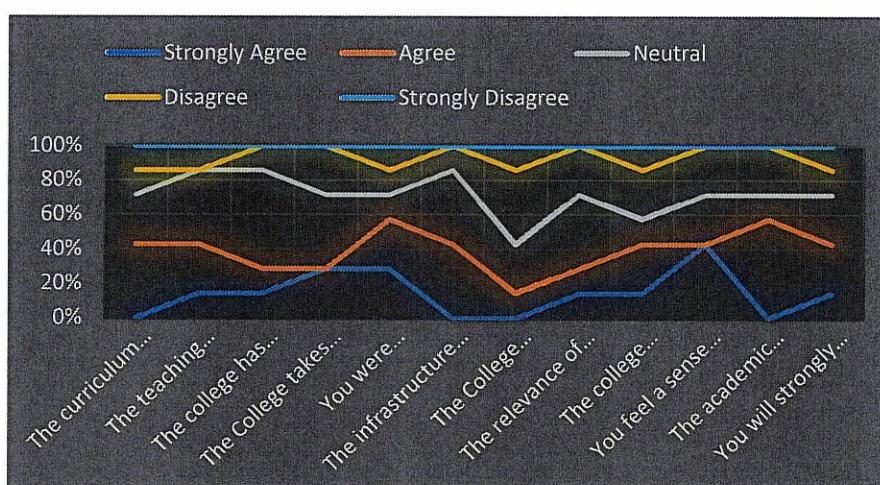
#### Teachers Feedback on Curriculum



### 1.4.1 Department wise Feedback Analysis (2022-2023)

The data presents a spectrum of opinions on various aspects of the curriculum. Some respondents express agreement with the curriculum being contemporary and need-based, offering employability, entrepreneurship, and professional development opportunities, as well as the availability of applied learning chances. However, there are mixed views on timely curriculum updates, clear specification of outcomes (PO, PSO, CO), and the effectiveness in fostering innovative thinking. Additionally, respondents have differing opinions on the presence of sufficient library resources, knowledge enhancement, and generating interest in the subject. While a portion of respondents hold neutral views, there are few disagreements on the effectiveness of curriculum updates. The data underscores the diversity of perceptions and opinions among the respondents regarding the curriculum's attributes and impact.

#### Alumni feedback on Academic Performance and Ambience



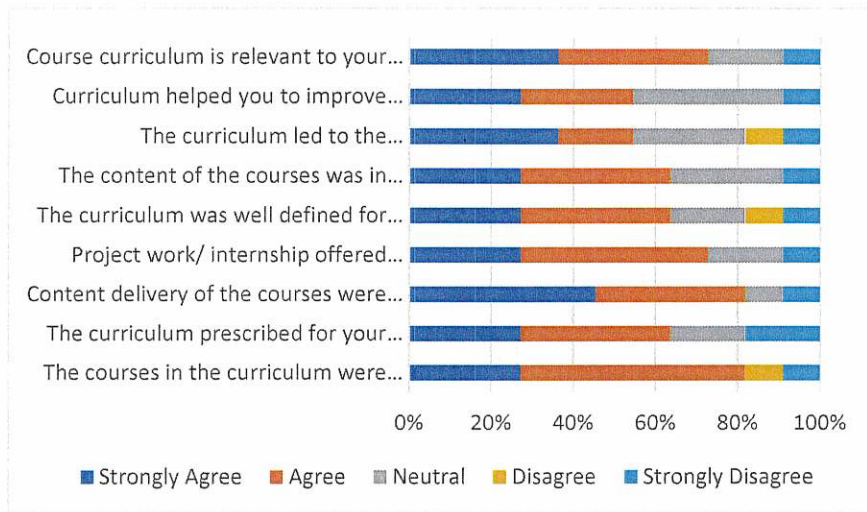
The provided data reveals the perceptions of individuals regarding their experience at Newman College. While opinions vary across different aspects, a few patterns emerge. There's a lack of strong agreement that the curriculum aligns well with their career paths. The teaching-learning process is generally seen as beneficial for cognitive, emotional, and social growth. Some appreciation exists for the college's efforts in facilitating practical experiences like internships, hackathons, and field visits, but these efforts are not strongly endorsed. Continuous quality improvement is noted in the teaching-learning process. Mixed opinions exist on the adequacy of academic support through advising and mentorship. Infrastructure maintenance receives neutral to mixed feedback. The importance placed on holistic development through various activities is recognized. The program's relevance for employment and personal growth garners mixed responses. The sense of community and belonging within the college environment is moderately felt. The academic ambience is assessed positively for effective learning.



### 1.4.1 Department wise Feedback Analysis (2022-2023)

Recommendations to prospective students vary but are generally leaning toward agreement. Overall, the data highlights a range of perspectives on different aspects of the college experience.

#### Alumni feedback on Curriculum

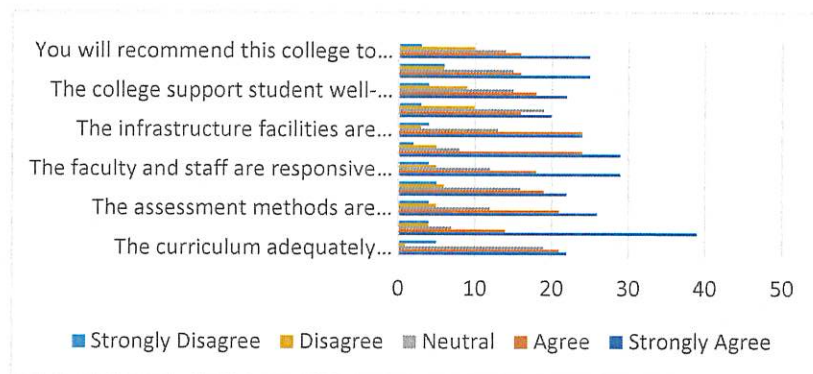


Participants agree that the curriculum is well defined to cater to both higher education and employability needs, reflecting an understanding of its broader value beyond the immediate educational context. Additionally, the curriculum's content is perceived to be in sync with global competencies and emerging trends, reinforcing its contemporary relevance. The curriculum's contribution to the enhancement of knowledge, skills, and capabilities is acknowledged by many respondents, highlighting its effectiveness in achieving educational objectives. Moreover, a notable portion of participants recognizes the curriculum's role in improving interpersonal and intrapersonal skills. Opinions are more divided when it comes to the curriculum's alignment with future aspirations, with a range of responses from neutral to agreement and disagreement. Overall, the data reflects a positive perception of the curriculum's relevance and effectiveness, with some variations in views on specific dimensions. These insights emphasize the curriculum's impact on professional development, skill enhancement, and alignment with broader trends.



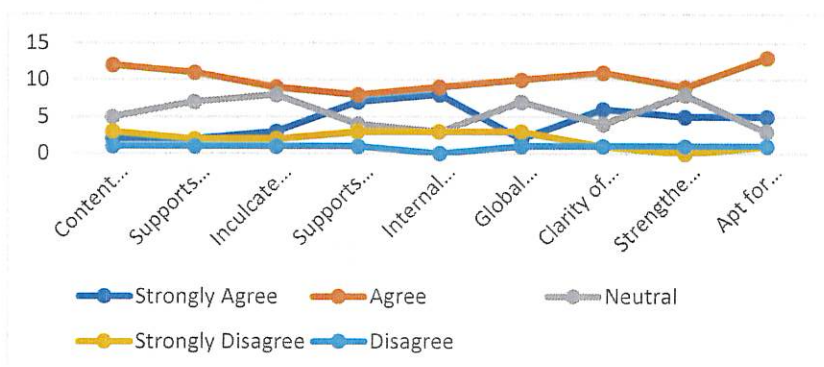
### Department of Chemistry

#### Students' Feedback on Academic Performance and Ambience of the College



The data analysis reflects a range of responses from students at Newman College regarding various aspects of the institution. Overall, a significant number of students either strongly agree or agree that the curriculum adequately prepares them for their chosen career path, and they find academic resources easily accessible and well-maintained. Additionally, a substantial proportion of students perceive the assessment methods, teaching quality, and infrastructure facilities to be effective and conducive to learning. Moreover, many students feel adequately supported through academic advising or mentorship programs, and they appreciate the responsiveness and support of the faculty and staff in addressing academic concerns. Furthermore, extracurricular activities and clubs are perceived to contribute to a vibrant campus life, and the college's focus on student well-being, mental health, and personal development is acknowledged. However, there are also notable neutral responses across several aspects, suggesting that further attention and improvements may be necessary to enhance certain aspects of the college experience.

#### Students Feedback analysis on Curriculum

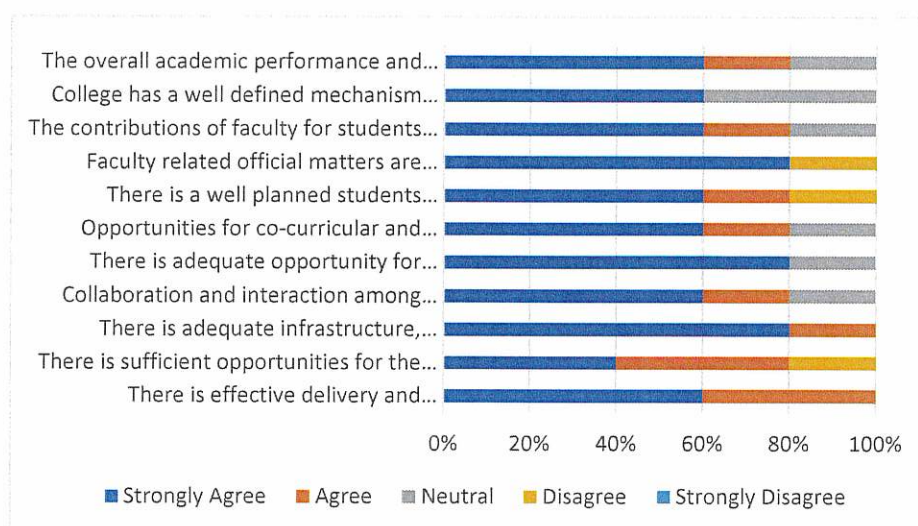




### 1.4.1 Department wise Feedback Analysis (2022-2023)

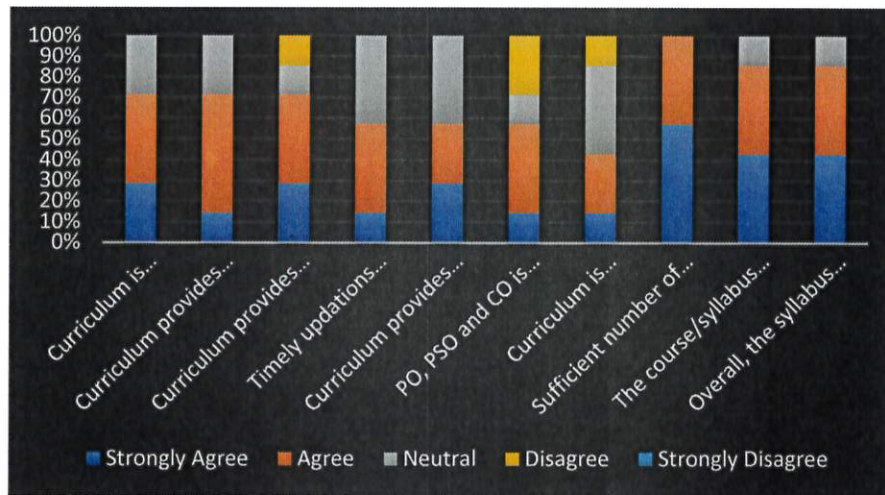
The data analysis reveals mixed feedback on various aspects of the curriculum. While the curriculum receives relatively positive responses in terms of internal evaluation, clarity of outcomes, and suitability for higher education and employability, there is room for improvement in other areas. Participants find value in the curriculum's relevance, but there are opportunities to further support creative learning, inculcate a value system, enhance skill development, and strengthen instincts and abilities. Additionally, incorporating more global perspectives into the curriculum could enhance global competency. Overall, the participants express moderate satisfaction with the curriculum, and areas with lower agreement can be considered for improvement to further enhance the curriculum's effectiveness and relevance.

#### Teachers feedback on Academic Performance and Ambience



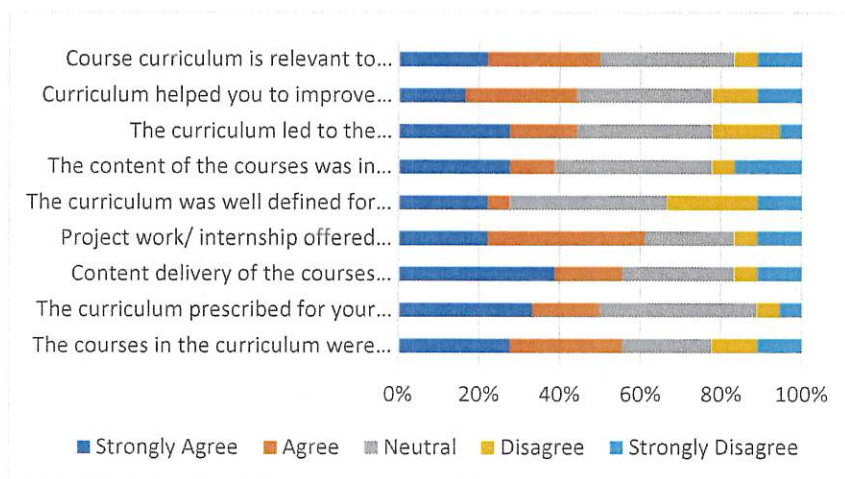
The data provided showcases a diverse range of sentiments regarding different aspects of the educational institution. While there are elements that receive relatively positive feedback, such as infrastructure adequacy and faculty-related matters being addressed in a timely manner, there are also areas of concern and room for improvement. Respondents express varying degrees of agreement with the effective delivery of the curriculum, opportunities for skill application, and collaboration among students, faculty, and staff. Additionally, the perception of capacity-building opportunities is mixed, and the impact of co-curricular and extracurricular activities on a holistic educational experience receives moderate agreement. Student support programs are viewed positively to some extent, although there's room for enhancement. Acknowledgment of faculty contributions, gender equality mechanisms, and overall academic performance and ambience garner a mix of responses, suggesting a need for further attention. Overall, the data highlights both strengths and potential areas of improvement within the institution's academic environment.

### Teachers Feedback on Curriculum



The provided data showcases respondents' diverse perspectives on various aspects of the curriculum. While there is general agreement that the curriculum is contemporary, need-based, and supports employability, entrepreneurship, and applied learning, opinions differ on factors like timely updates, effectiveness in fostering innovative thinking, and availability of library resources. There is a consensus that Program Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) are well-specified in the syllabi, and the curriculum enhances knowledge and generates interest. This variation in viewpoints highlights the multifaceted nature of the curriculum's attributes and its impact on respondents' learning experiences.

### Alumni feedback on Curriculum



The feedback provided reveals participants' perspectives on several key aspects of the curriculum. Respondents generally agree that the courses within the curriculum are relevant to



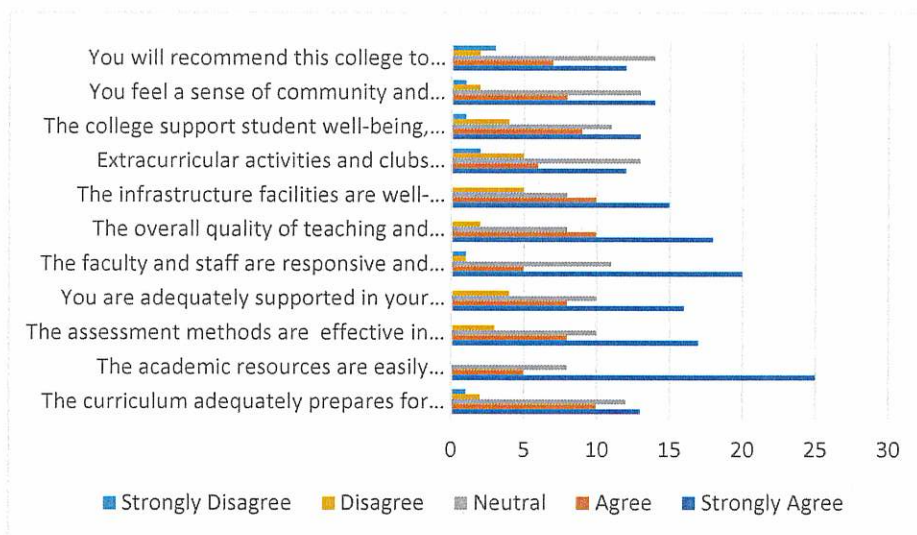
#### *1.4.1 Department wise Feedback Analysis (2022-2023)*

their professional needs, reflecting a positive alignment between education and practical requirements. They also acknowledge the competence of the prescribed curriculum in effectively addressing the intended learning outcomes. Content delivery of the courses is perceived as good, indicating a satisfactory instructional approach. Participants describe project work/internships as challenging and constructive, suggesting that these experiences offer meaningful learning opportunities.



## Department of Maths

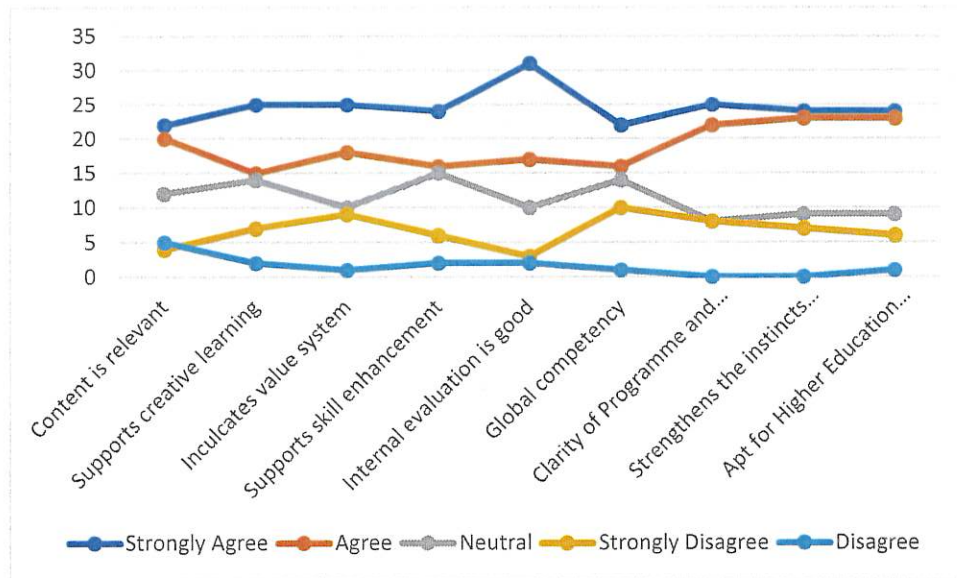
### Students' Feedback on Academic Performance and Ambience of the College



The data analysis reveals a mixed sentiment among students at Newman College regarding various aspects of the institution. While a significant number of students either strongly agree or agree that the curriculum adequately prepares them for their chosen career path, and academic resources are easily accessible and well-maintained, there is also a considerable presence of neutral responses across several aspects, indicating some uncertainty or ambivalence among students. Additionally, the assessment methods and academic support through academic advising or mentorship programs have received mixed feedback, with neutral and disagree responses present. The perceived quality of teaching and learning, infrastructure facilities, and extracurricular activities is generally positive, but neutral responses indicate that there is room for improvement. While the college's focus on student well-being, mental health, and personal development is acknowledged by some students, there are also neutral and disagree responses. Furthermore, the sense of community and belonging within the college environment has a significant number of neutral responses. While some students would recommend the college to prospective students, others express reservations.

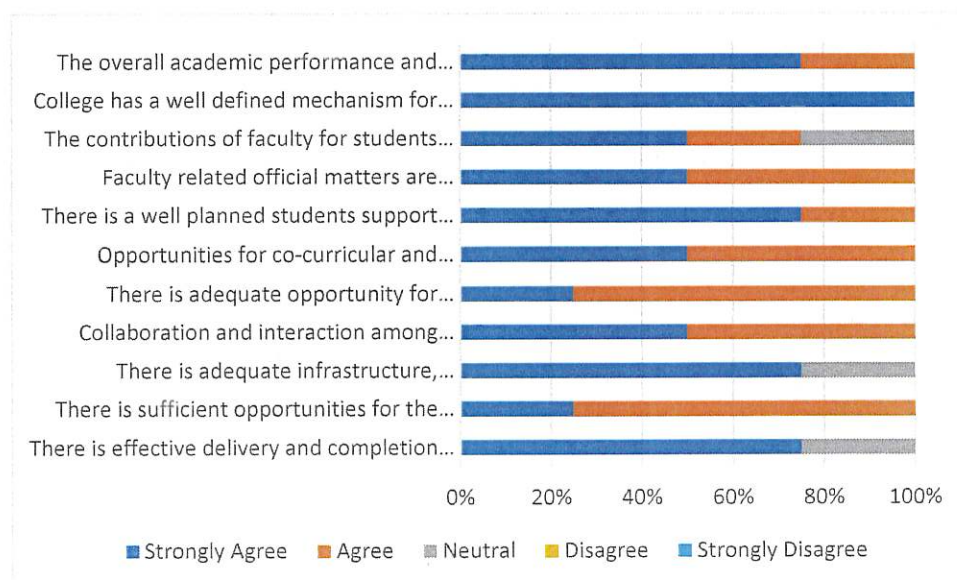


**Students Feedback analysis on Curriculum**



The curriculum is well-regarded in terms of relevance, supporting creative learning, inculcating a value system, and enhancing skills. Participants also appreciate the effectiveness of the internal evaluation system and the curriculum's ability to promote global competency. Moreover, the curriculum is perceived as clear in defining learning outcomes and effective in strengthening instincts and abilities. Overall, the participants express high satisfaction with the curriculum, making it conducive to both higher education and employability.

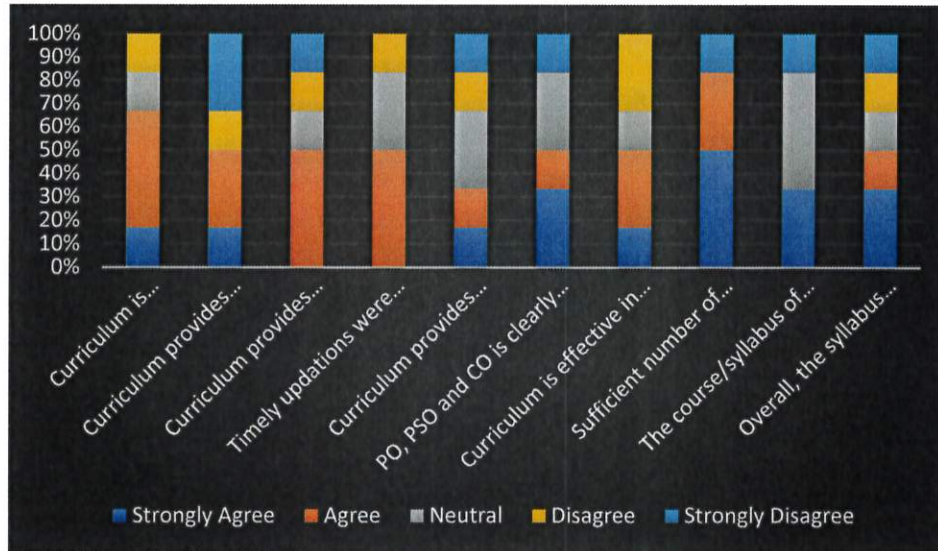
**Teachers feedback on Academic Performance and Ambience**



### 1.4.1 Department wise Feedback Analysis (2022-2023)

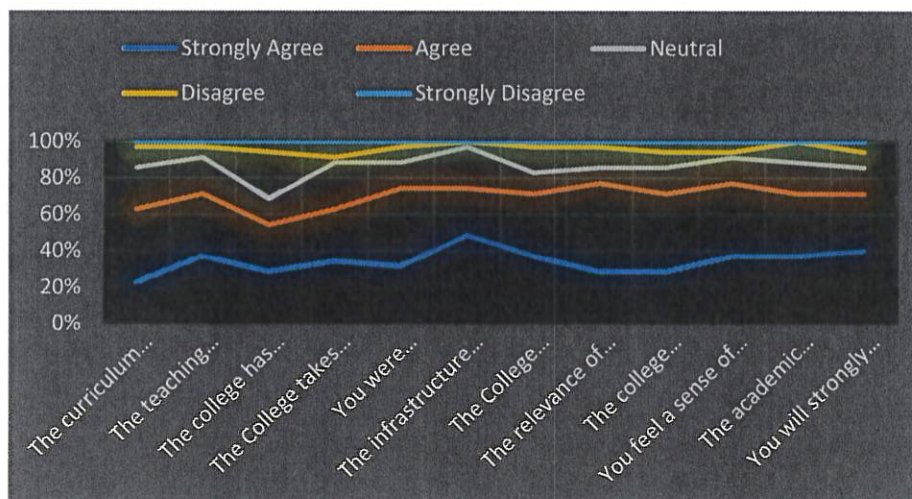
The data suggests a mix of positive perceptions and some areas where the institution could improve. These insights can guide the institution in refining its curriculum, infrastructure, collaboration efforts, and student support programs to better meet the needs and expectations of its stakeholders.

#### Teachers Feedback on Curriculum



The data underscores the multifaceted nature of curriculum assessment, revealing the diverse viewpoints held by respondents. These differing opinions highlight the need for educational institutions to carefully consider and address the varying needs and expectations of their students in order to create a curriculum that effectively meets its intended goals and offers a well-rounded learning experience.

#### Alumni feedback on Academic Performance and Ambience

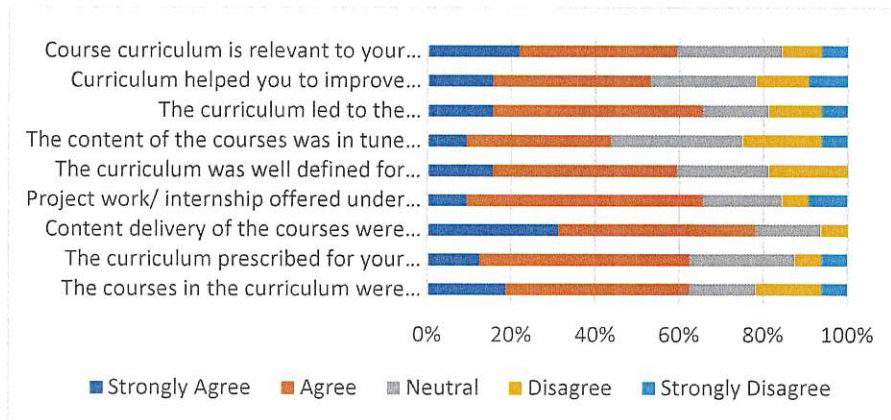




### 1.4.1 Department wise Feedback Analysis (2022-2023)

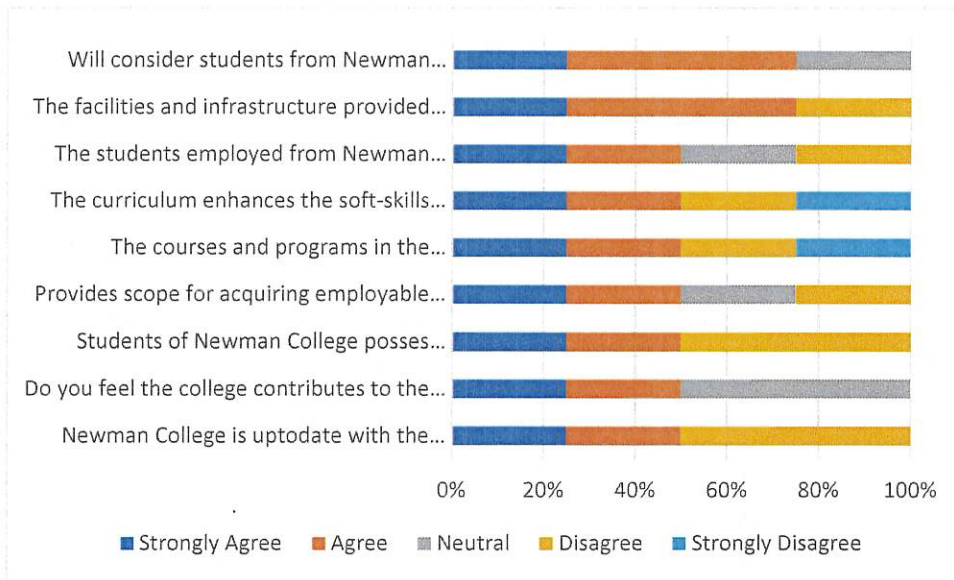
Many respondents express agreement that the curriculum sufficiently prepared them for their chosen careers and that the college's teaching-learning process positively impacted their cognitive, emotional, and social growth. There's appreciation for the college's initiatives in promoting practical experiences like internships, hackathons, and field visits. The continuous efforts for quality improvement in teaching and learning are acknowledged, and there's a sense of sufficient academic support through advising and mentorship programs. The infrastructure facilities are predominantly seen as adequate and well-maintained. The college's emphasis on curricular, extra-curricular, and co-curricular activities for holistic student development is recognized. The program's relevance for employment, self-employment, and higher education receives mixed feedback. Support for student well-being, mental health, and personal development is acknowledged, as is the sense of community and belonging within the college environment. The academic ambience is generally evaluated positively for effective learning. Strong recommendations to prospective students based on the academic experience and overall ambience of the college are evident from the data.

#### Alumni feedback on Curriculum



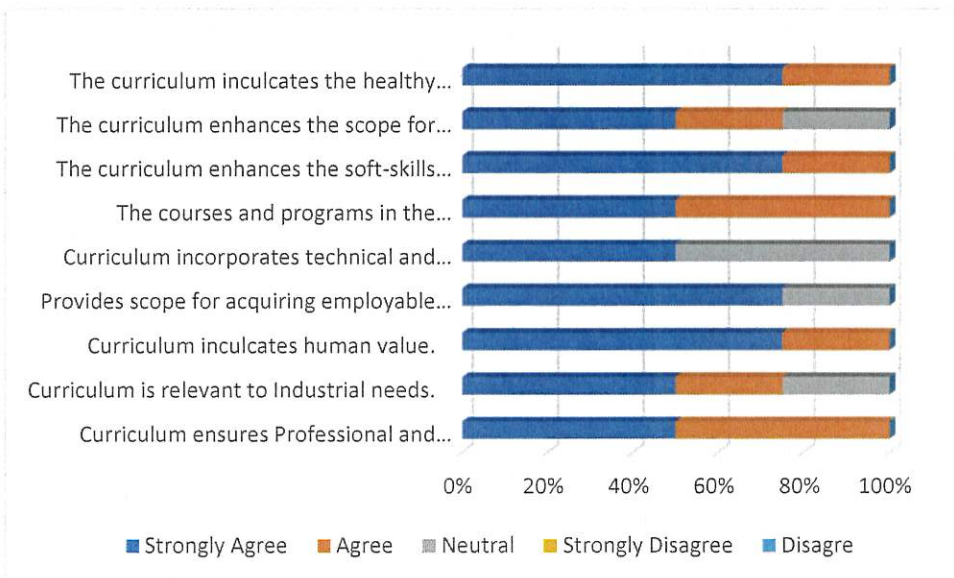
The collected data showcases an overall positive perception of the curriculum's relevance, effectiveness, and alignment with both professional and global trends. While there are varying opinions on certain aspects, the majority of responses reflect a positive view of the curriculum's impact on education and skill development.

**Employer Feedback on Academic Performance and Ambience**



Overall analysis suggests that Newman College is perceived positively in terms of its contribution to students' career progress, practical knowledge, skills development, and readiness for employment. However, there are areas where the college may need to address concerns or neutral perceptions to further enhance its reputation and effectiveness in preparing students for the workforce.

**Employer feedback on Curriculum**

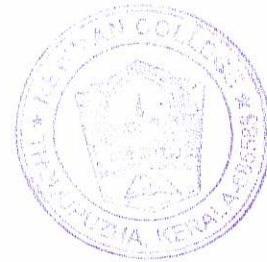


The data indicates a generally positive perception of Newman College's curriculum across various dimensions, with some nuances. Respondents express agreement, both strongly and moderately, that the curriculum ensures a professional and ethical attitude, inculcates human



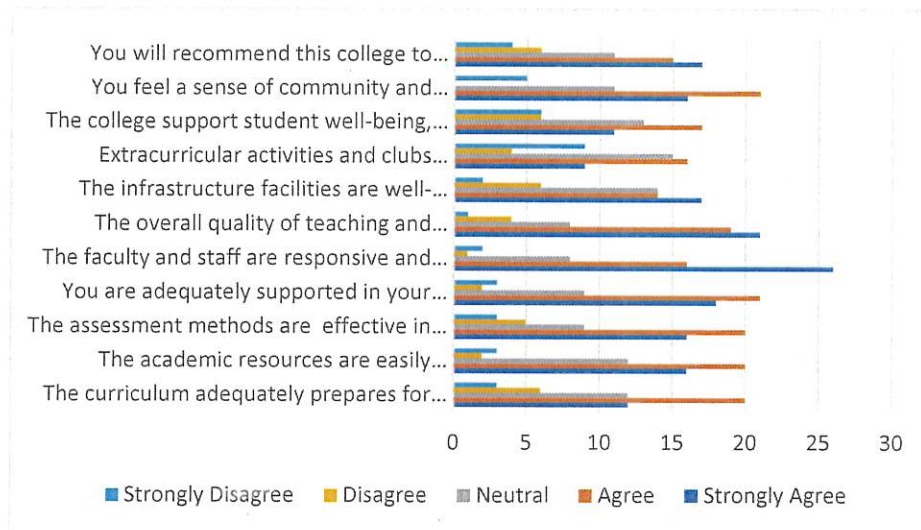
#### *1.4.1 Department wise Feedback Analysis (2022-2023)*

values, and enhances soft skills and technical skills for employment. However, there is less agreement regarding the curriculum's relevance to industrial needs and its ability to provide scope for acquiring employable and entrepreneurial skills, with some respondents expressing neutrality or disagreement in these areas. Additionally, opinions are mixed about the incorporation of technical and communication skills. There is minimal dissent or strongly disagree responses, indicating a general alignment with the college's educational objectives. Overall, this data suggests that Newman College is perceived positively in terms of ethics, values, and skill development, but there is room for improvement in terms of addressing specific industry needs and employability skills.



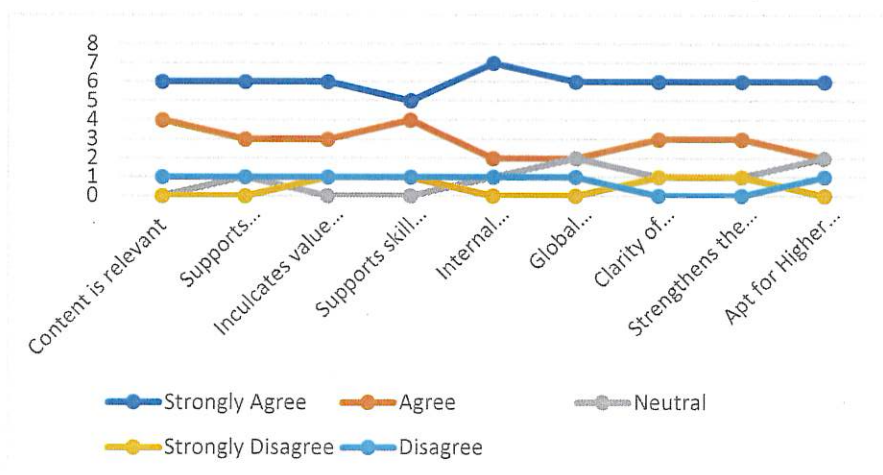
## Department of Physics

### Students' Feedback on Academic Performance and Ambience of the College



The data analysis indicates that students at Newman College have varied perspectives on different aspects of the institution. While a substantial number of students either strongly agree or agree that the curriculum adequately prepares them for their chosen career path and that academic resources are easily accessible and well-maintained, there are also notable neutral responses, suggesting that some students may have reservations or mixed views on these matters. Similarly, the effectiveness of assessment methods and academic support through advising or mentorship programs receives mixed feedback, with a significant number of neutral responses, indicating the need for improvement in these areas.

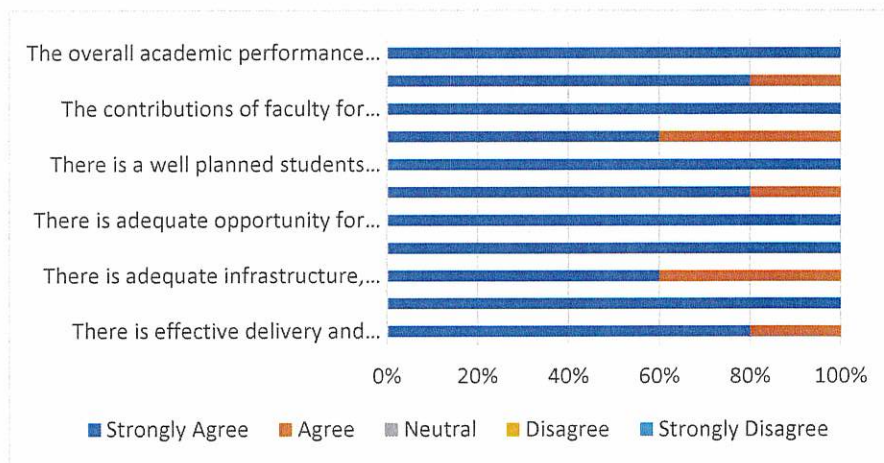
### Students Feedback analysis on Curriculum





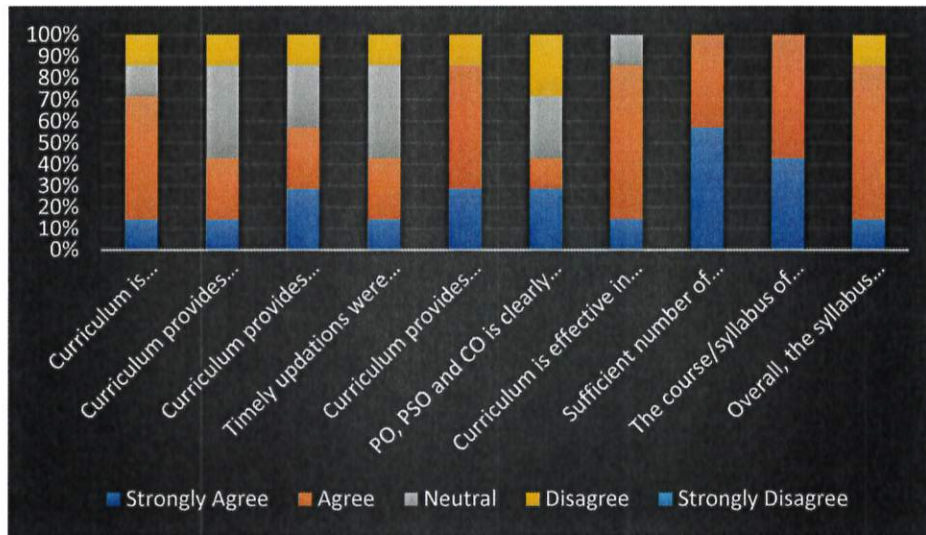
The data analysis reveals mixed feedback on various aspects of the curriculum. While the curriculum receives relatively positive responses in terms of internal evaluation, clarity of outcomes, and suitability for higher education and employability, there is room for improvement in other areas. Participants find value in the curriculum's relevance, but there are opportunities to further support creative learning, inculcate a value system, enhance skill development, and strengthen instincts and abilities. Additionally, incorporating more global perspectives into the curriculum could enhance global competency. Overall, the participants express moderate satisfaction with the curriculum, and areas with lower agreement can be considered for improvement to further enhance the curriculum's effectiveness and relevance.

### Teachers feedback on Academic Performance and Ambience



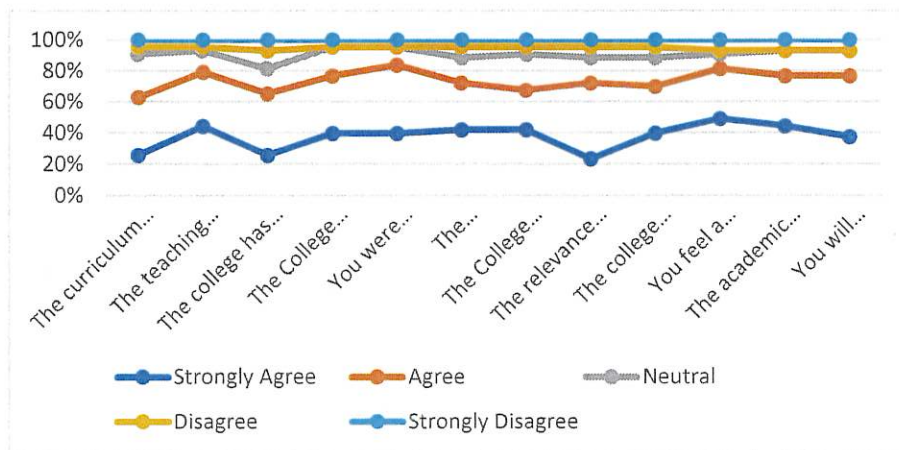
The provided data reveals a generally positive perspective on various aspects of the educational institution. Respondents strongly agree on effective curriculum delivery through diverse teaching methods and the availability of ample opportunities for students to apply learned skills. Collaboration among students, faculty, and staff is highly valued for fostering a dynamic academic community. Additionally, respondents agree that there are satisfactory chances for capacity building and enhancement, as well as co-curricular activities contributing to a holistic educational experience. The acknowledgment of faculty contributions, along with a well-planned student support system, is perceived positively. While there's a sense of infrastructure adequacy, improvement opportunities are acknowledged. The institution's commitment to gender equality, a safe environment, and a congenial academic performance and ambience is affirmed by strong agreement.

**Teachers Feedback on Curriculum**



The data illustrates the complex nature of evaluating a curriculum, showcasing the diverse viewpoints of participants. The varying opinions underscore the importance of ongoing assessment and improvement of educational programs to cater to the diverse needs and expectations of students, and to ensure that the curriculum effectively aligns with its intended goals and outcomes.

**Alumni feedback on Academic Performance and Ambience**



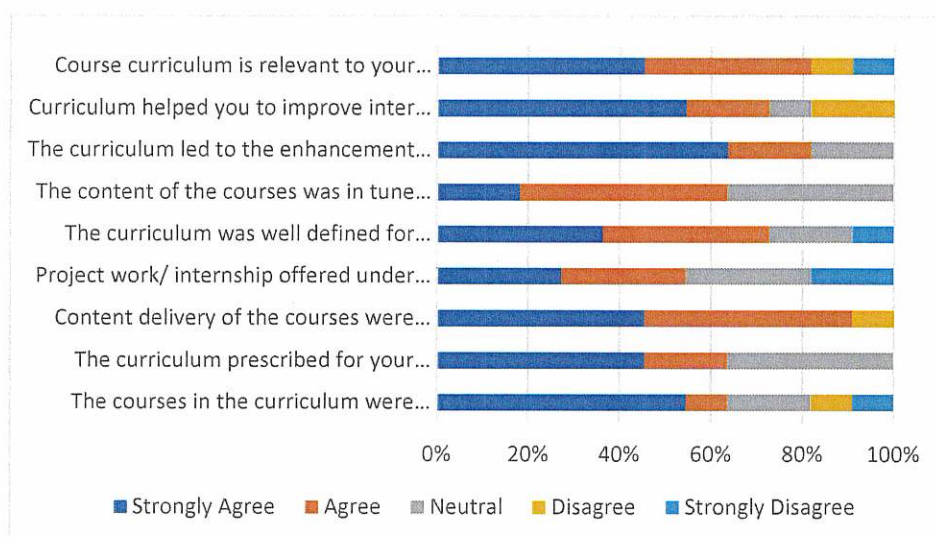
Analyzing the responses, it's evident that there is a substantial level of agreement among the respondents across various aspects of their college experience. They generally believe that the curriculum effectively prepared them for their chosen fields or career paths and that the teaching-learning process at the college contributed to their cognitive, emotional, and social growth. The initiatives taken by the college to promote internships, hackathons, startups, and field visits are well-received. The respondents also acknowledge the college's efforts towards



### 1.4.1 Department wise Feedback Analysis (2022-2023)

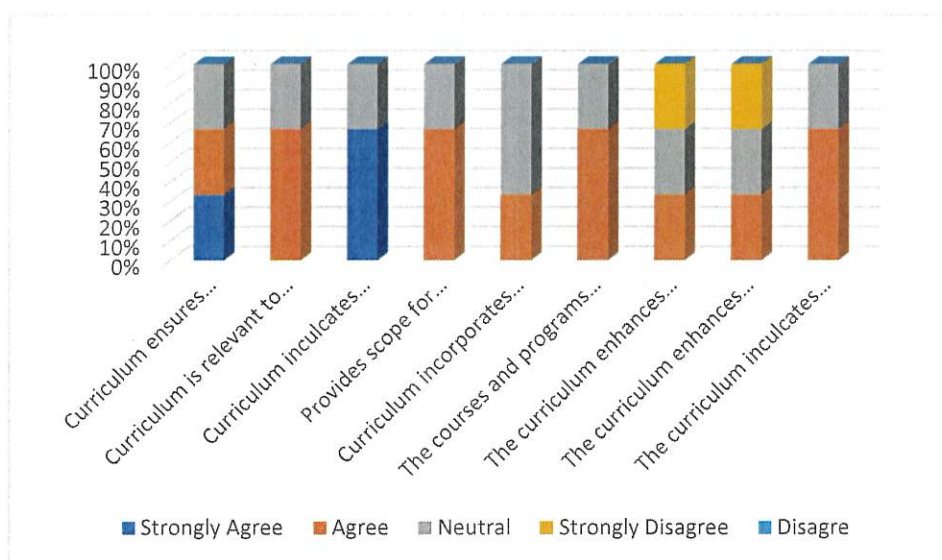
continuous quality improvement in the teaching-learning process and feel adequately supported through academic advising and mentorship programs. Infrastructure facilities are generally considered adequate and well maintained. The college's emphasis on curricular, extra-curricular, and co-curricular activities for overall student development is recognized. The academic ambience is highly regarded for effective learning. The majority of respondents express strong willingness to recommend the college to prospective students based on their positive academic experiences and the overall ambience of the institution. In summary, the data underscores a prevailing positive sentiment about the college across a range of aspects, with the majority of respondents agreeing on its strengths and benefits.

#### Alumni feedback on Curriculum



The data gathered highlights participants' perspectives on various aspects of the curriculum. A substantial number of participants strongly agree that the courses within the curriculum are relevant to their professional needs, signifying the curriculum's alignment with practical requirements. Respondents also generally agree that the prescribed curriculum for their program was competent, showcasing its effectiveness in delivering valuable education. Regarding content delivery, opinions vary, with a mix of agreement and neutrality. Similarly, participants have diverse views on the challenging and constructive nature of project work/internships offered under the program, suggesting differing experiences. A considerable portion of respondents believe that the curriculum helped them improve inter and intra personal skills, highlighting its holistic approach to personal development. On the other hand, opinions are divided regarding the curriculum's relevance to future aspirations.

**Employer feedback on Curriculum**



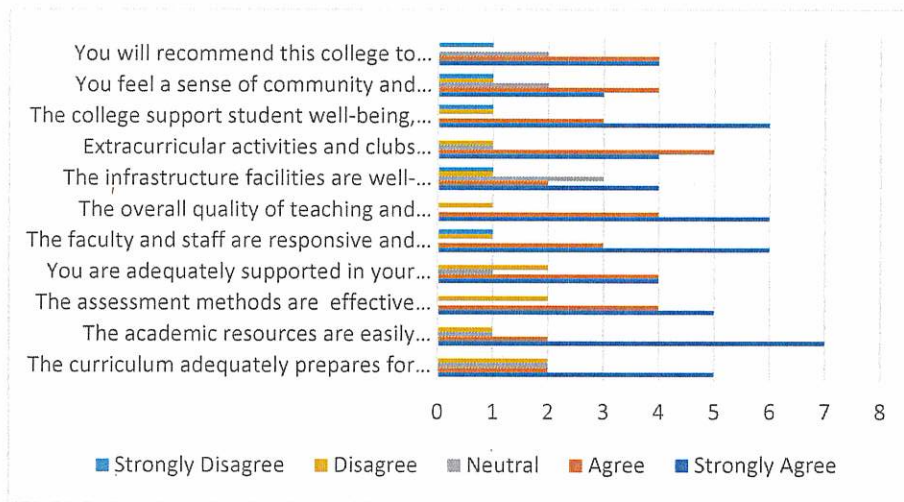
The data reflects a mixed and somewhat neutral perception of Newman College's curriculum. While there are areas of agreement, particularly in terms of relevance to industrial needs and the incorporation of technical and communication skills, there are also significant neutral responses, indicating room for improvement and further clarification in multiple dimensions. Addressing these concerns and enhancing alignment with industry requirements and values education could improve the overall perception of the curriculum.





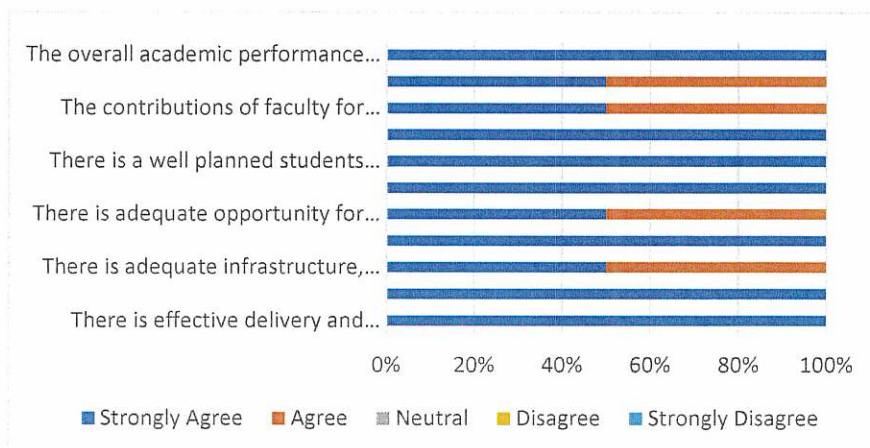
### Department of Psychology

#### Students' Feedback on Academic Performance and Ambience of the College



The data analysis reveals that students at Newman College have a generally positive perception of certain aspects of the institution but also express some areas of concern. While a significant number of students either strongly agree or agree that the curriculum adequately prepares them for their chosen career path, academic resources are easily accessible and well-maintained, and faculty and staff are responsive and supportive, there are also students who express neutral responses, indicating a level of uncertainty or mixed views on these matters. Additionally, a smaller number of students express disagreements or strong disagreements, particularly when it comes to feeling adequately supported in their academic journey through academic advising or mentorship programs, the overall quality of teaching and learning, and a sense of community and belonging within the college environment.

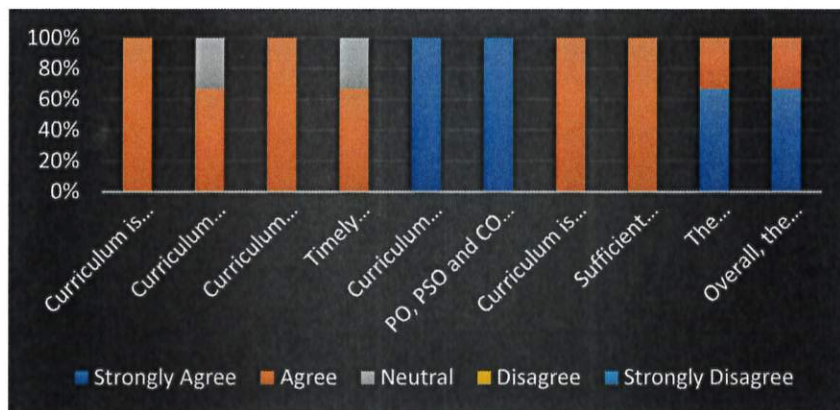
#### Teachers feedback on Academic Performance and Ambience



### 1.4.1 Department wise Feedback Analysis (2022-2023)

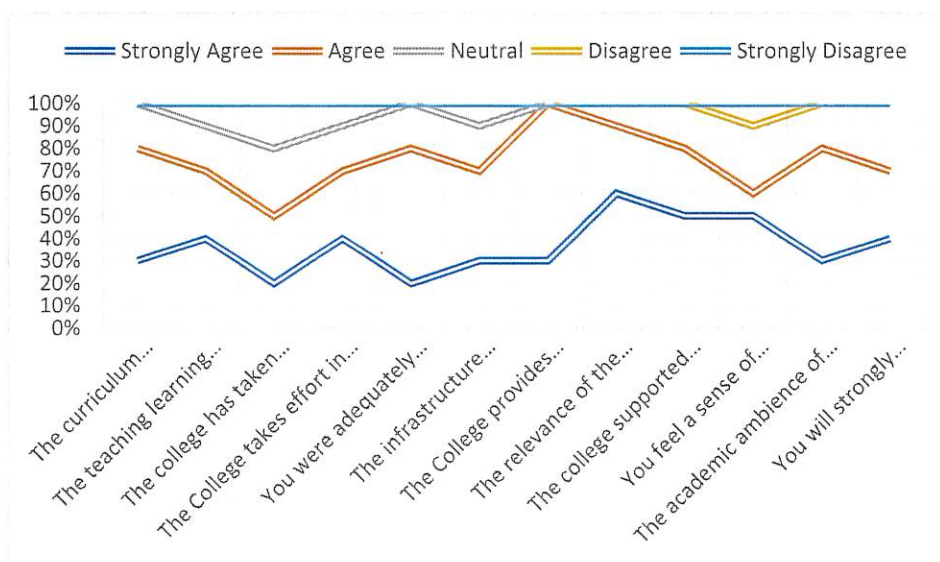
The data suggests that while there is a certain level of agreement with various aspects of the institution, respondents express a degree of caution in their assessments. This cautious sentiment might indicate areas where further improvements or enhancements could be considered to create a more robust and positive educational environment.

#### Teachers Feedback on Curriculum



The provided data reflects diverse perspectives on various aspects of the curriculum. While opinions differ on whether the curriculum is contemporary and need-based, there is consensus that it provides opportunities for conducting research and project-related activities, suggesting a shared appreciation for hands-on learning experiences. However, differing viewpoints emerge regarding the curriculum's role in enhancing employability, entrepreneurship, and professional development, indicating varying perceptions of its practical applicability to real-world scenarios.

#### Alumni Feedback on Academic Performance and Ambience





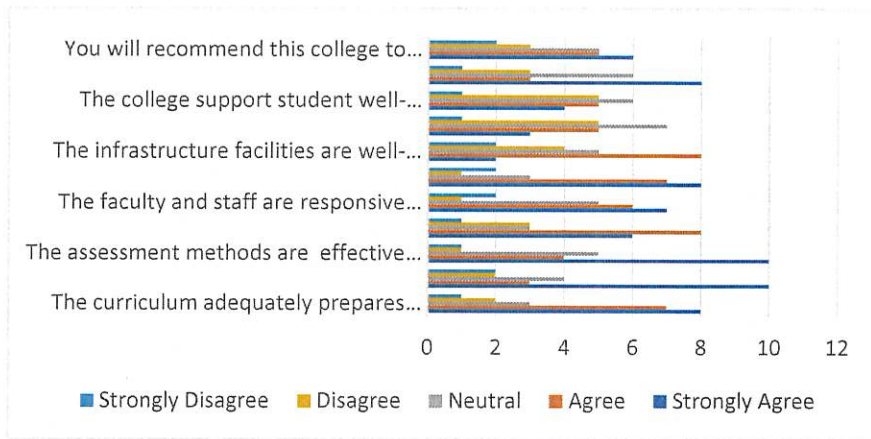
#### *1.4.1 Department wise Feedback Analysis (2022-2023)*

Respondents generally believe that the curriculum adequately prepared them for their chosen field or career path. They feel that the teaching-learning process facilitated cognitive, emotional, and social growth, although responses are relatively moderate in strength. The college's efforts in promoting practical experiences like internships, hackathons, startups, and field visits are recognized, albeit not overwhelmingly. Continuous quality improvement in the teaching-learning process is noted, and respondents report feeling adequately supported through academic advising and mentorship programs. Infrastructure facilities are generally considered adequate and well-maintained. The college's emphasis on curricular, extra-curricular, and co-curricular activities for holistic development is affirmed. The program's relevance for employment, self-employment, and higher education receives varied responses. Support for student well-being, mental health, and personal development is acknowledged, as is the sense of community and belonging within the college environment.



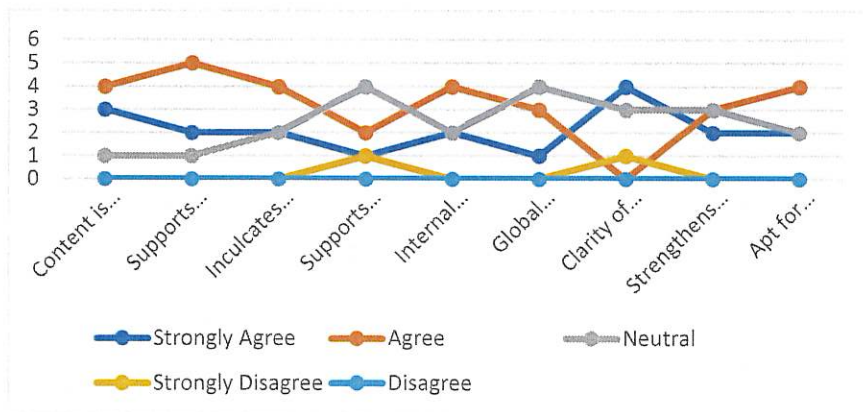
## Department of Zoology

### Students' Feedback on Academic Performance and Ambience of the College



The data analysis reflects a diverse range of opinions among students at Newman College regarding various aspects of the institution. While a substantial number of students either strongly agree or agree that the curriculum adequately prepares them for their chosen career path, academic resources are easily accessible and well-maintained, and faculty and staff are responsive and supportive in addressing academic concerns, there are also significant neutral responses, indicating some uncertainty or mixed views on these matters. Additionally, there are students who express disagreements or strong disagreements, particularly in relation to infrastructure facilities, extracurricular activities contributing to a vibrant campus life, and support for student well-being, mental health, and overall personal development.

### Students Feedback analysis on Curriculum



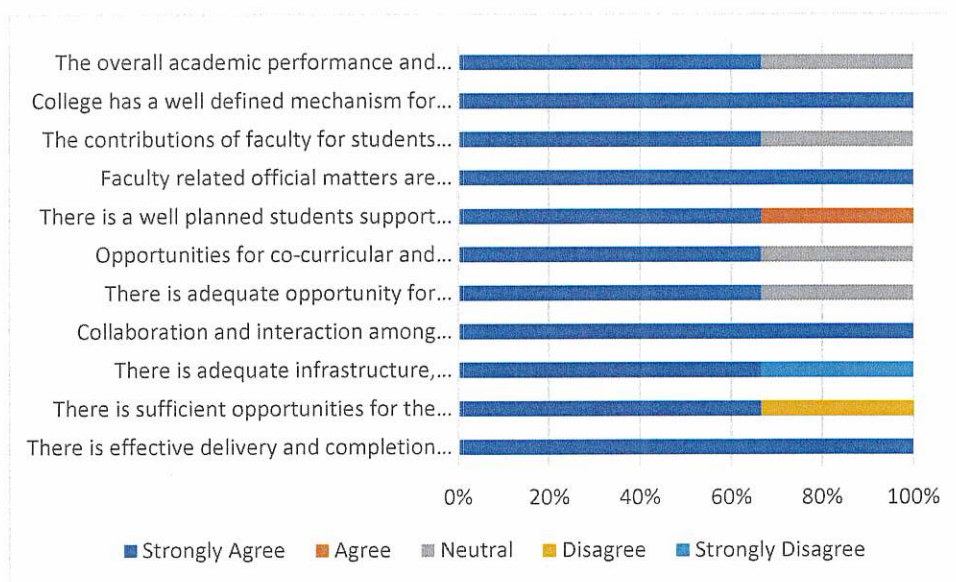
The curriculum receives relatively positive responses in terms of relevance, supporting creative learning, inculcating a value system, and enhancing skills, there is room for improvement in



### 1.4.1 Department wise Feedback Analysis (2022-2023)

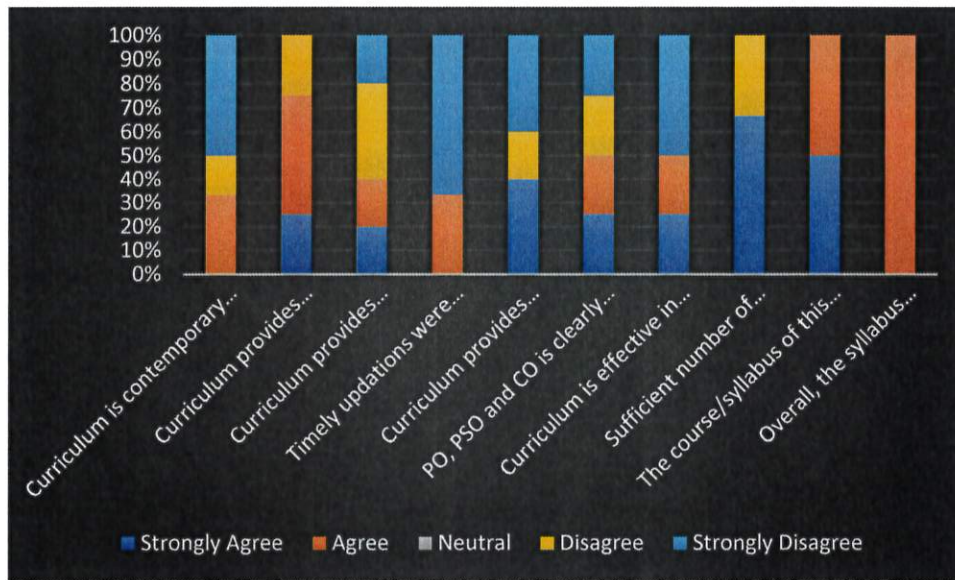
other areas. Participants find value in the curriculum's clarity of outcomes and effectiveness in strengthening instincts and abilities. However, there is room for improvement in aspects related to global competency and suitability for higher education and employability. Additionally, efforts can be made to further support creative learning and inculcate a strong value system. Overall, the participants express moderate satisfaction with the curriculum, and areas with lower agreement can be considered for improvement to further enhance the curriculum's effectiveness and relevance.

#### Teachers feedback on Academic Performance and Ambience



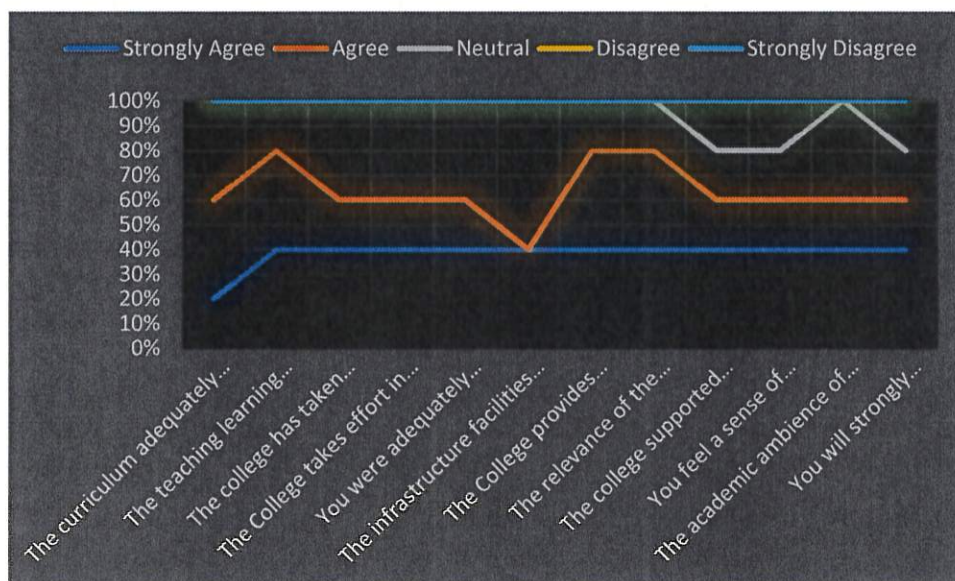
The data provided reflects a mixed sentiment toward various aspects of the educational institution. While there is a moderate level of agreement with the effective delivery and completion of the curriculum, opportunities for skill practice, and fostering a vibrant academic community through collaboration and interaction, other areas show varying degrees of agreement. The perception of adequate infrastructure, capacity-building opportunities, and co-curricular activities is met with some neutrality, indicating a degree of uncertainty or room for improvement. Respondents generally acknowledge a well-planned student support system contributing to academic excellence. However, there's a lack of agreement when it comes to acknowledging faculty contributions and ensuring gender equality and a safe environment. The overall academic performance and ambience of the department and college are considered congenial and healthy, yet the responses demonstrate a diversity of opinions across the spectrum. This varied feedback suggests that while there are strengths within the institution, there are also areas that require attention and improvement to enhance the overall educational experience.

**Teachers Feedback on Curriculum**



Participants express mixed sentiments about the extent to which the course/syllabus of this subject area has enriched their knowledge and perspective, as well as whether it generates interest in the subject area. This range of perspectives underlines the importance of a curriculum that effectively engages students, equips them with practical skills, and aligns with their educational needs and aspirations. The data reflects the need for continuous evaluation and adaptation of the curriculum to ensure its relevance and effectiveness.

**Alumni feedback on Academic Performance and Ambience**



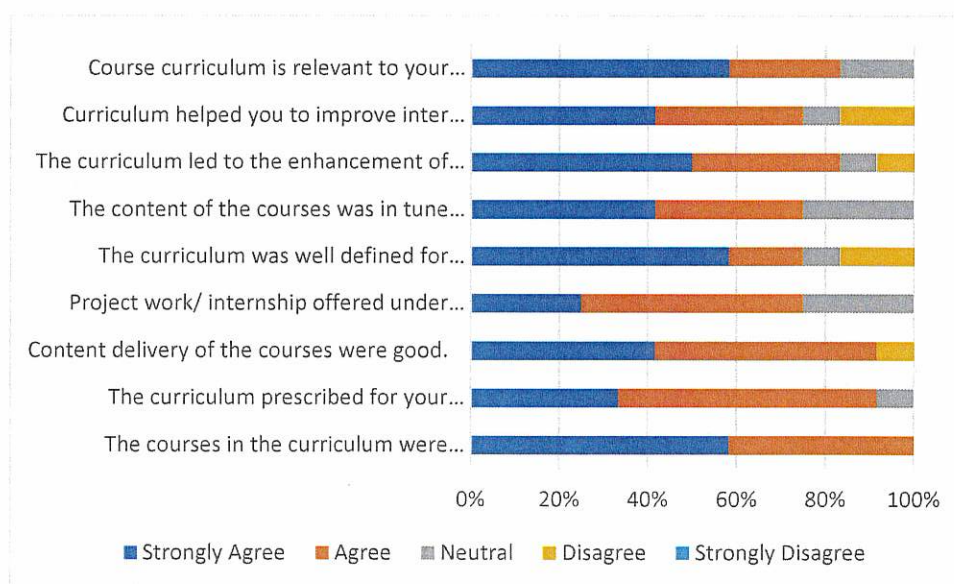
Upon analysis, it is evident that respondents generally express a moderate level of agreement across various aspects of their college experience. They believe that the curriculum sufficiently



### 1.4.1 Department wise Feedback Analysis (2022-2023)

prepared them for their chosen fields or career paths, and they perceive the teaching-learning process to have contributed to cognitive, emotional, and social growth. There is recognition of the college's initiatives in promoting practical experiences like internships, hackathons, startups, and field visits, though the responses are moderately positive. The college's continuous efforts towards quality improvement in teaching and learning are noted, as is the perceived adequate support through academic advising and mentorship programs. Infrastructure facilities are generally considered to be adequate and well-maintained, and there's an acknowledgment of the importance placed on curricular, extra-curricular, and co-curricular activities for overall student development. The academic ambience is generally rated positively for effective learning, though the strength of agreement is moderate. Respondents express willingness to recommend the college to prospective students, again at a moderate level.

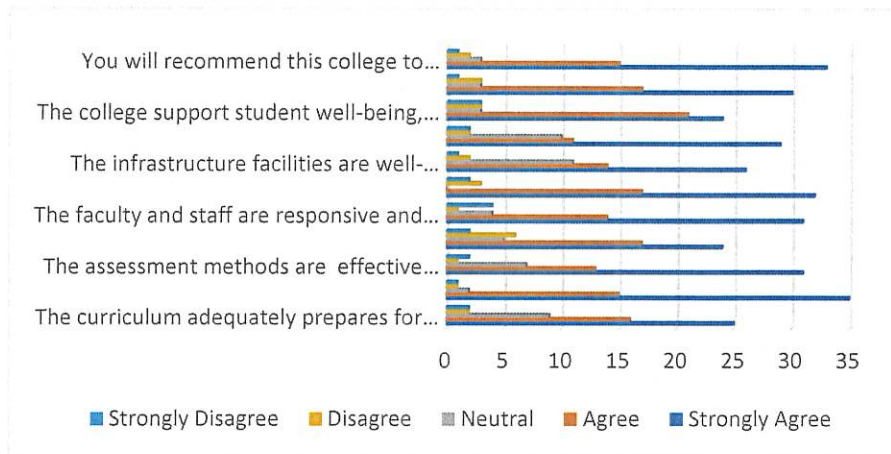
#### Alumni feedback on Curriculum



A notable portion of participants strongly agree that the curriculum helped them improve both inter and intra-personal skills, underscoring its emphasis on holistic personal development. Conversely, responses are more varied concerning the curriculum's relevance to future aspirations. In summary, the gathered feedback presents a spectrum of perspectives on the curriculum's efficacy in addressing professional needs, content delivery, alignment with global trends, and impact on personal development. The data points to both areas of consensus and divergence in participants' perceptions.

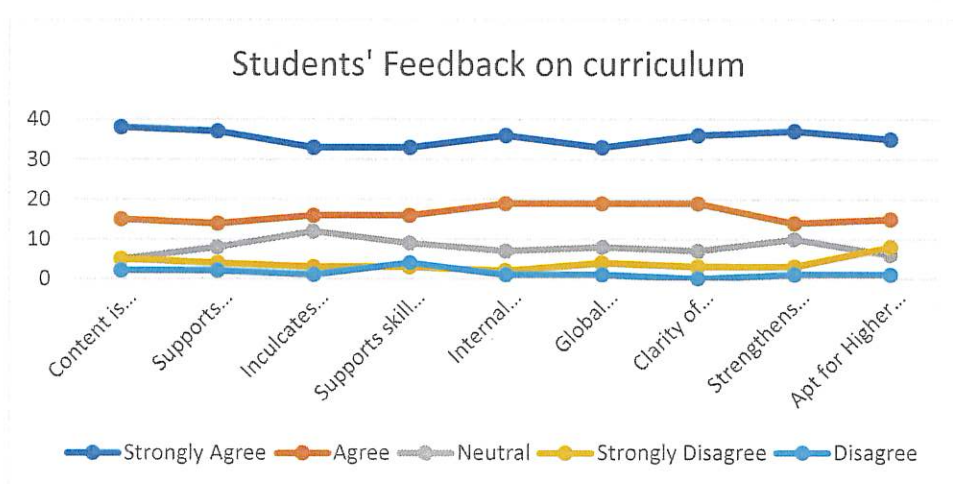
### Department of Commerce

#### Students' Feedback on Academic Performance and Ambience of the College



The data analysis indicates that overall, students at Newman College have a positive perception of various aspects of the institution. A significant number of students either strongly agree or agree that the curriculum adequately prepares them for their chosen career path, and they find academic resources easily accessible and well-maintained. Moreover, they consider assessment methods effective in evaluation, and they feel adequately supported in their academic journey through academic advising or mentorship programs. Faculty and staff are recognized for being responsive and supportive when addressing academic concerns, and the overall quality of teaching and learning is seen as good. The well-maintained infrastructure facilities are considered conducive to learning, and extracurricular activities and clubs contribute to a vibrant campus life.

#### Students Feedback analysis on Curriculum

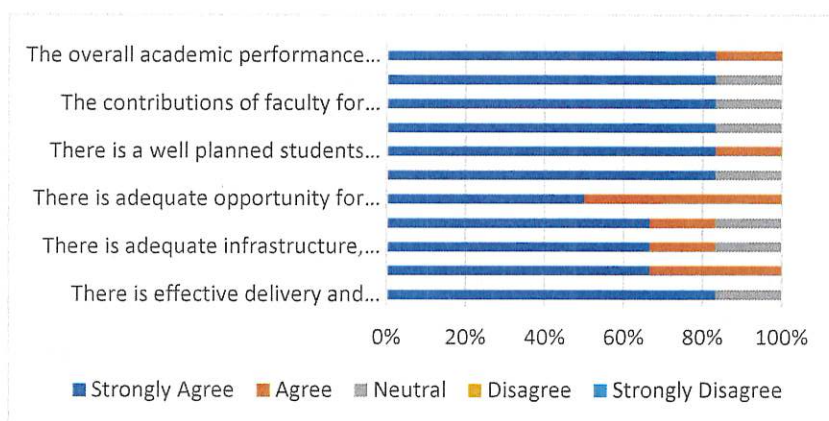




### 1.4.1 Department wise Feedback Analysis (2022-2023)

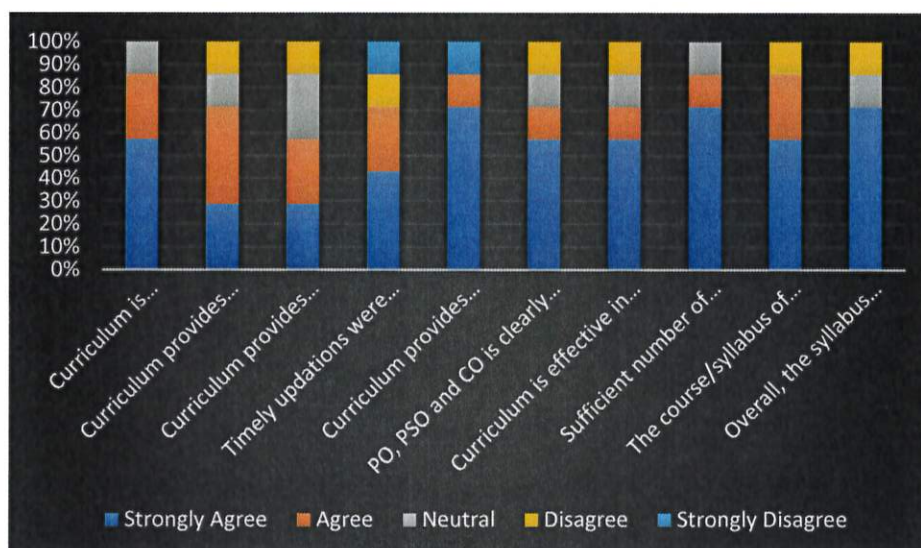
The curriculum is highly regarded in terms of relevance, supporting creative learning, inculcating a value system, and enhancing skills. Participants also highly appreciate the effectiveness of the internal evaluation system and the curriculum's ability to promote global competency. Moreover, the curriculum is perceived as very clear in defining learning outcomes and extremely effective in strengthening instincts and abilities. Overall, the participants express high satisfaction with the curriculum, making it highly conducive to both higher education and employability.

#### Teachers feedback on Academic Performance and Ambience



The data suggests that the institution is generally well-regarded across a wide range of aspects, with notable strengths in curriculum delivery, student support, faculty acknowledgment, and promoting a vibrant academic community. However, there are some areas, such as capacity building and co-curricular activities, where responses are mixed, indicating potential opportunities for further enhancement.

#### Teachers Feedback on Curriculum

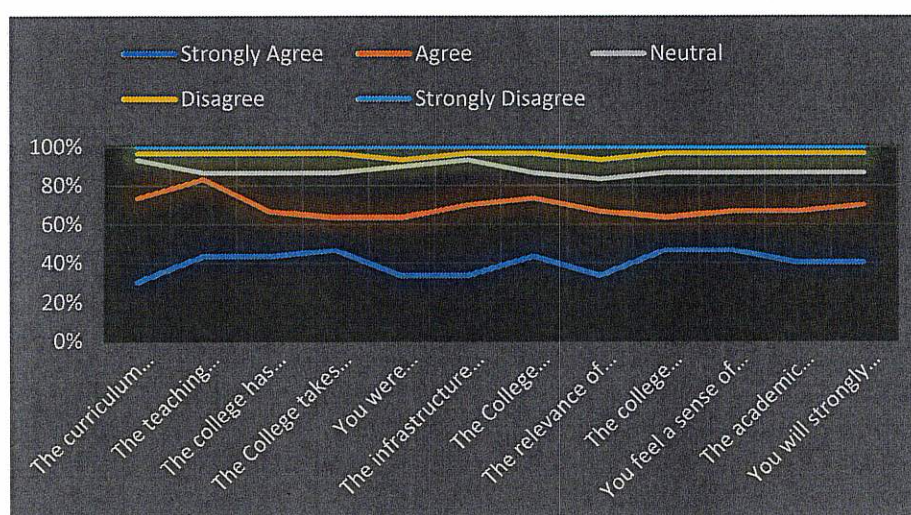




### 1.4.1 Department wise Feedback Analysis (2022-2023)

The collected data reflects a variety of perspectives on different aspects of the curriculum. Participants generally agree that the curriculum is contemporary and need-based, indicating its alignment with current trends and students' requirements. There is some agreement that the curriculum promotes employability, entrepreneurship, and professional development, suggesting that it aims to equip students with practical skills for their future careers. Opinions are mixed concerning the opportunities for applied learning, with a range of responses indicating varying experiences with hands-on educational activities. While there is agreement that the curriculum provides opportunities for research and project-related activities, some participants express disagreement, suggesting differing perceptions of these opportunities' effectiveness. The clear specification of Program Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) in the syllabi is mostly acknowledged, showcasing transparency in learning objectives. The curriculum's effectiveness in developing innovative thinking is supported by a majority of respondents, highlighting its potential to foster creative and original thought processes. Participants express differing opinions about the availability of sufficient prescribed books and reference materials in the library, indicating varying degrees of satisfaction with the resources. Similarly, views differ on whether the course/syllabus has enhanced their knowledge and perspective in the subject area, as well as whether it generates interest in the subject.

#### Alumni feedback on Academic Performance and Ambience



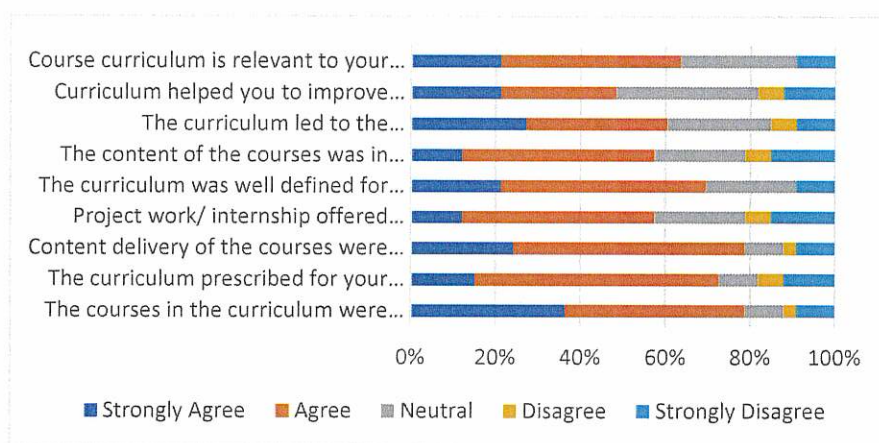
Respondents generally express agreement that the curriculum effectively prepared them for their chosen fields or career paths, and the teaching-learning process is seen as supportive of cognitive, emotional, and social growth. The college's efforts in promoting practical experiences like internships, hackathons, startups, and field visits are well-received, along with



### 1.4.1 Department wise Feedback Analysis (2022-2023)

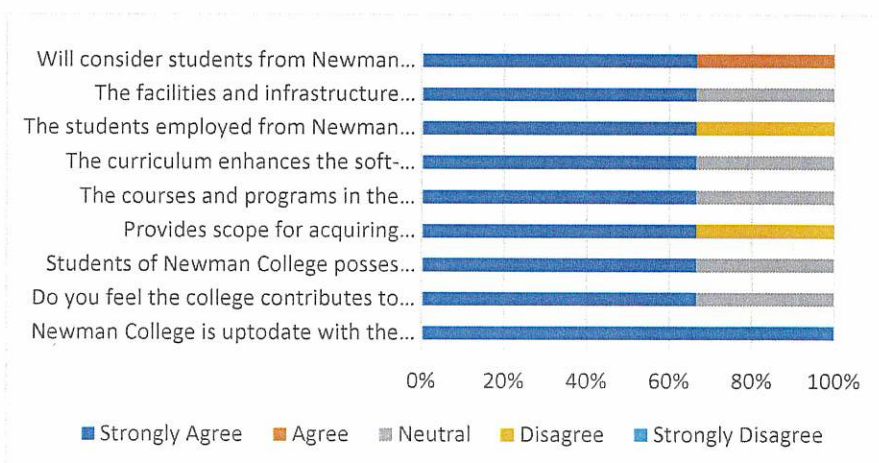
the continuous quality improvement in the teaching-learning process. Adequate support through academic advising and mentorship programs is acknowledged, as are the generally adequate and well-maintained infrastructure facilities. The college's emphasis on curricular, extra-curricular, and co-curricular activities for holistic student development is recognized. The academic ambience is evaluated positively for effective learning, and respondents express a willingness to strongly recommend the college to prospective students based on their academic experience and the overall ambience.

#### Alumni feedback on Curriculum



The analysis of the provided data highlights participants' perceptions of various aspects of the curriculum. A notable majority strongly agree that the courses within the curriculum are relevant to their professional needs, and a considerable number agree that the curriculum prescribed for their program is competent, indicating its suitability for effective education. Content delivery of the courses also receives positive feedback, with a majority either agreeing or strongly agreeing that it was good.

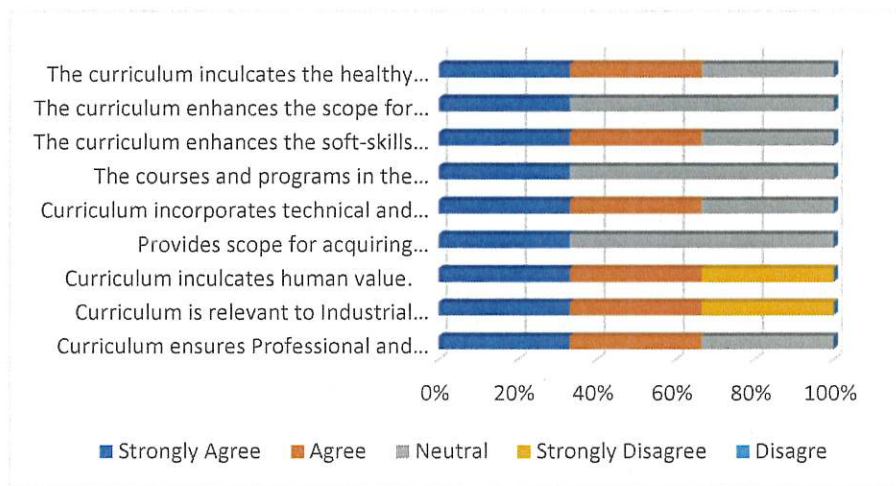
#### Employer Feedback on Academic Performance and Ambience



### 1.4.1 Department wise Feedback Analysis (2022-2023)

This indicates that the college is perceived as being highly aligned with current industrial needs and social requirements, contributing significantly to students' career progress, and imparting practical knowledge effectively. Moreover, there is a strong belief that the college provides ample scope for students to acquire employable and entrepreneurial skills, offers relevant courses and programs, and enhances both soft and technical skills for employment. Respondents also strongly agree that students from Newman College are adaptable to work culture. While there is minimal disagreement on certain aspects, such as facilities and infrastructure, the overall sentiment is overwhelmingly positive. The willingness to consider students from Newman College for future recruitment underscores the confidence in the institution's ability to prepare students for the workforce. In summary, this data reflects an exceptionally favorable perception of Newman College's performance and its positive impact on students' career development.

#### Employer feedback on Curriculum



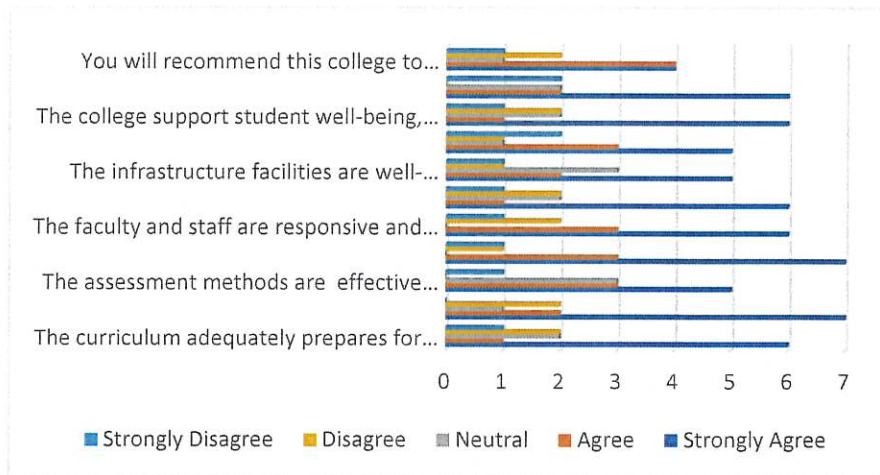
The data reflects a generally positive perception of Newman College's curriculum in terms of values education and ethical attitude. However, there are areas, such as aligning with industrial needs and providing scope for employable and entrepreneurial skills, where the college may consider further improvements based on the mixed or neutral responses.





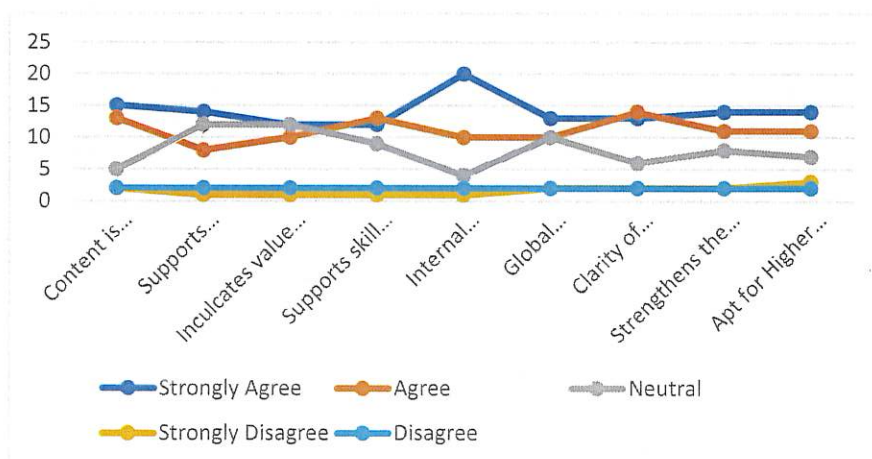
**Department of Commerce Self-financing (Finance and Taxation)**

**Students' Feedback on Academic Performance and Ambience of the College**



The data analysis suggests that while there is some agreement among students at Newman College regarding various aspects of the institution, there are also mixed opinions and a noticeable number of neutral or disagree responses. A few students strongly agree that the curriculum adequately prepares them for their chosen career path and that academic resources are easily accessible and well-maintained. Similarly, some students agree that they feel adequately supported in their academic journey through academic advising or mentorship programs, and they perceive the overall quality of teaching and learning as good. Additionally, there is a sense of agreement among some students that the infrastructure facilities are well-maintained and conducive to learning, and that extracurricular activities and clubs contribute to a vibrant campus life

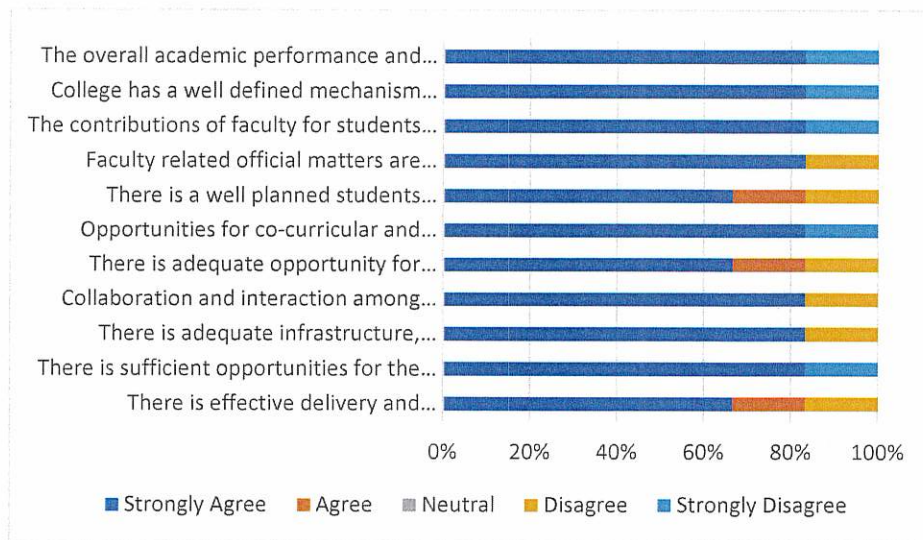
**Students Feedback analysis on Curriculum**



### 1.4.1 Department wise Feedback Analysis (2022-2023)

While the curriculum receives relatively positive responses in terms of internal evaluation, clarity of outcomes, and strengthening students' instincts and abilities, there is room for improvement in other areas. Participants find value in the curriculum's relevance, but there are opportunities to further support creative learning, inculcate a value system, enhance skill development, and promote global competency. Overall, the participants express moderate satisfaction with the curriculum, and areas with lower agreement can be considered for improvement to further enhance the curriculum's effectiveness and relevance.

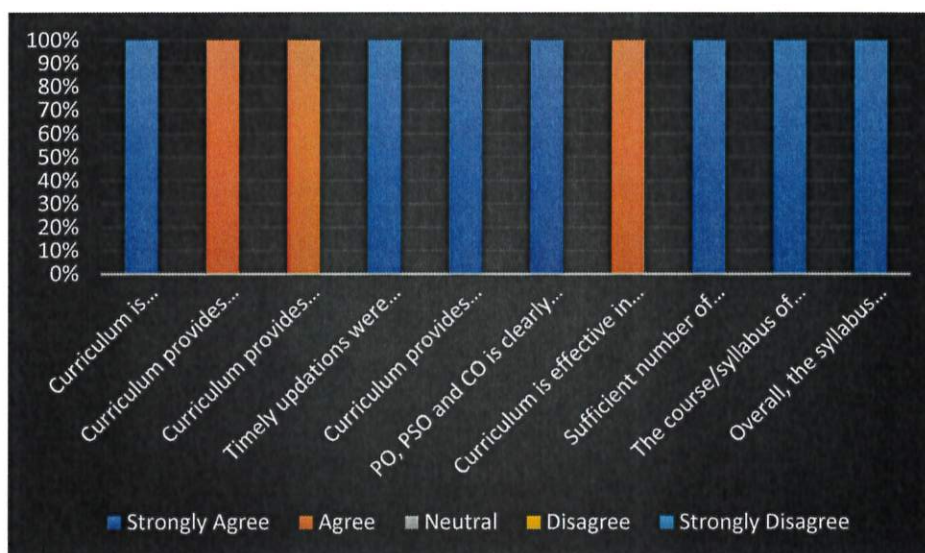
#### Teachers feedback on Academic Performance and Ambience



The provided data reflects a generally positive sentiment towards various aspects of the educational institution, with some nuanced feedback. Respondents show strong agreement across several areas, indicating effective curriculum delivery, opportunities for skill application, collaboration fostering an academic community, capacity-building prospects, and a well-defined mechanism for gender equality and a safe environment. Co-curricular activities are highly valued for contributing to a holistic educational experience, and student support programs are perceived positively. Additionally, faculty-related matters are addressed in a timely manner, and faculty contributions are properly acknowledged. However, there are also instances of disagreement and strong disagreement in terms of infrastructure adequacy, neutral responses in infrastructure and faculty contributions, and disagreement concerning overall academic performance and ambience. These variations suggest a generally positive outlook on the institution but also point to areas that might require further attention or enhancement to ensure a more uniformly positive educational experience.

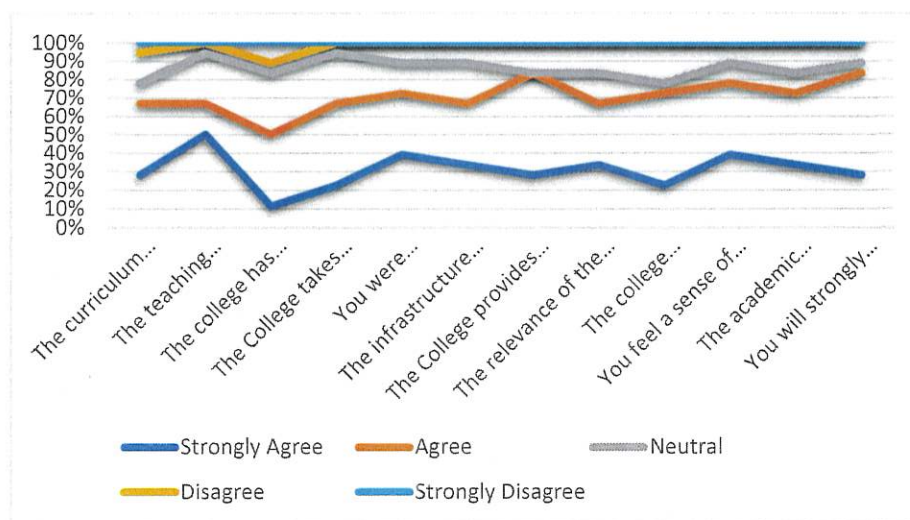


### Teachers Feedback on Curriculum



The data portrays a mix of strong agreement and agreement on various aspects of the curriculum, while also revealing some areas of potential improvement and differing perspectives. This diversity of responses underscores the importance of ongoing assessment and adaptation of the curriculum to ensure its relevance and effectiveness in meeting educational goals.

### Alumni feedback on Academic Performance and Ambience

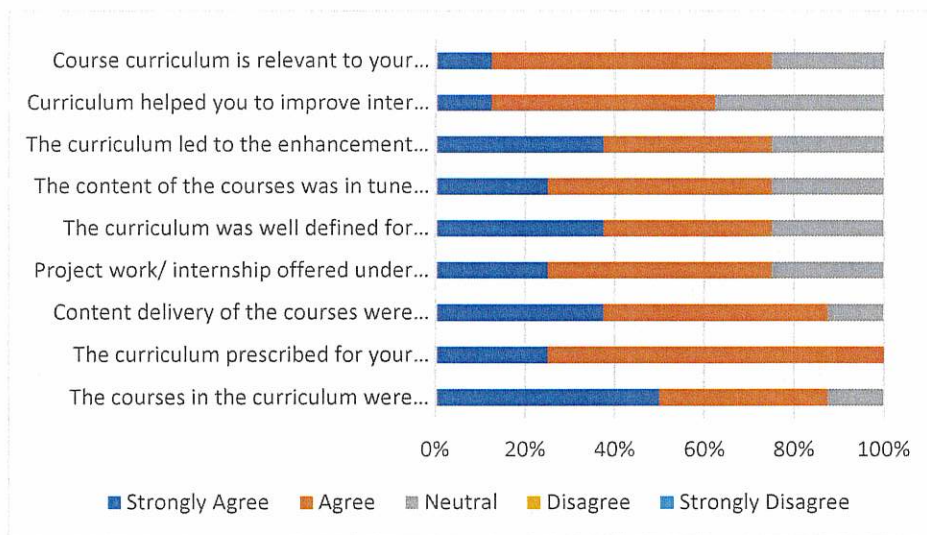


There is a mixed perception regarding the curriculum's adequacy in preparing them for their chosen fields or career paths. Similarly, views are varied about the teaching-learning process, with some respondents feeling that it facilitated cognitive, emotional, and social growth, while others are more neutral. The initiatives to promote internships, hackathons, startups, and field visits are not overwhelmingly endorsed, with respondents falling into different categories of

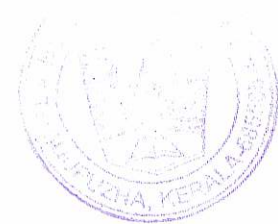
### 1.4.1 Department wise Feedback Analysis (2022-2023)

agreement. Continuous quality improvement efforts by the college are recognized, but the responses are mixed. The program's relevance for employment, self-employment, and higher education receives varied responses, and the level of support for student well-being, mental health, and personal development is also mixed. A sense of community and belonging within the college environment is experienced by some, while others are neutral or express disagreement. The academic ambience is evaluated positively for effective learning, and respondents' willingness to recommend the college to prospective students varies, with some indicating strong agreement and others expressing neutral or agreeable opinions.

#### Alumni feedback on Curriculum



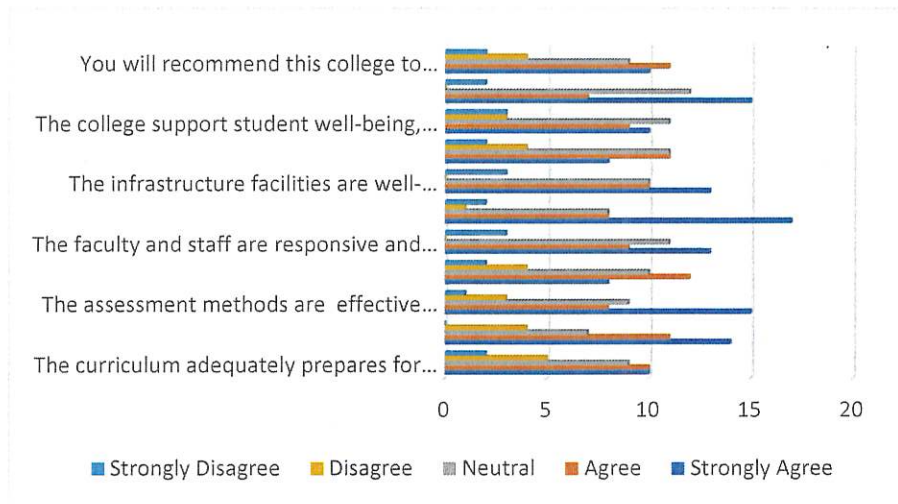
The collected data reveals a mix of opinions across different aspects of the curriculum. While there are areas of consensus, particularly in terms of curriculum competence and the enhancement of knowledge and skills, there is also diversity in respondents' perceptions of curriculum relevance, content alignment, and personal development aspects.





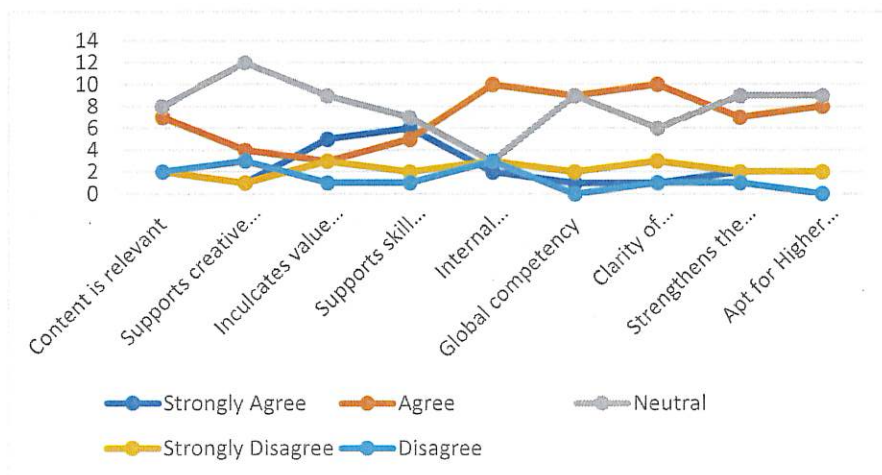
## Department of Commerce Self-financing (Computer Application)

### Students' Feedback on Academic Performance and Ambience of the College



The data analysis reveals that students at Newman College have a somewhat positive overall perception of various aspects of their college experience. A significant number of students agree or strongly agree that the curriculum adequately prepares them for their chosen career path, and they find the academic resources easily accessible and well-maintained. There is also agreement that the assessment methods are effective in evaluation, and some students feel adequately supported in their academic journey through academic advising or mentorship programs. Moreover, students generally perceive the faculty and staff to be responsive and supportive when it comes to addressing academic concerns, indicating a positive quality of teaching and learning at Newman College. The well-maintained infrastructure facilities contribute to a conducive learning environment, and extracurricular activities and clubs enhance the campus life by fostering a vibrant community.

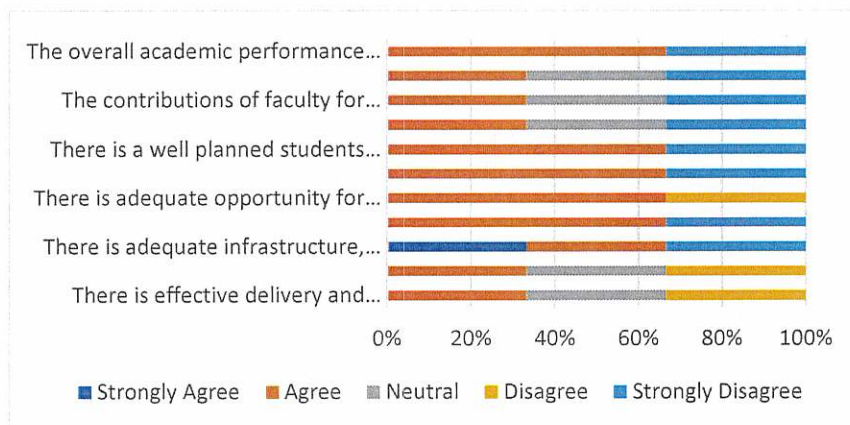
### Students Feedback analysis on Curriculum



### 1.4.1 Department wise Feedback Analysis (2022-2023)

Participants find value in the curriculum's relevance, but there are opportunities to further support creative learning, enhance skill development, and strengthen students' instincts and abilities. While the curriculum receives relatively positive responses in terms of inculcating a value system, providing clarity of outcomes, and enhancing global competency, there is room for improvement in other areas. Overall, the participants express moderate satisfaction with the curriculum, and areas with lower agreement can be considered for improvement to further enhance the curriculum's effectiveness and relevance.

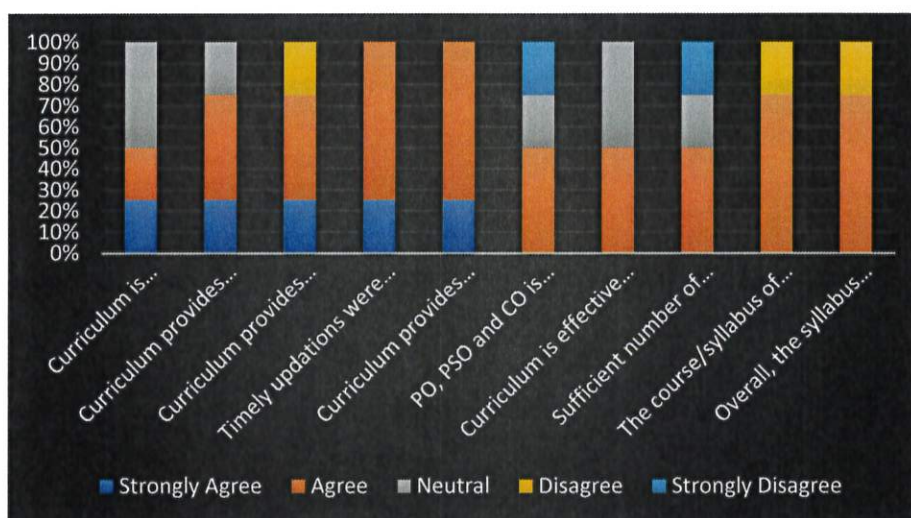
#### Teachers feedback on Academic Performance and Ambience



The data portrays a diverse range of opinions regarding various aspects of the educational institution. Respondents show varied levels of agreement, with some leaning toward agreement and others expressing more neutral or dissenting views. There's agreement on aspects like faculty contributions, co-curricular opportunities, and a well-planned support system contributing to academic excellence. However, respondents tend to disagree on the effective delivery of the curriculum, practice opportunities for skill application, and the academic performance and ambience of the institution. Infrastructure adequacy, capacity-building opportunities, and gender equality mechanisms also receive mixed responses, suggesting a degree of uncertainty or room for improvement. Collaboration among stakeholders to foster a vibrant academic community elicits more neutral responses. The data reflects a range of perspectives, pointing to both positive aspects and potential areas for enhancement within the institution.

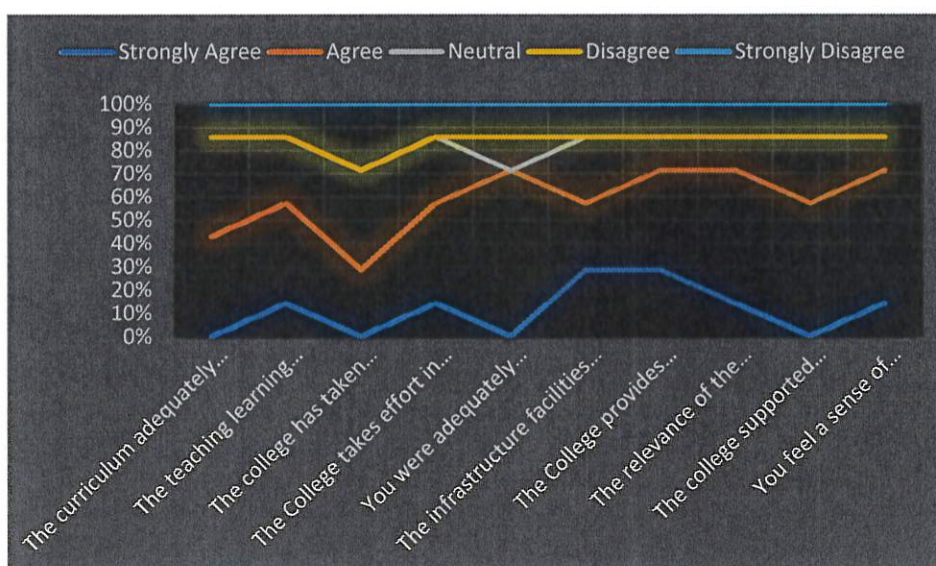


### Teachers Feedback on Curriculum



The provided data suggests a range of responses regarding various aspects of the curriculum. Participants express neutral to low agreement on the curriculum being contemporary and need-based, indicating a lack of consensus on its alignment with current trends and student needs. There is moderate agreement that the curriculum provides employability, entrepreneurship, and professional development opportunities, suggesting some recognition of its practical value. Participants also show varying levels of agreement on the curriculum's provision of opportunities for applied learning, with some expressing agreement while others remain neutral. The data indicates moderate agreement that timely updates are made to the curriculum in response to recent advancements, implying a certain level of adaptability.

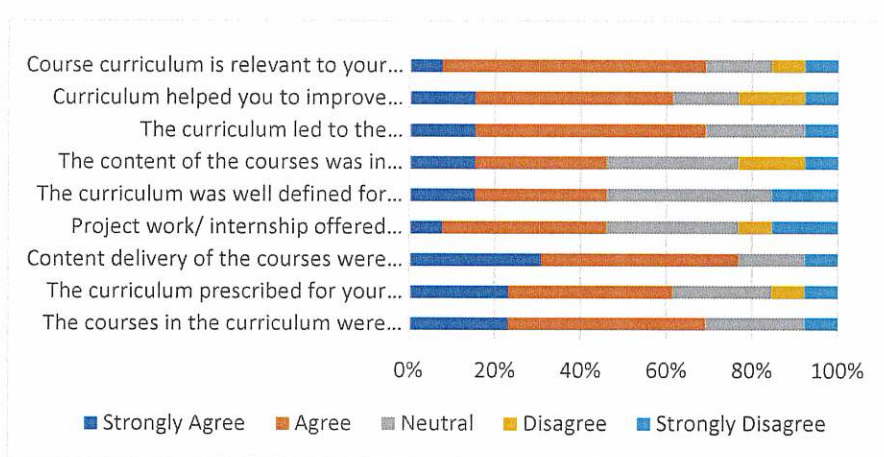
### Alumni feedback on Academic Performance and Ambience



### 1.4.1 Department wise Feedback Analysis (2022-2023)

There is agreement that the college makes an effort towards continuous quality improvement in the teaching-learning process, and opinions are varied about the extent of academic support received through advising and mentorship programs. Infrastructure facilities are generally perceived as adequate and well-maintained, and the college's importance placed on curricular, extra-curricular, and co-curricular activities for overall student development receives mixed feedback. The relevance of the program for employment, self-employment, and higher education varies among respondents, and there's a mix of views about the level of support the college provides for student well-being, mental health, and personal development.

#### Alumni feedback on Curriculum



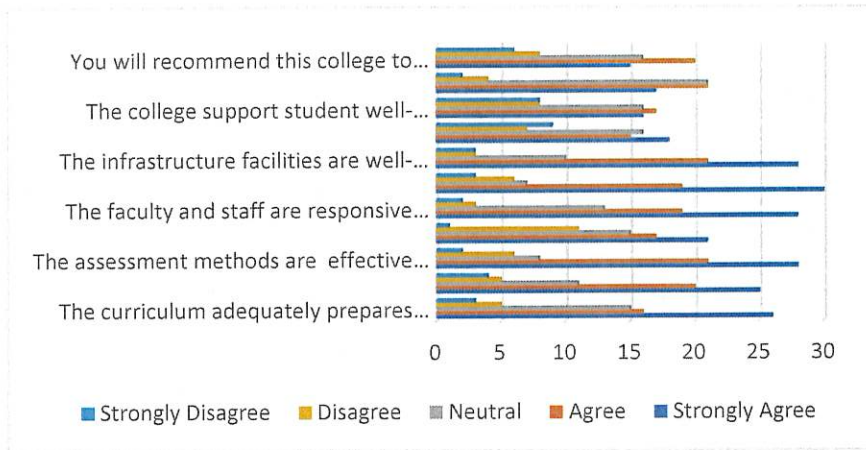
Respondents generally feel positively about the content delivery of the courses, with a majority agreeing that it was good. The opinions on project work/internship offerings are diverse, with some agreement that they were challenging and constructive, but also a few neutral and dissenting views. Participants' perceptions of the curriculum being well-defined for higher education and employability are also varied, with a mix of agreement, neutrality, and disagreement. Similarly, responses are diverse when it comes to the content of the courses being in line with global competency and emerging trends. A significant majority of respondents agree that the curriculum led to the enhancement of their knowledge, skills, and capabilities, suggesting a positive impact on their educational experience. Some participants also feel that the curriculum played a role in improving their interpersonal and intrapersonal skills, contributing to holistic development.





**Department of Commerce Self-financing (Co-operation)**

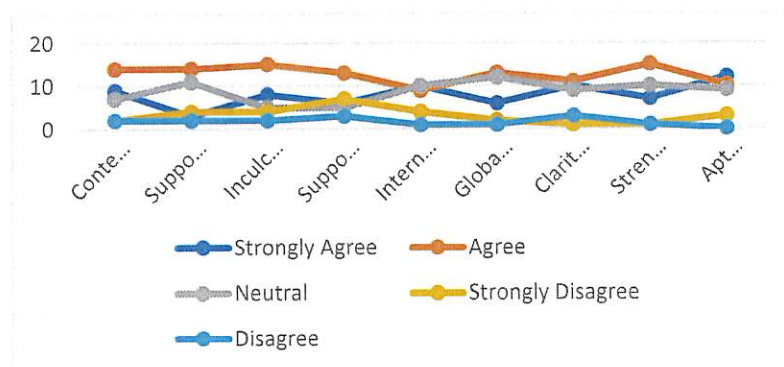
**Students' Feedback on Academic Performance and Ambience of the College**



The data analysis indicates that overall, students at Newman College have a positive perception of various aspects of their college experience. A significant number of students strongly agree or agree that the curriculum adequately prepares them for their chosen career path, and they find the academic resources easily accessible and well-maintained. The assessment methods are also perceived to be effective in evaluation, and many students feel adequately supported in their academic journey through academic advising or mentorship programs

Furthermore, students generally hold a positive view of the faculty and staff, perceiving them as responsive and supportive when it comes to addressing academic concerns. This positive perception extends to the overall quality of teaching and learning at Newman College, highlighting a favorable academic environment.

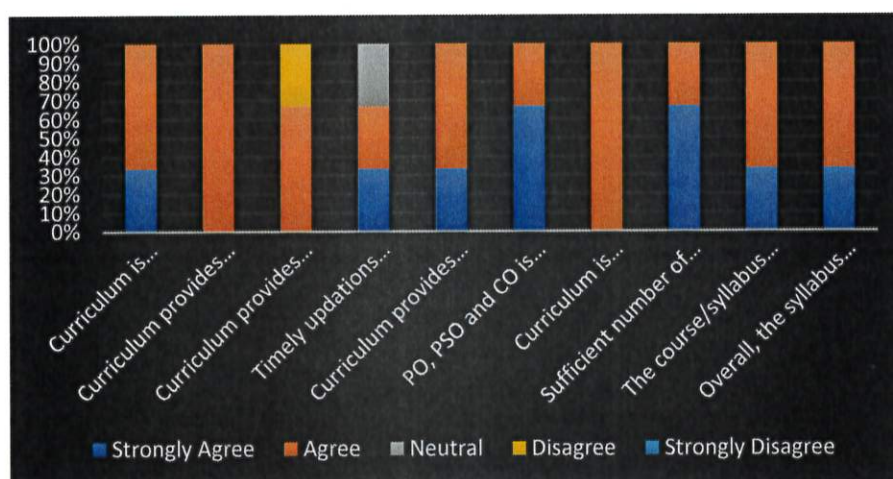
**Students Feedback analysis on Curriculum**



### 1.4.1 Department wise Feedback Analysis (2022-2023)

The data analysis reveals positive feedback on various aspects of the curriculum. The curriculum is highly regarded in terms of relevance, inculcating a value system, providing clarity of outcomes, and being suitable for higher education and employability. Participants also appreciate the effectiveness of internal evaluation and perceive the curriculum as somewhat effective in supporting creative learning and enhancing students' instincts and abilities. However, there is room for improvement in aspects related to skill enhancement and global competency. Overall, the participants express moderate to high satisfaction with the curriculum, and areas with lower agreement can be considered for improvement to further enhance the curriculum's effectiveness and relevance.

#### Teachers Feedback on Curriculum

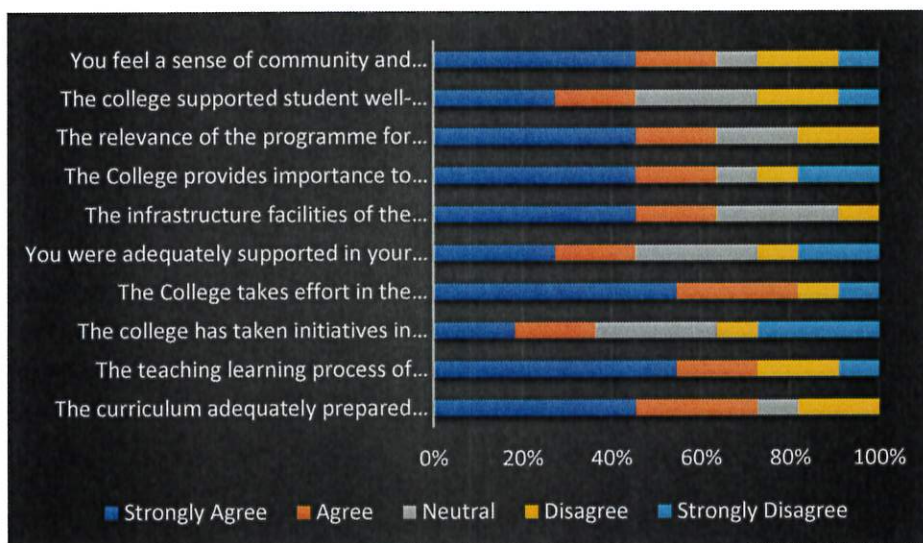


The provided data indicates varying levels of agreement among participants on different aspects of the curriculum. Participants show a mixed response to whether the curriculum is contemporary and need-based, suggesting differing viewpoints on its alignment with current trends and student needs. There is agreement that the curriculum provides employability, entrepreneurship, and professional development opportunities, indicating recognition of its practical value. Regarding applied learning opportunities, participants express a combination of agreement and disagreement, suggesting differing perspectives on the extent to which the curriculum facilitates hands-on learning experiences. The data also indicates mixed views on whether timely updates are made to the curriculum in response to recent advancements. While there is agreement that the curriculum provides opportunities for conducting research and project-related activities, participants show varying levels of agreement on whether Program Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) are clearly specified in the syllabi. In terms of resources, participants agree that there is a sufficient number of prescribed books and reference materials available in the library. Moreover, the



course/syllabus of the subject is perceived to have increased participants' knowledge and perspective, and the syllabus is seen as generating interest in the subject area, implying positive learning experiences.

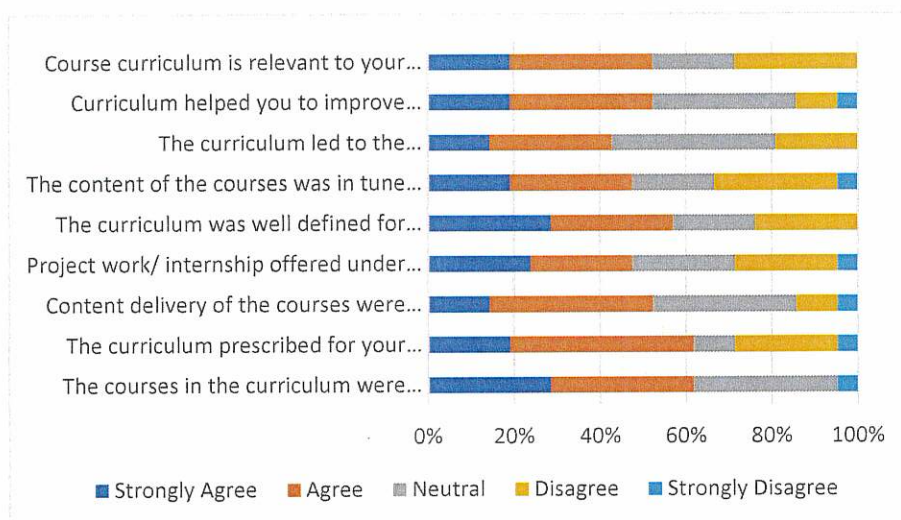
**Alumni feedback on Academic Performance and Ambience**



The data presents individuals' perceptions of their experience at Newman College, showcasing a variety of opinions on different aspects of their college journey. Regarding curriculum adequacy, there is a mixed response, with some indicating that it prepared them for their chosen fields or career paths, while others express disagreement or neutrality. The teaching-learning process's impact on cognitive, emotional, and social growth is also met with mixed reactions. The level of academic support received through advising and mentorship programs is generally perceived as modestly positive, and the adequacy of infrastructure facilities is also considered to be adequate and well-maintained. The importance given to curricular, extra-curricular, and co-curricular activities for overall student development receives a range of opinions. The program's relevance for employment, self-employment, and higher education varies among respondents. In summary, the data reflects a diverse array of opinions and experiences across various aspects of the college journey, illustrating a range of perspectives and sentiments among the respondents.



**Alumni feedback on Curriculum**



The collected data reflects a range of opinions on different aspects of the curriculum. The majority of respondents agree that the courses in the curriculum were relevant in catering to their professional needs, and there is a notable agreement that the curriculum prescribed for their college education was competent. Opinions about the content delivery of the courses are varied, with a mix of agreement and neutrality. There are diverse views on whether project work/internships were challenging and constructive. Participants have differing perspectives on the curriculum being well-defined for both higher education and employability, with a range of agreement, neutrality, and disagreement. Similarly, there is a mix of opinions regarding whether the content of the courses aligns with global competency and emerging trends. Lastly, respondents hold varying opinions about whether the course curriculum aligns with their future aspirations, showing a diversity of views on this aspect.



### Conclusion

The curriculum feedback analysis has revealed a range of strengths and areas for improvement. While the curriculum effectively conveys key concepts and offers engaging activities, it could benefit from enhanced content coverage, updated information, and differentiated instruction. By addressing these areas, the curriculum can be further refined to provide a more comprehensive and effective learning experience for all students. Ongoing feedback collection and utilization will ensure that the curriculum remains relevant, engaging, and aligned with the evolving needs of learners. The creation of a positive learning atmosphere is paramount for fostering academic growth. This involves optimizing the physical environment, encouraging positive social interactions, and prioritizing psychological well-being. Institutions can establish empowering spaces for students to thrive by continuously evaluating strategies to enhance the learning environment.



*Amogh P. R.*  
IOAC Co-ordinator



**Newman College**  
**Thodupuzha, Kerala**

**IQAC**

***Stakeholders' Feedback on  
Curriculum***

***2021-2022***





## **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 stakeholders 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 stakeholders. 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*

**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.

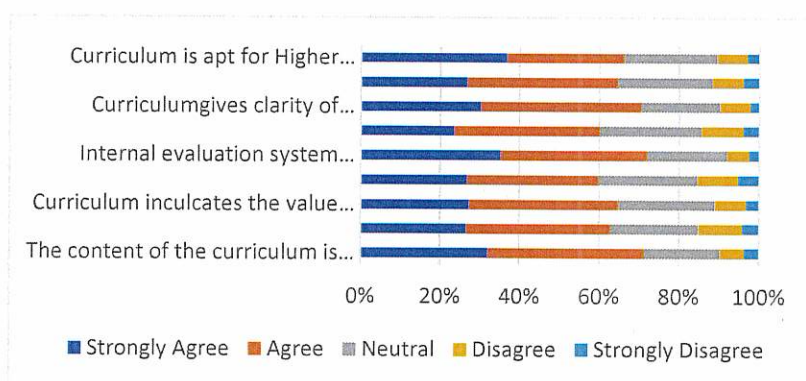
**Curriculum feedback - Students**

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





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
	<b>Grand Mean</b>	<b>3.80</b>



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).

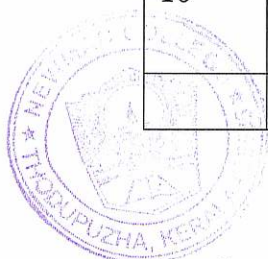
The Grand Mean of 3.80 underscores a positive overall sentiment regarding the quality and effectiveness of the curriculum, reflecting its alignment with stakeholder expectations and educational objectives.

### TEACHERS' FEEDBACK ON CURRICULUM

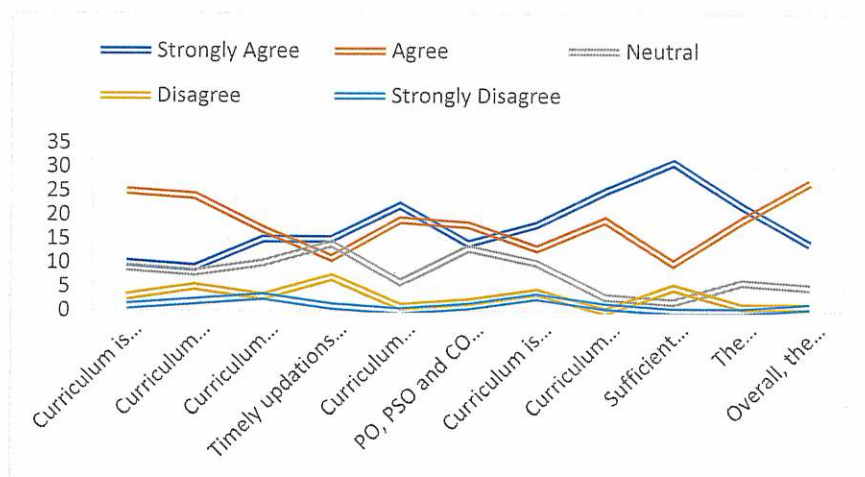
The college collected and analysed feedback on the curriculum from the teachers. There were 10 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The statements consist of timely updations in the curriculum, attainment of PO, PSO, CO, educational facilities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

#### Curriculum feedback of Teachers

SI 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
	<b>Grand Mean</b>	<b>4.41</b>





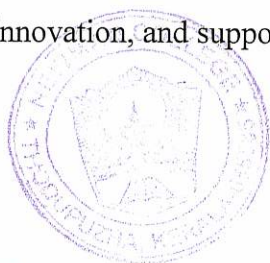


The analysis of various curricular aspects at the institution reveals an overwhelmingly positive perception among stakeholders. The curriculum is considered contemporary and need-based, with a mean score of 3.833, indicating its relevance to current educational requirements. It is also credited with 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.



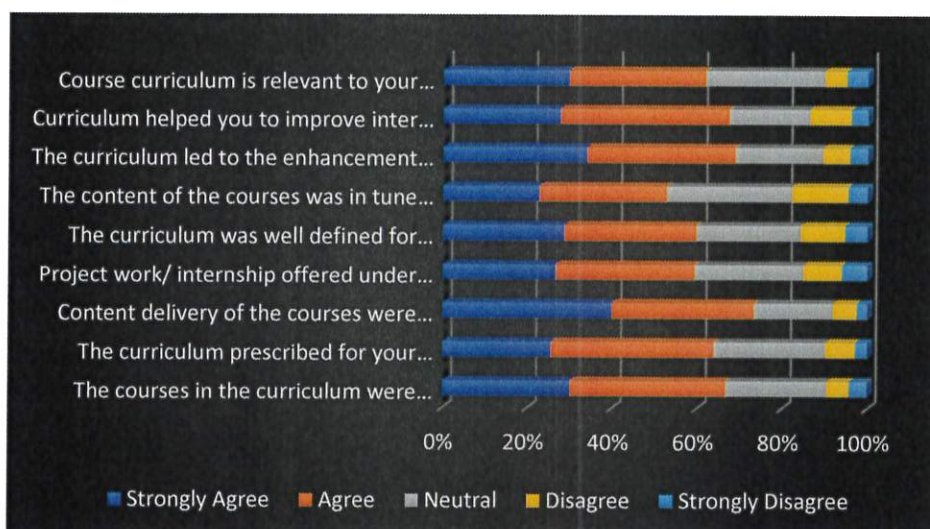
**ALUMNI FEEDBACK ON CURRICULUM**

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
	<b>Grand Mean</b>	<b>3.77</b>



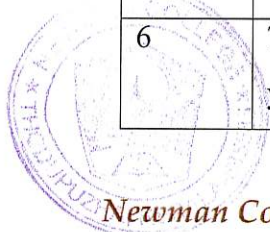


The analysis of alumni feedback shows that they are satisfied with the curriculum (mean score 3.77). They are of the opinion that content delivery is good in the college. Further the alumni suggested that ample practical exposure should be given to the students for equipping them to face the industry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

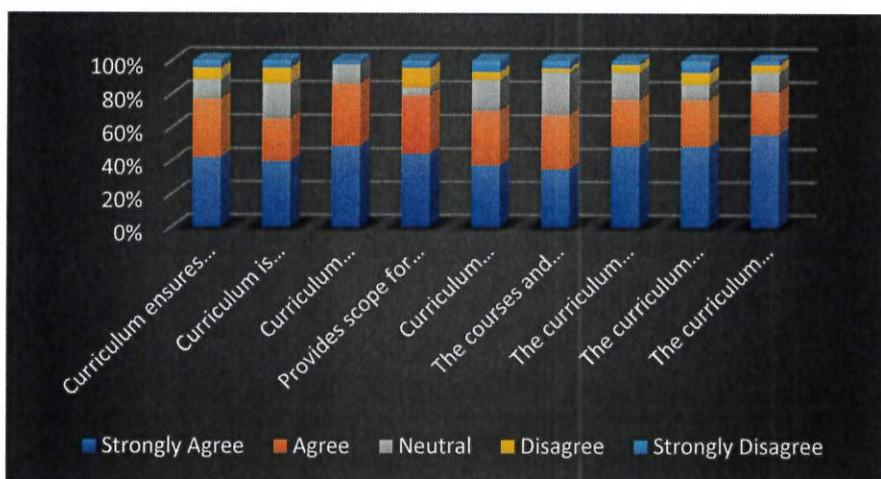
#### EMPLOYER FEEDBACK ON CURRICULUM

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



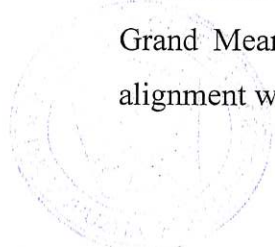
7	The curriculum enhances the soft-skills and technical skills for employment	4.16
8	The curriculum enhances the scope for research	4.04
9	The curriculum inculcates the healthy team spirit in team work	4.27
	<b>Grand Mean</b>	<b>4.05</b>



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.





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



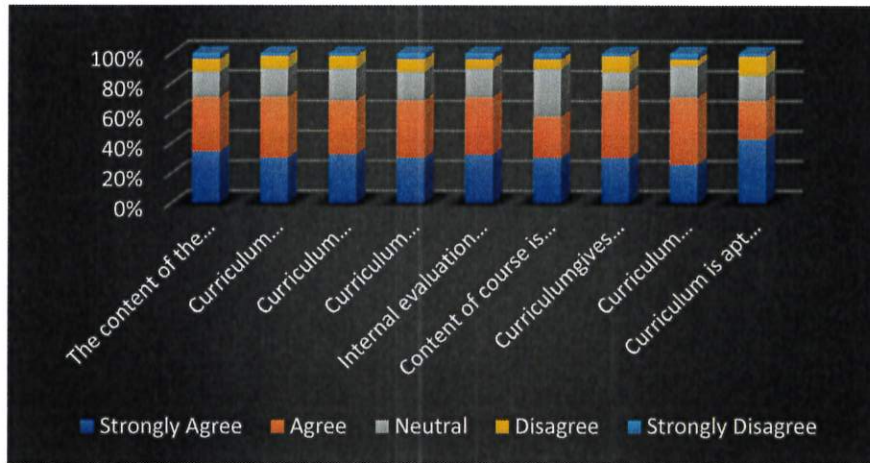
**Feedback on Academic Performance & Ambience and Curriculum**

**Department wise Analysis Report**

**Academic Year 2021-2022**

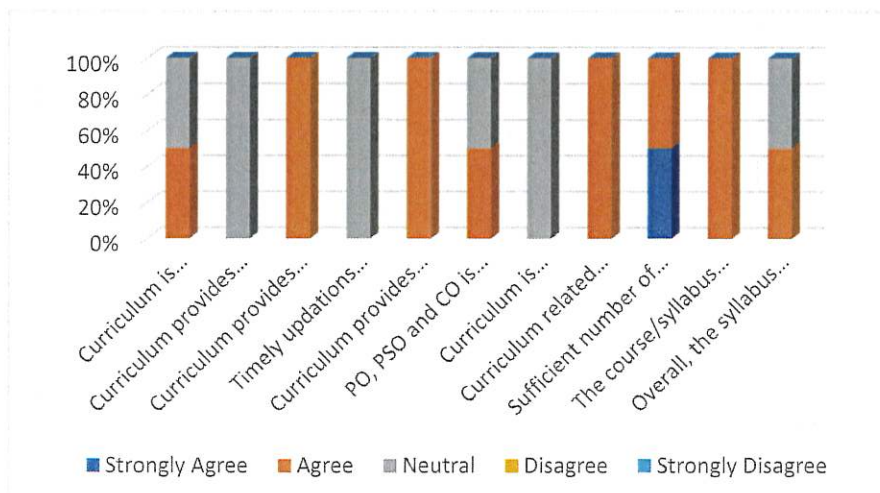
**Department of Economics**

**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.

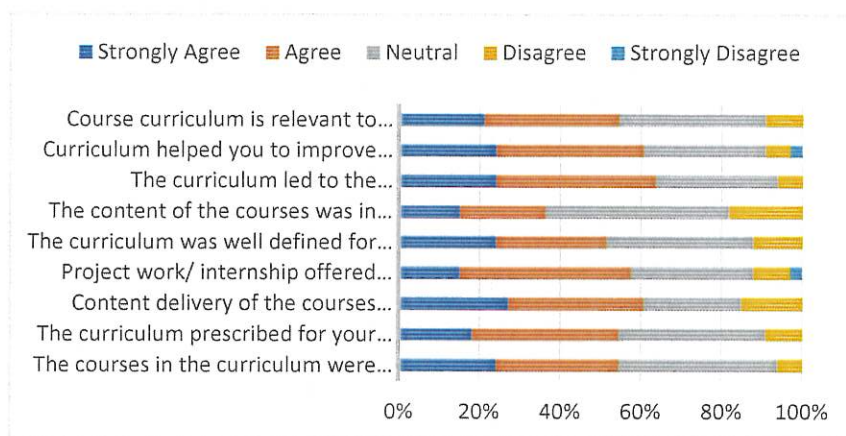
**Teachers' Feedback on Curriculum**





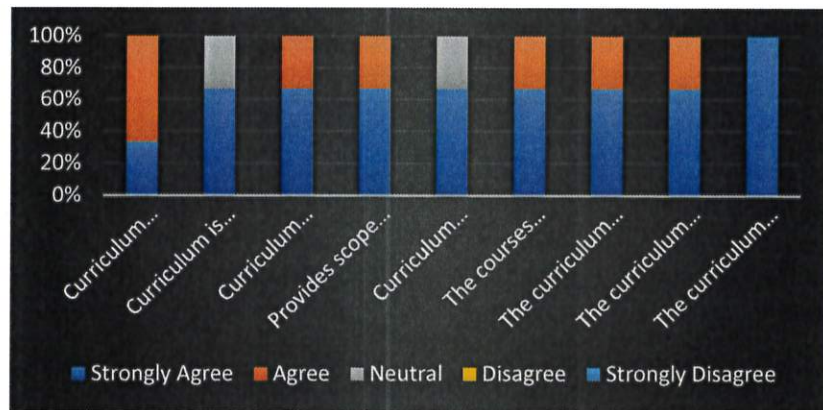
The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders 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.

**Employer Feedback on curriculum**



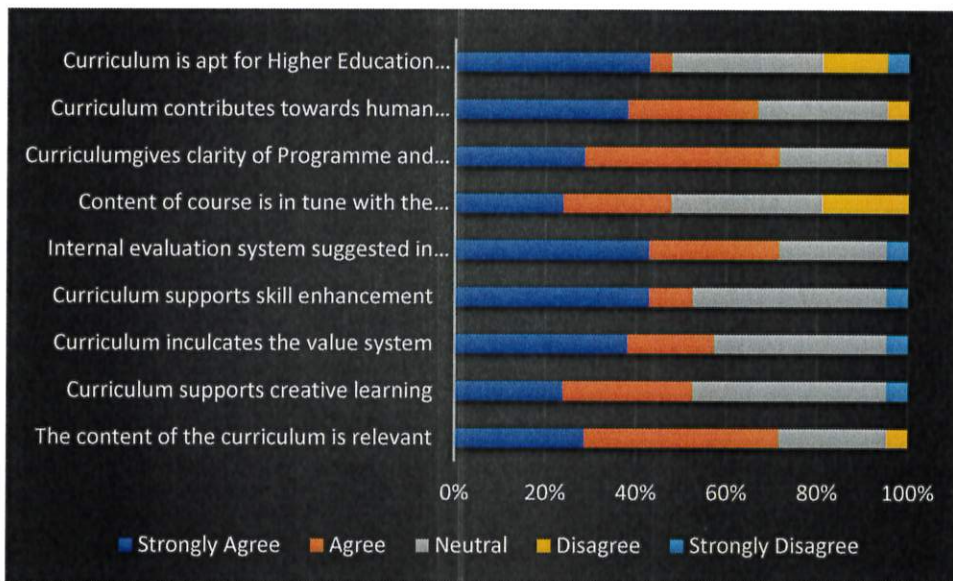
The data shows that most respondents either "Strongly Agree" or "Agree" with the statements related to the curriculum promoting a professional and ethical attitude, inculcating human values, providing employable and entrepreneurial skills, incorporating technical and communication skills, and enhancing 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.





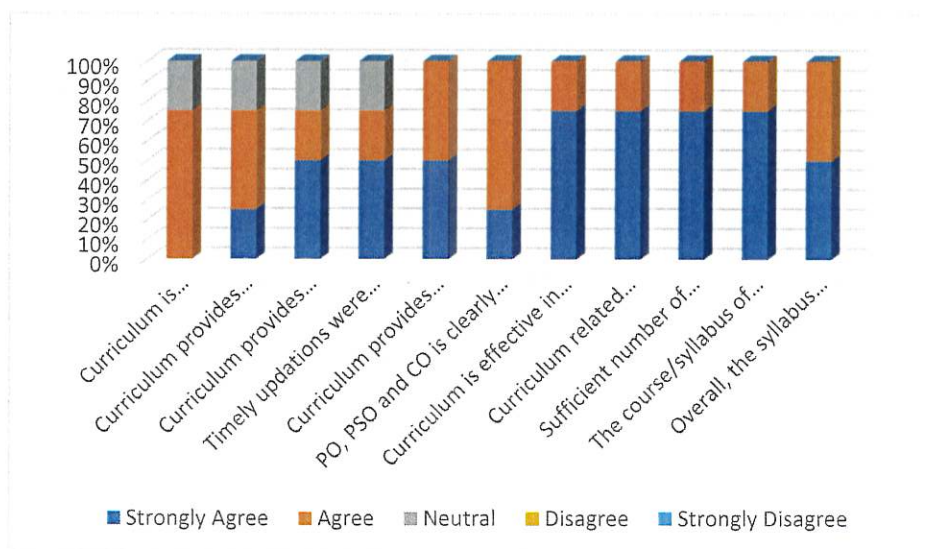
### Department of English

#### Students Feedback analysis on Curriculum



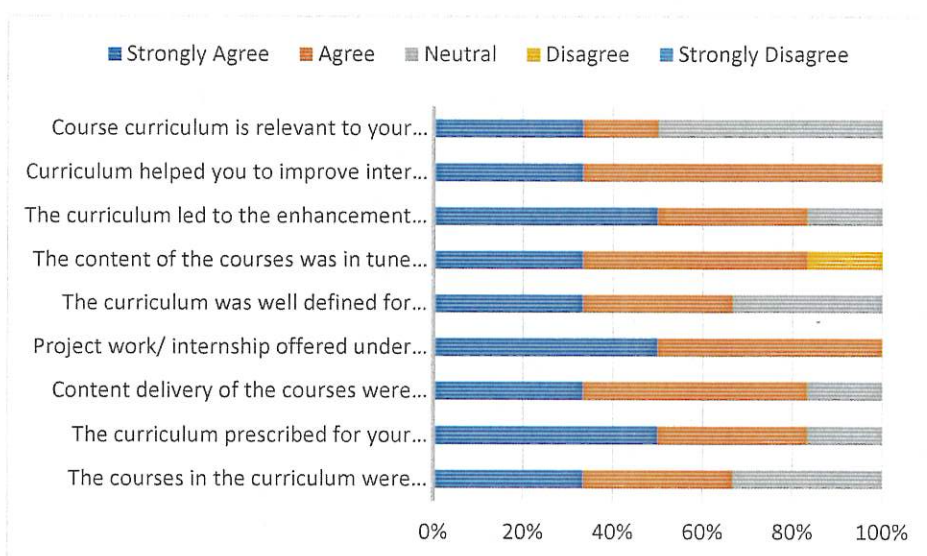
The data indicates that the responses are spread across different categories for each statement, with no extreme skewness towards any particular response category. There is a mix of agreement, neutrality, and disagreement for various aspects of the curriculum. It is worth noting that the standard deviation 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.

**Alumni Feedback on Curriculum**



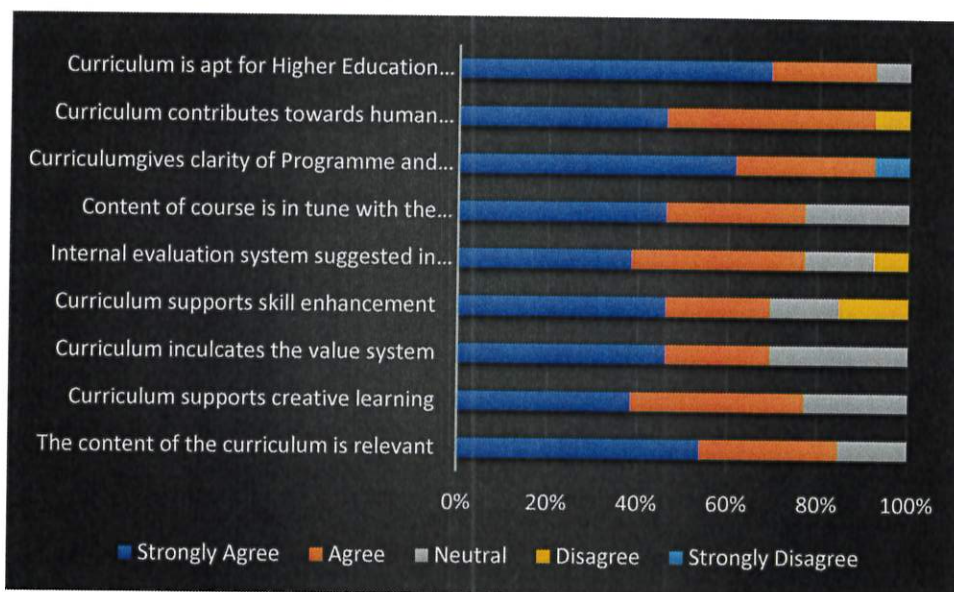
The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also 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.





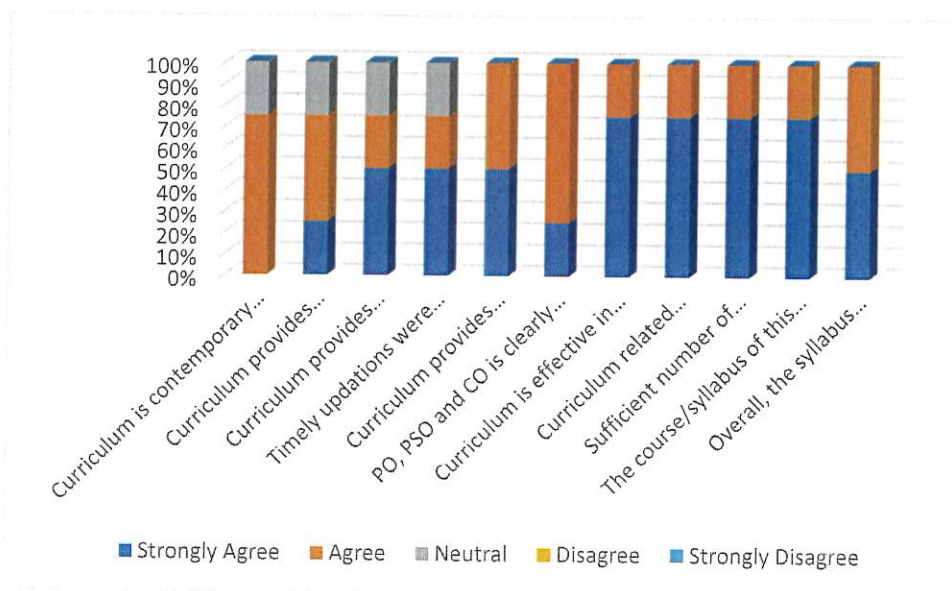
## Department of Communicative English

### Students Feedback analysis on Curriculum

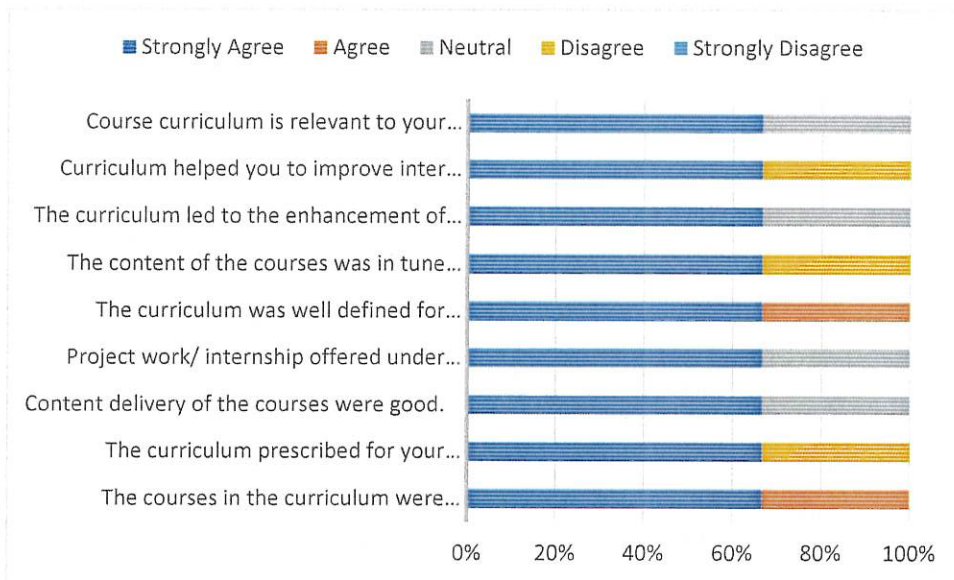


The data shows a mixed response from the respondents. While some aspects of the curriculum are well-received and supported by a majority, there are areas that require attention and improvement. Specifically, creative learning, alignment with global competency and emerging trends, and the evaluation system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

### Teachers' Feedback on Curriculum



**Alumni Feedback on Curriculum**



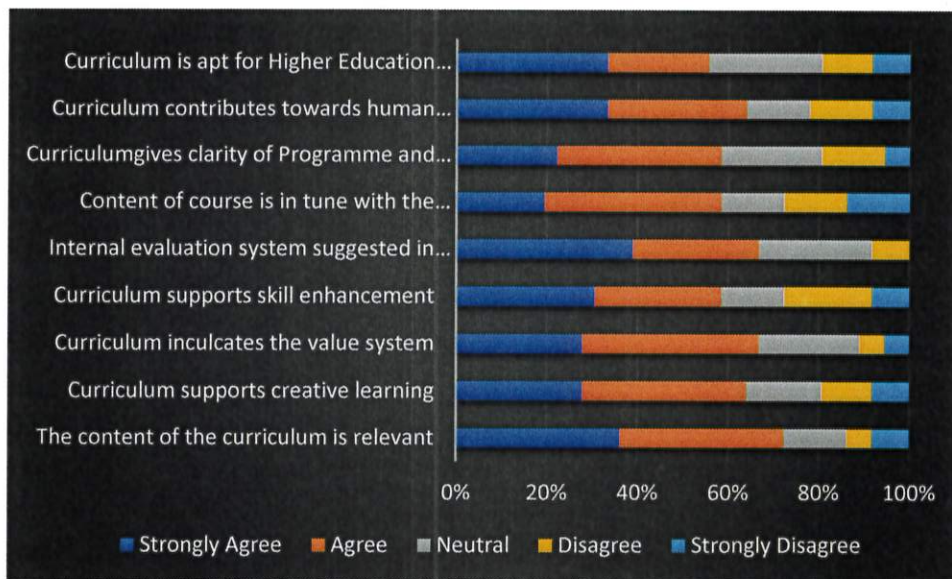
The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also 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.





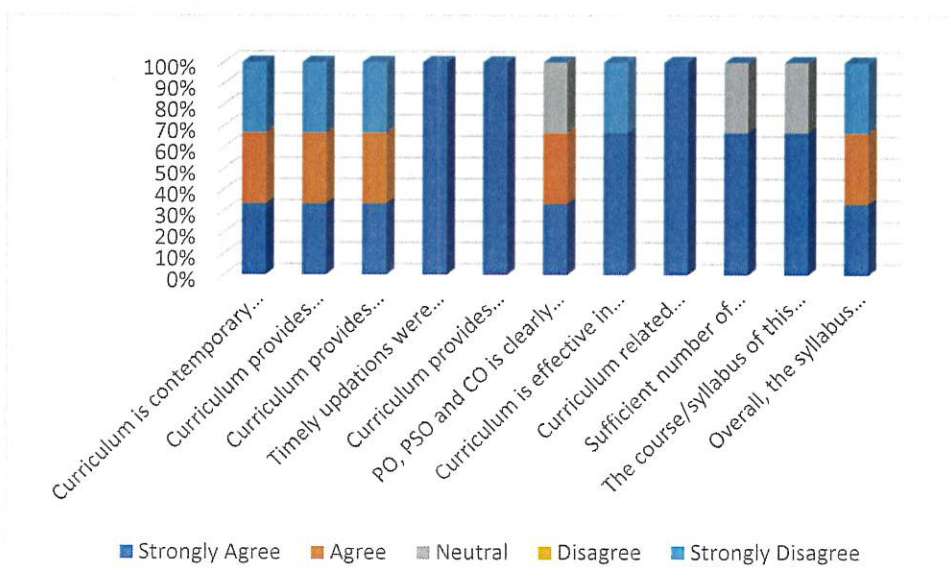
### Department of History

#### Students Feedback analysis on Curriculum



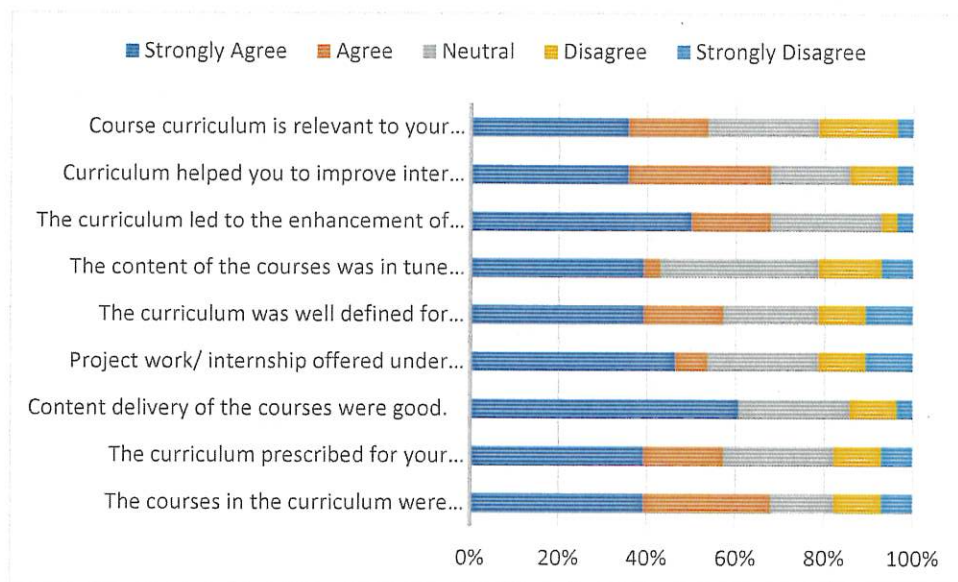
The data shows a generally positive perception of the curriculum, with a majority of respondents expressing agreement or strong agreement for most statements. However, there are areas, such as alignment with global competency and emerging trends, clarity of program and course outcomes, and aptness for 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



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



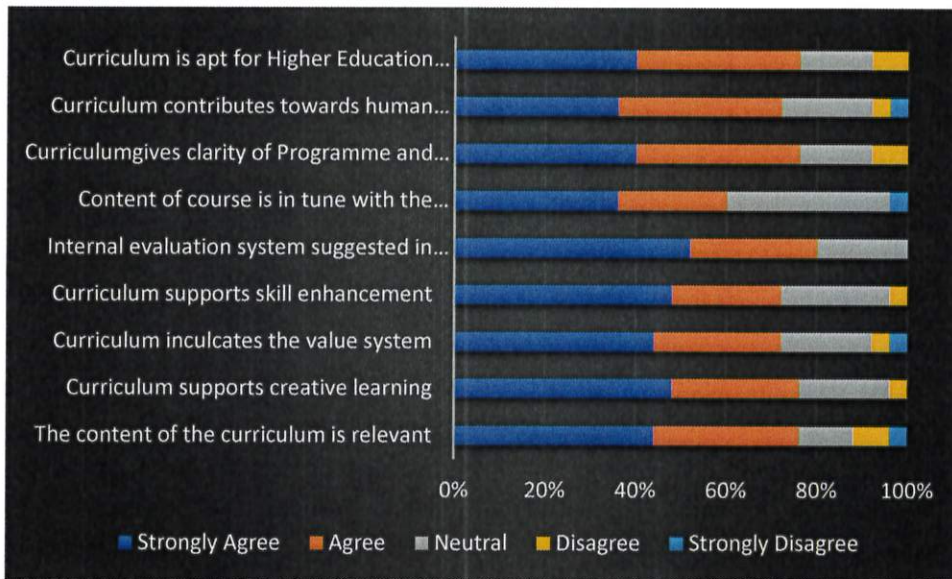
The data shows that the majority of respondents agree or strongly agree with the statements related to the curriculum's effectiveness and relevance in catering to their professional needs. A significant number of respondents find the content delivery of the courses to be good and believe that the curriculum 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.





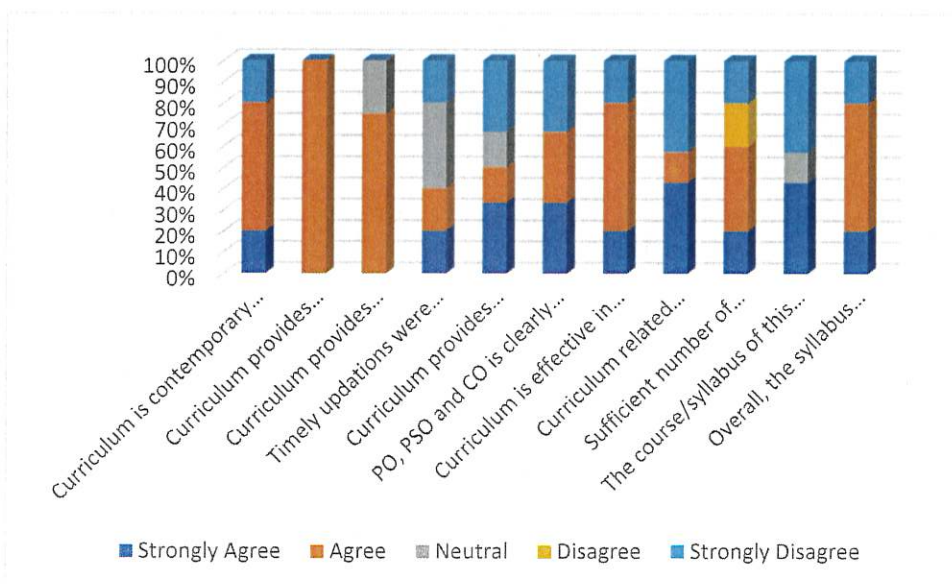
### Department of Malayalam

#### Students Feedback analysis on Curriculum



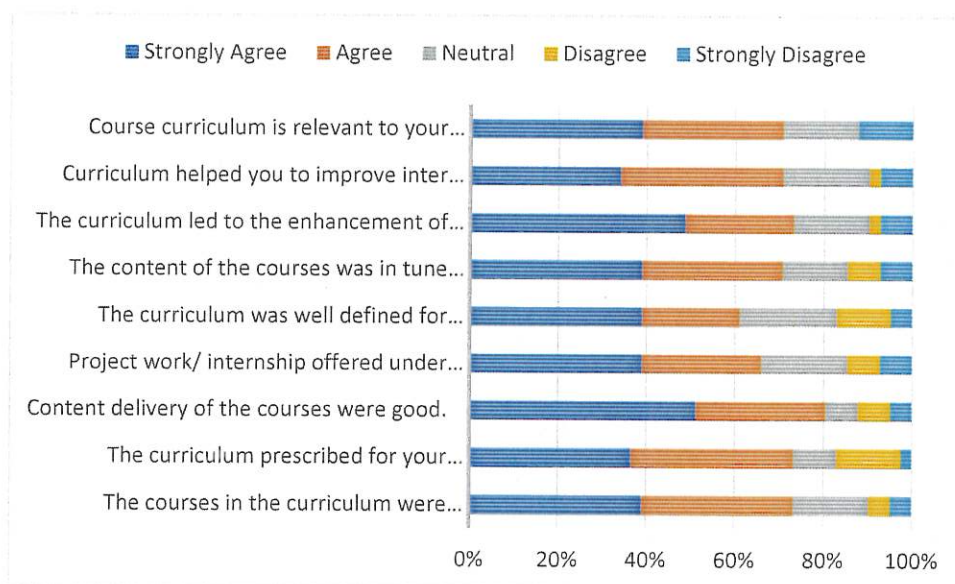
The data shows a generally positive perception of the curriculum, with a majority of respondents expressing agreement or strong agreement for most statements. However, there are areas, such as support for creative learning, alignment with global competency and emerging trends, clarity of program and 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**



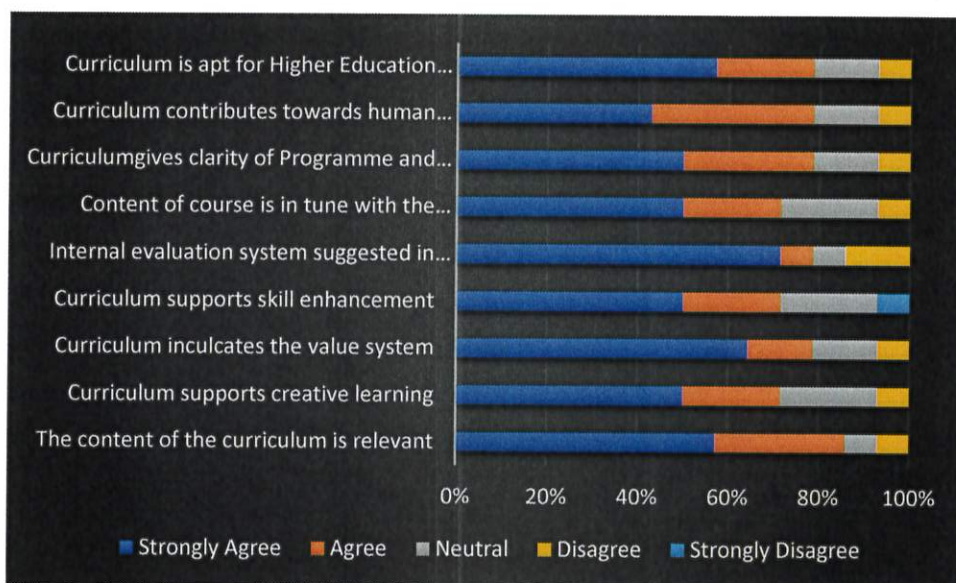
The data indicates a positive perception of the curriculum and its effectiveness in meeting the professional needs of the respondents. A significant majority strongly agree or agree that the courses are relevant and that the curriculum is competent and well-defined for higher education and employability. 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.





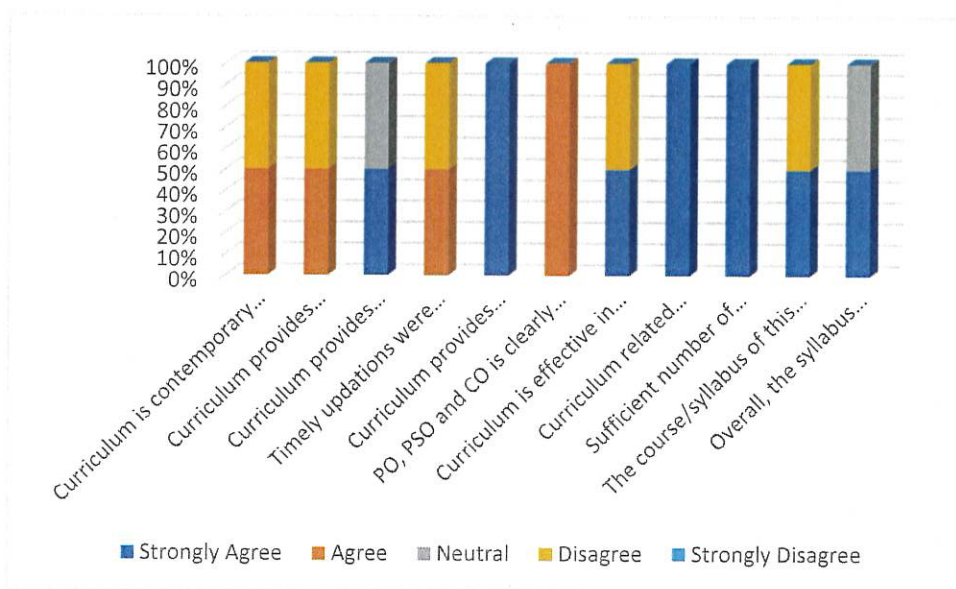
### Department of Botany and Biotechnology

#### Students Feedback analysis on Curriculum



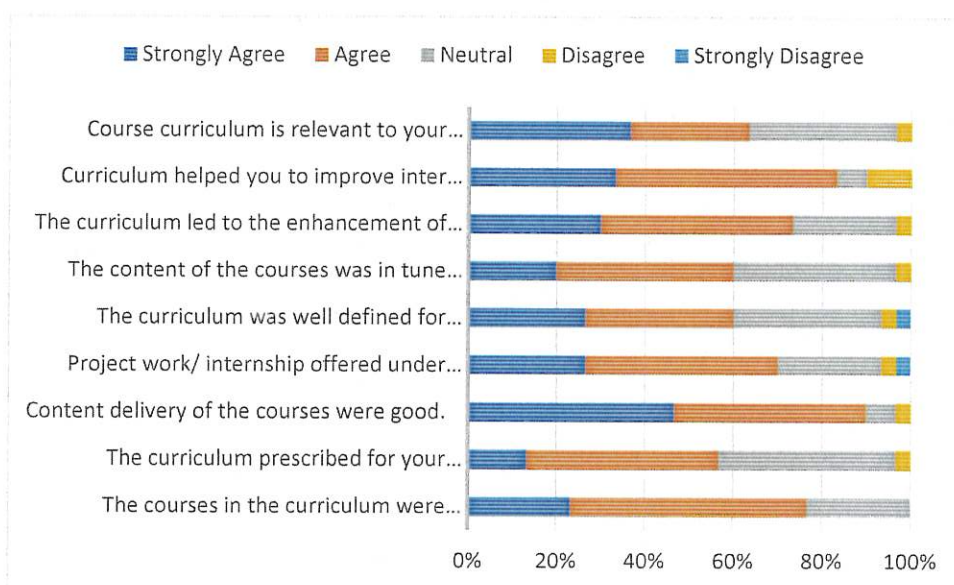
The data shows a mixed response from the respondents. While some aspects of the curriculum are well-received and supported by a majority, there are areas that require attention and improvement. Specifically, support for creative learning, alignment with global competency and emerging trends, clarity 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

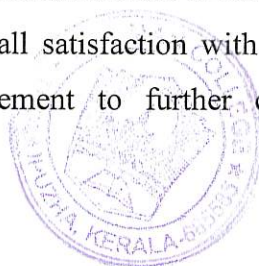


The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders 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**



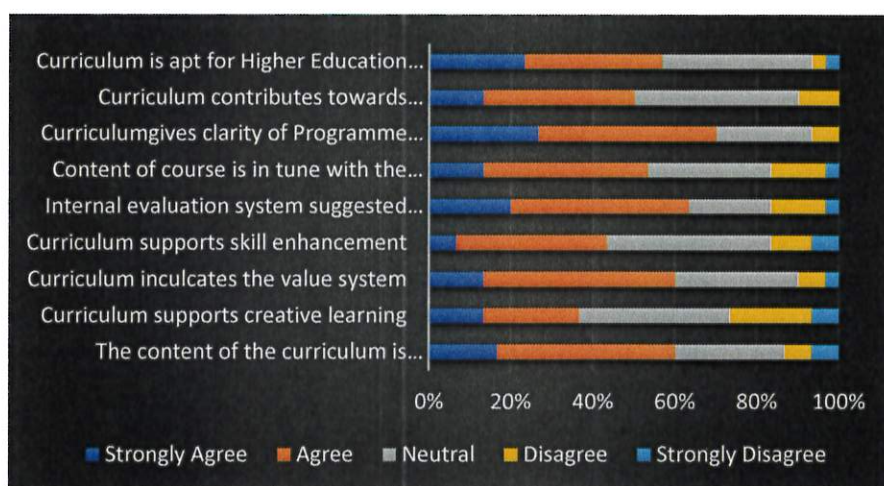
A significant number of participants "Strongly Agree" or "Agree" that the courses were relevant to their professional needs, and the content delivery was effective. Furthermore, the inclusion of challenging and constructive project work/internships was acknowledged positively. While the curriculum was 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.





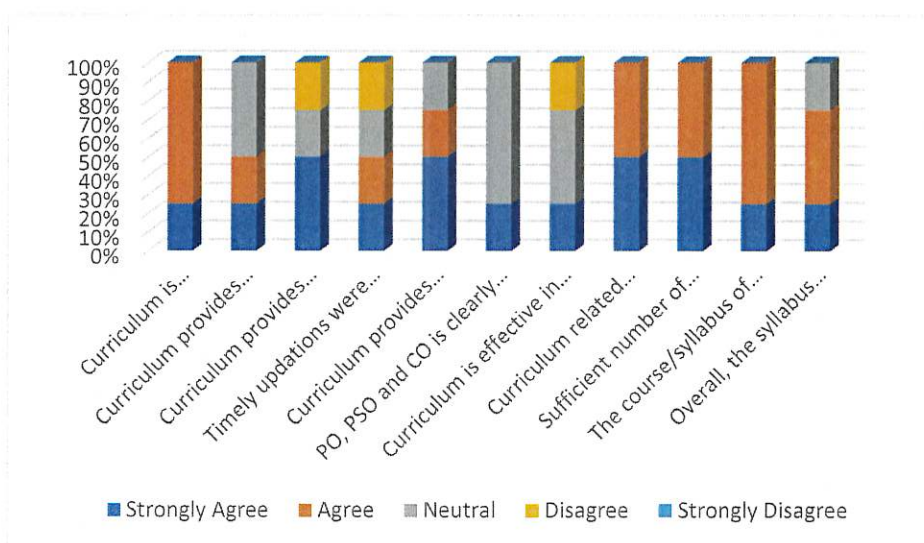
## Department of Chemistry

### 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.

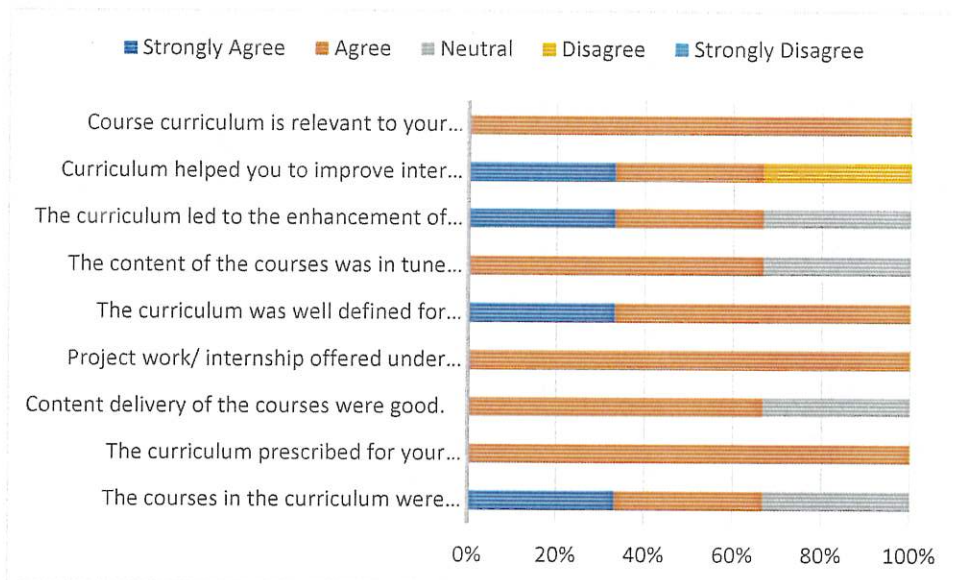
### Teachers' Feedback on Curriculum



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.

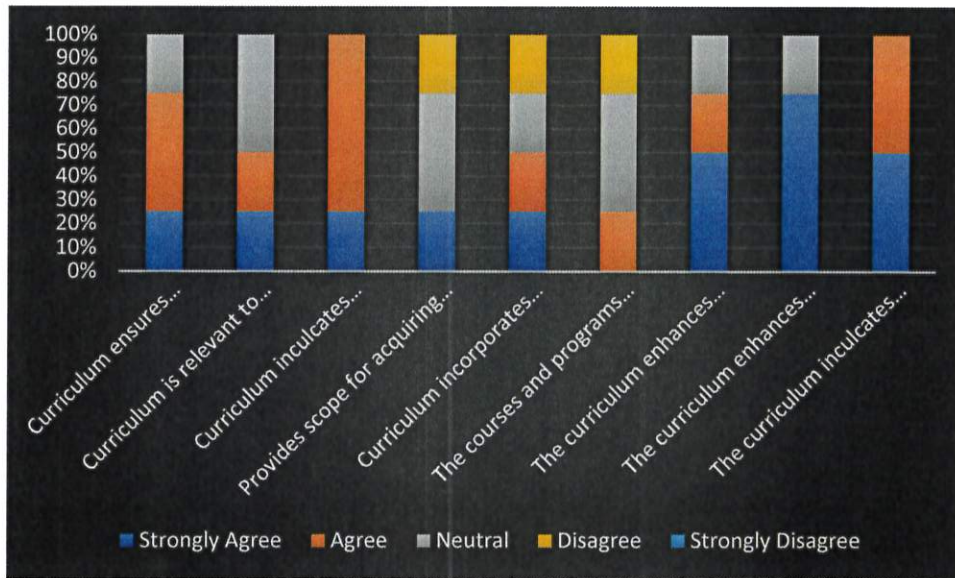
### Alumni Feedback on Curriculum



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**

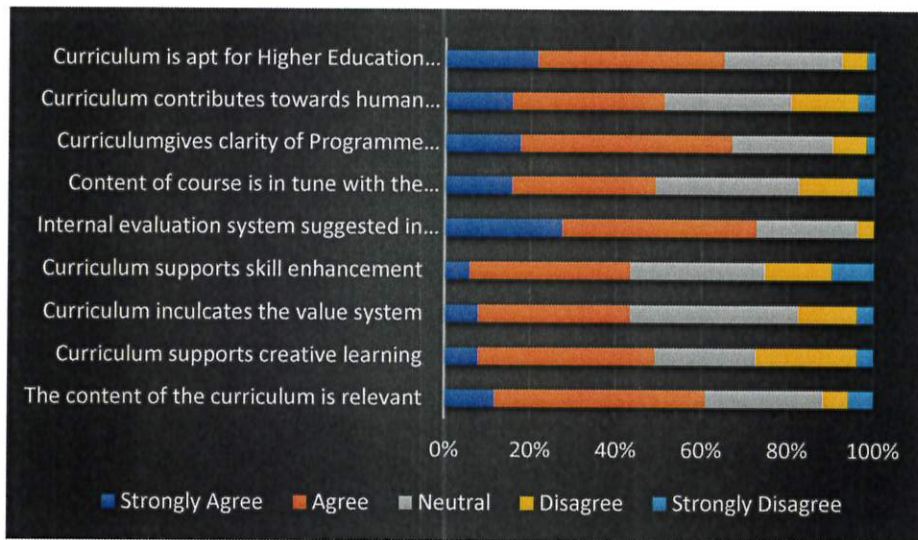


The data suggests that there is a generally positive perception of the curriculum's effectiveness in several areas, including promoting a professional and ethical attitude, inculcating human values, providing employable and entrepreneurial skills, incorporating technical and communication skills, and 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.



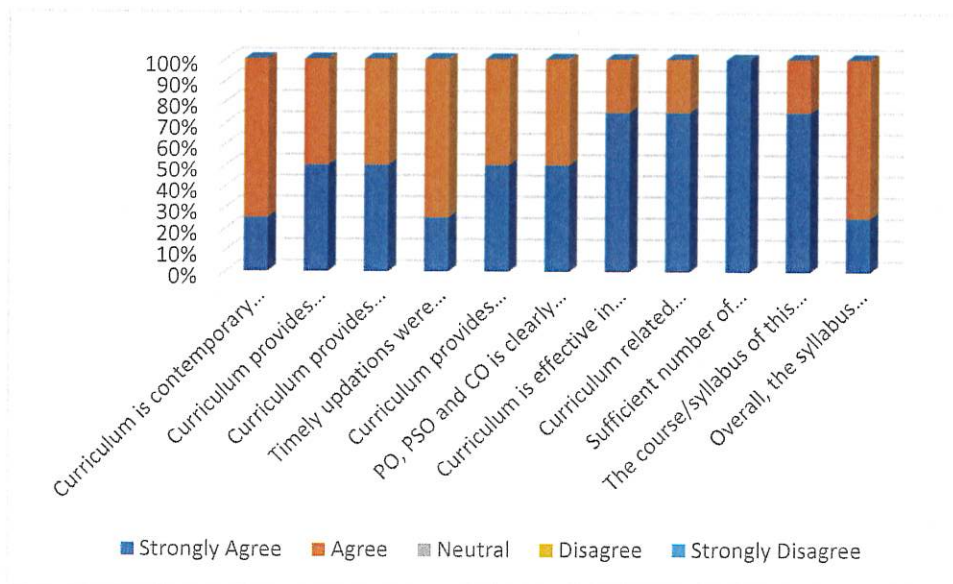
### Department of Maths

#### 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.

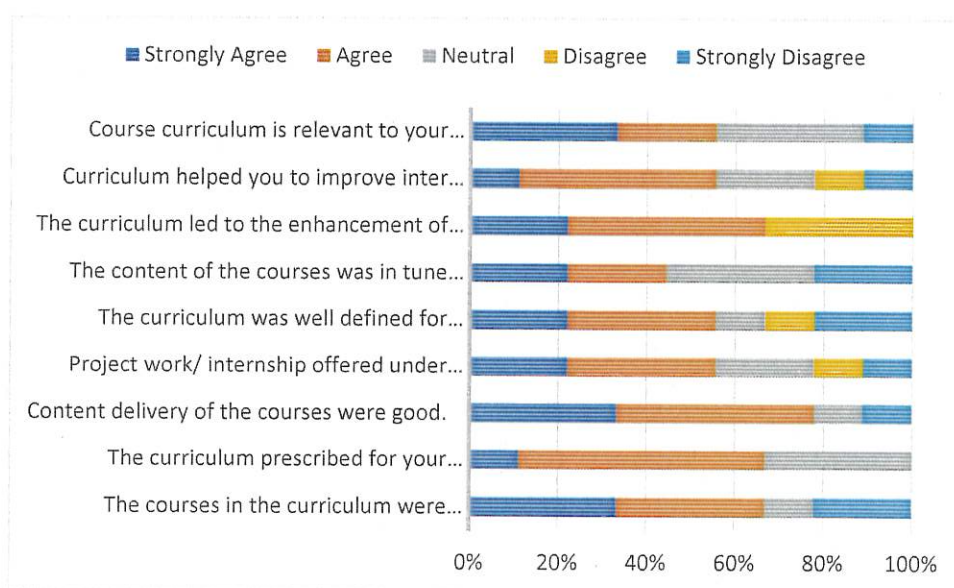
#### Teachers' Feedback on Curriculum





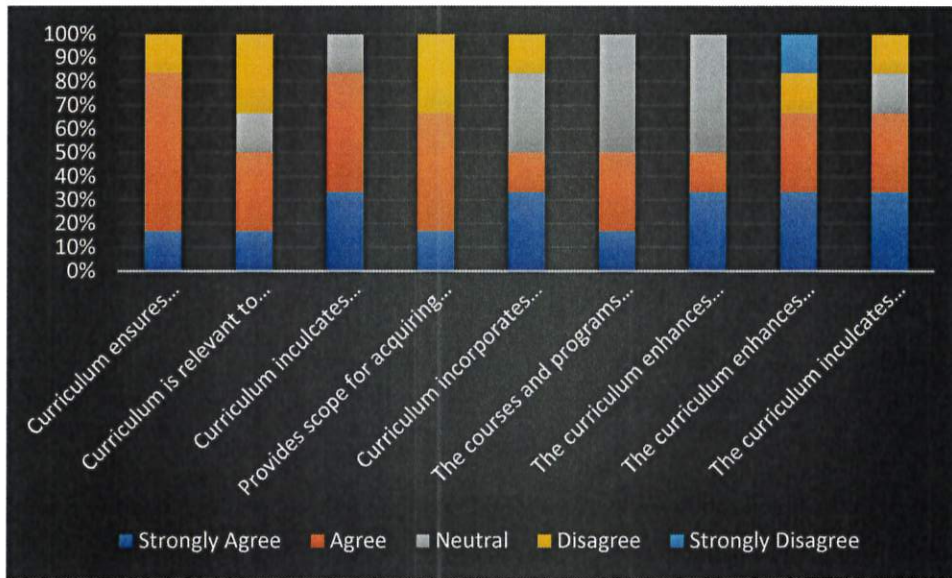
The data indicates a generally positive perception of the curriculum, with a majority of respondents agreeing or strongly agreeing on several aspects. The curriculum is seen as contemporary and need-based, providing employability, entrepreneurship, and professional development opportunities. It also 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

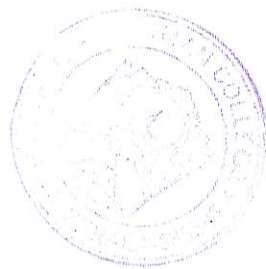


The responses reveal varied opinions among participants, with no consistent pattern of overwhelming agreement or disagreement. While there are several positive responses, there are also neutral and negative sentiments in some areas. The data indicates that the curriculum is perceived to have varying 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.

**Employer feedback on Curriculum**



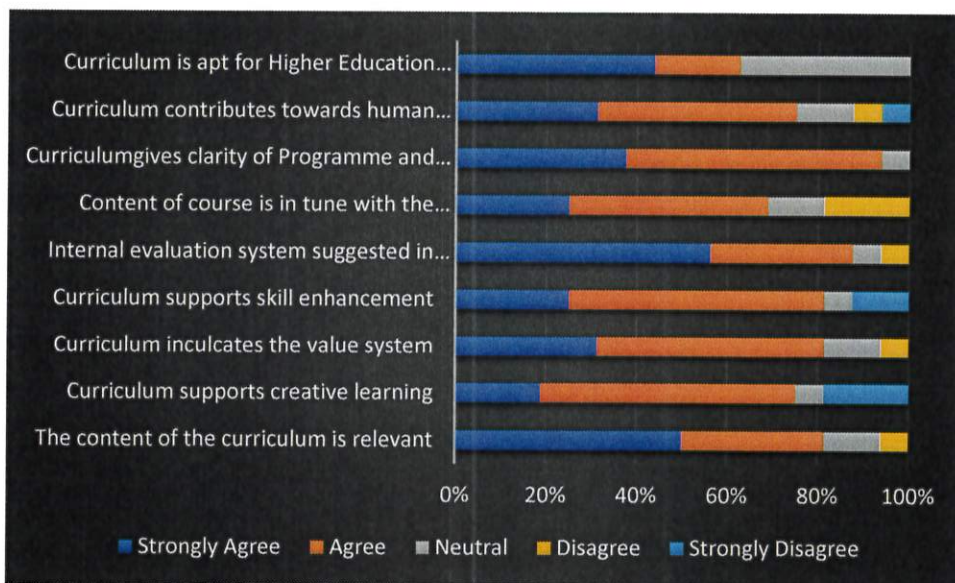
The data reveals mixed opinions among the respondents. While there are some "Strongly Agree" and "Agree" responses for certain aspects, there are also "Neutral" and "Disagree" responses for others. This indicates that the curriculum's effectiveness in promoting a professional and ethical attitude, relevance 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.





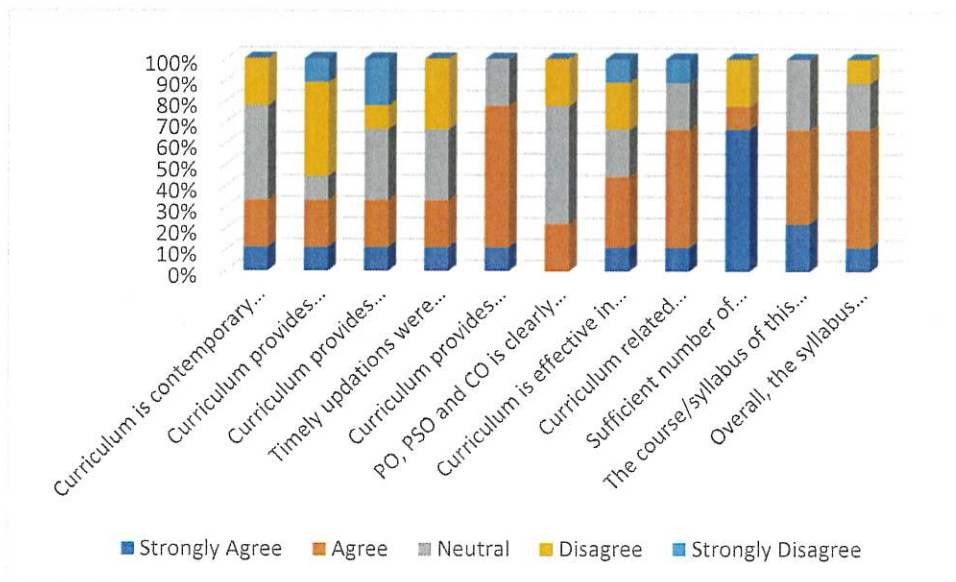
### Department of Physics

#### Students Feedback analysis on Curriculum



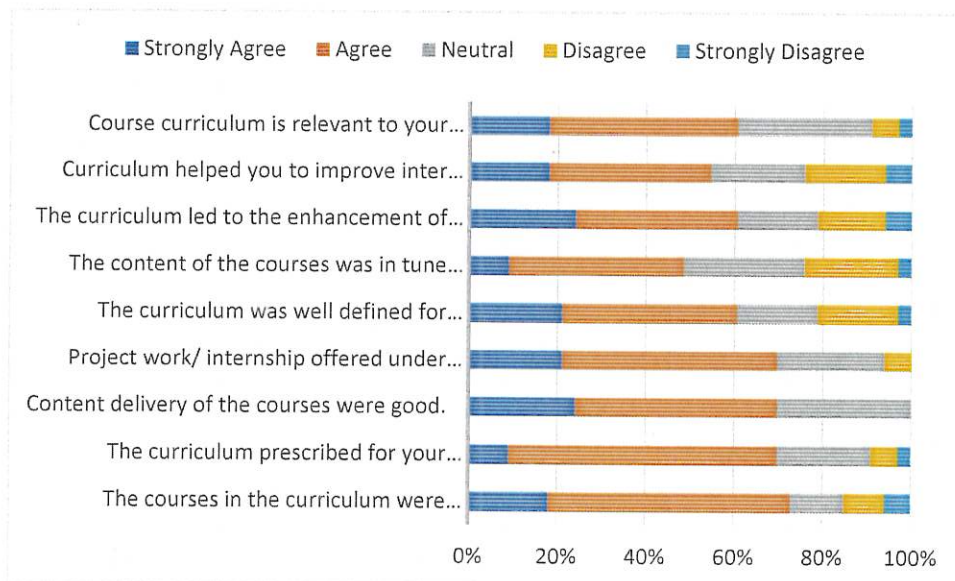
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#### Teachers' Feedback on Curriculum



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.

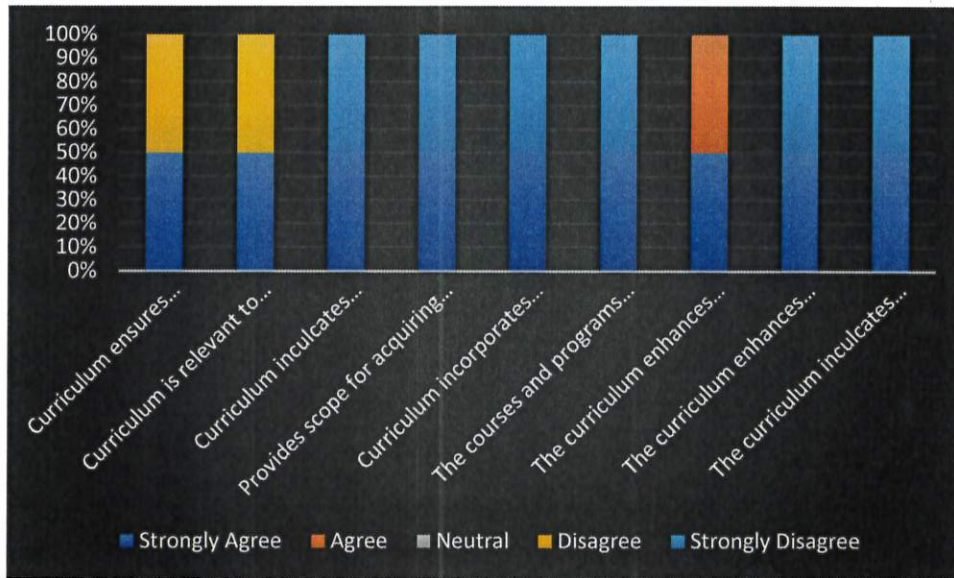
### Alumni Feedback on Curriculum



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.



**Employers' Feedback on curriculum**

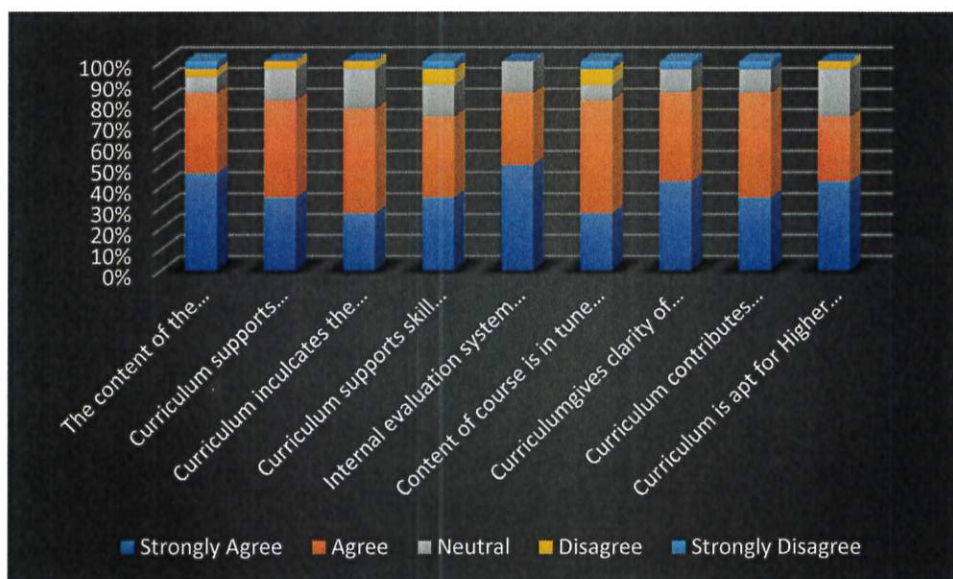


The data suggests that respondents have varying perspectives on different aspects of the curriculum. While some aspects received more agreement, others showed a lack of consensus. This highlights the need for further evaluation and adjustments to better cater to students' needs, enhance the curriculum's 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.



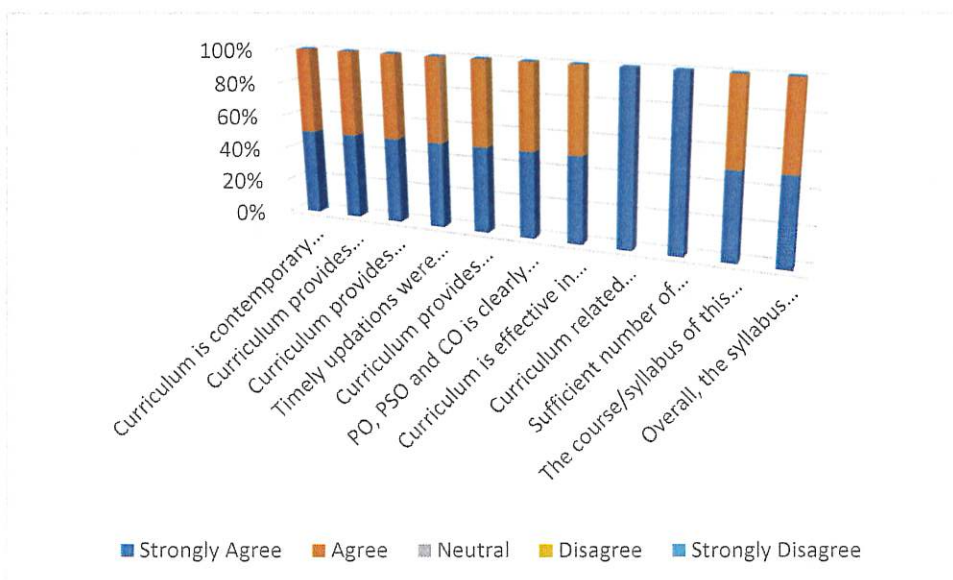
## Department of Zoology

### 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.

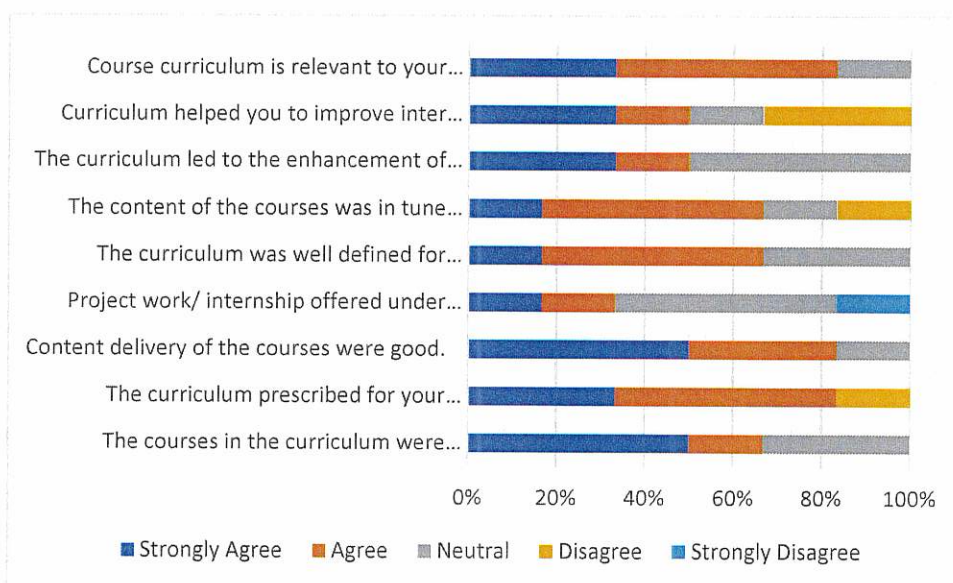
### Teachers' Feedback on Curriculum





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**

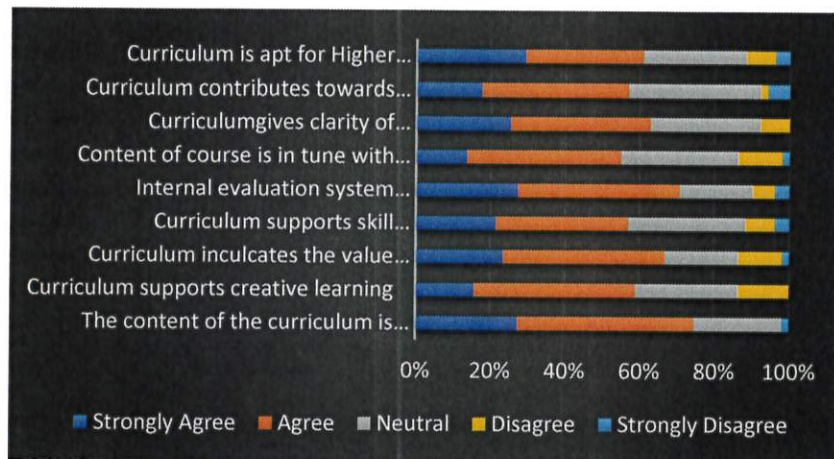


The data suggests a lack of overwhelming agreement or disagreement across the different aspects of the curriculum. While there are some positive responses, there are also neutral and negative sentiments in certain areas. The responses highlight the need for continuous evaluation and improvement in the 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.



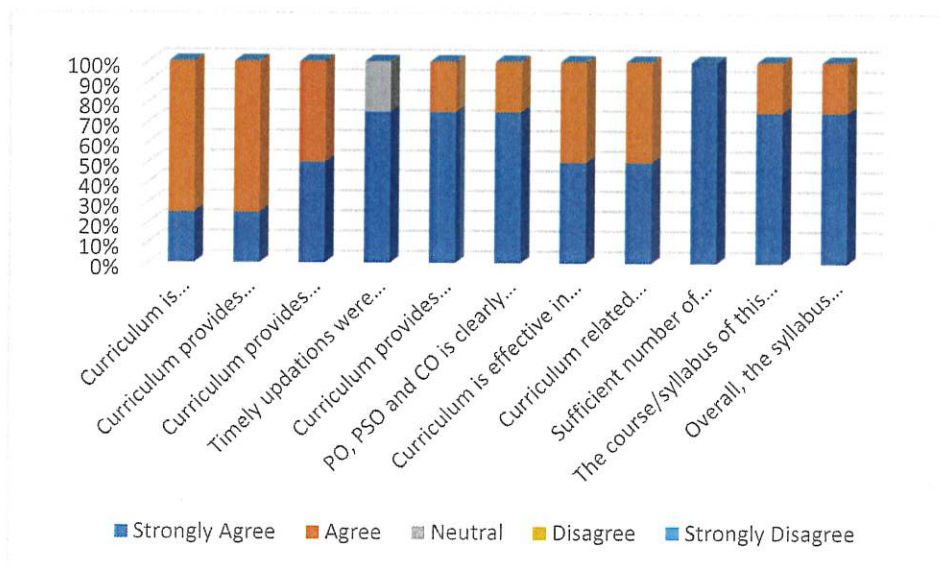
### Department of Commerce

#### 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.

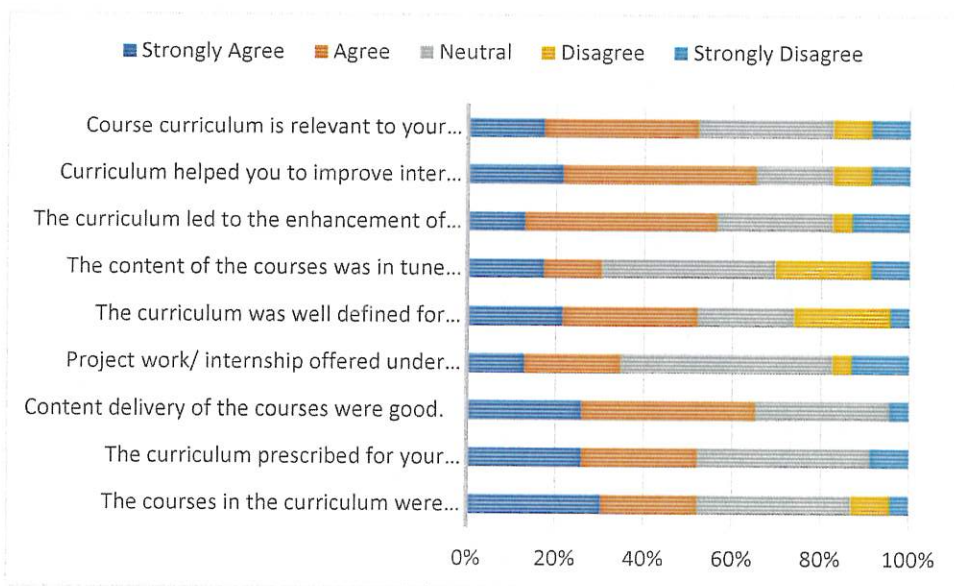
#### Teachers' Feedback on Curriculum





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.

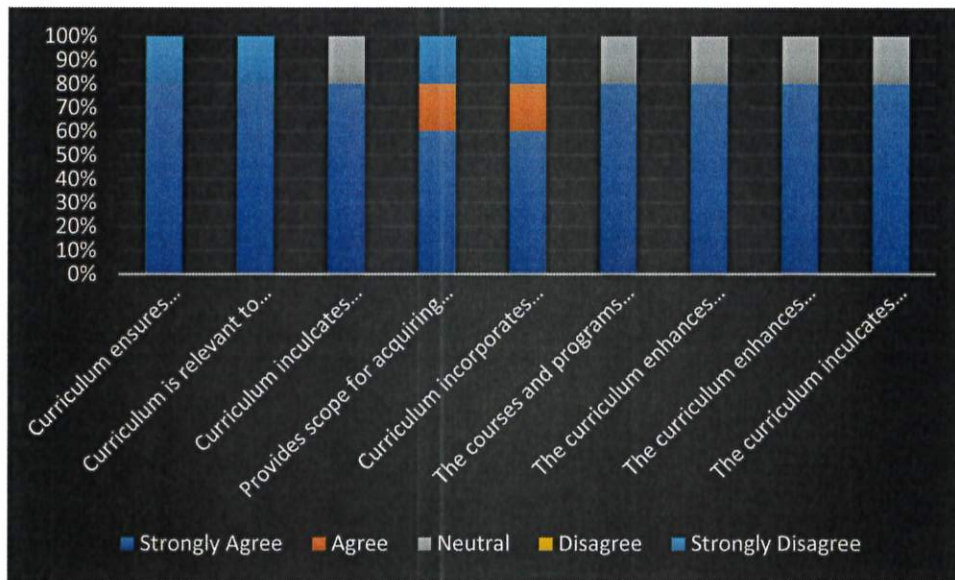
**Alumni Feedback on Curriculum**



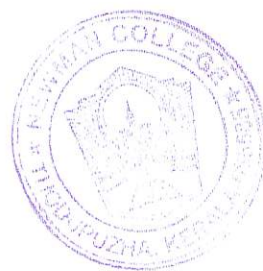
The data provided reflects a diverse range of opinions regarding various aspects of the curriculum in a college education program. While there is a notable presence of both "Strongly Agree" and "Agree" responses, a considerable number of participants also expressed "Neutral" viewpoints. The aspects that 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**



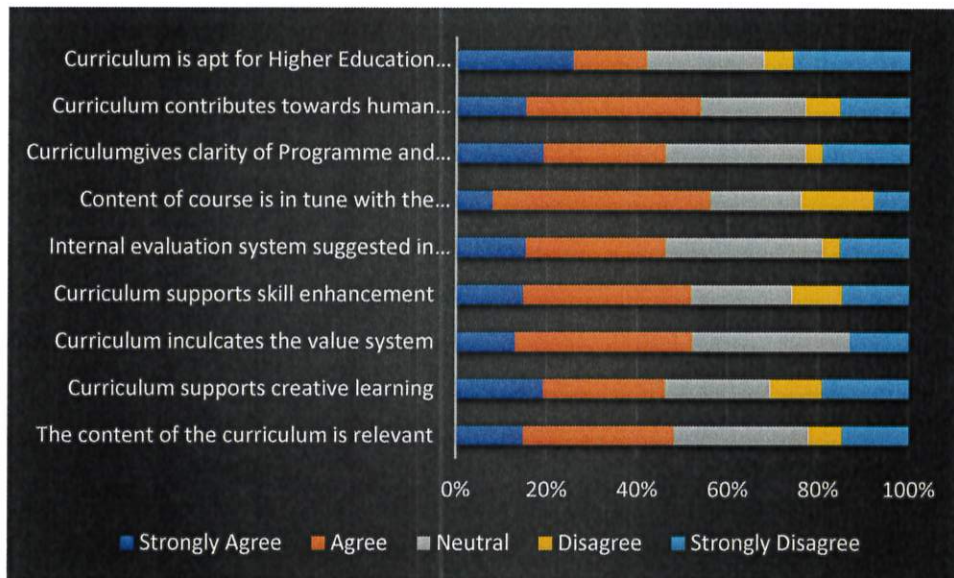
The data shows a positive consensus among the respondents regarding the effectiveness and relevance of the curriculum. However, it is essential to acknowledge that the sample size is relatively small, consisting of nine respondents, which may limit the statistical significance of the findings. To ensure 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.





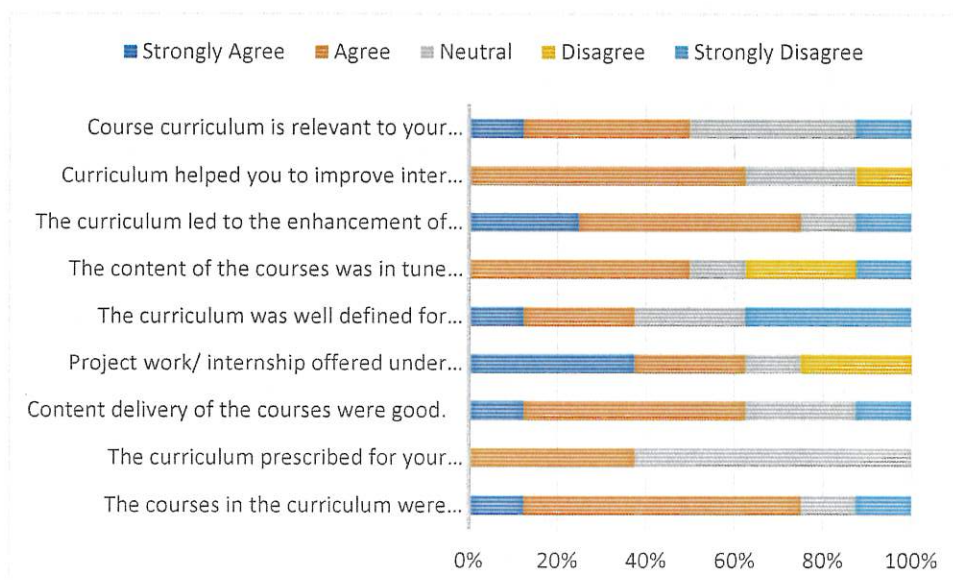
## Department of Commerce Self-financing (Finance and Taxation)

### Students Feedback analysis on Curriculum

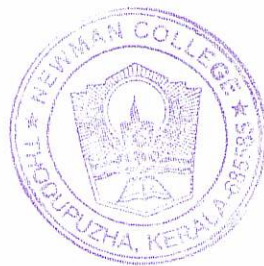


The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders 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



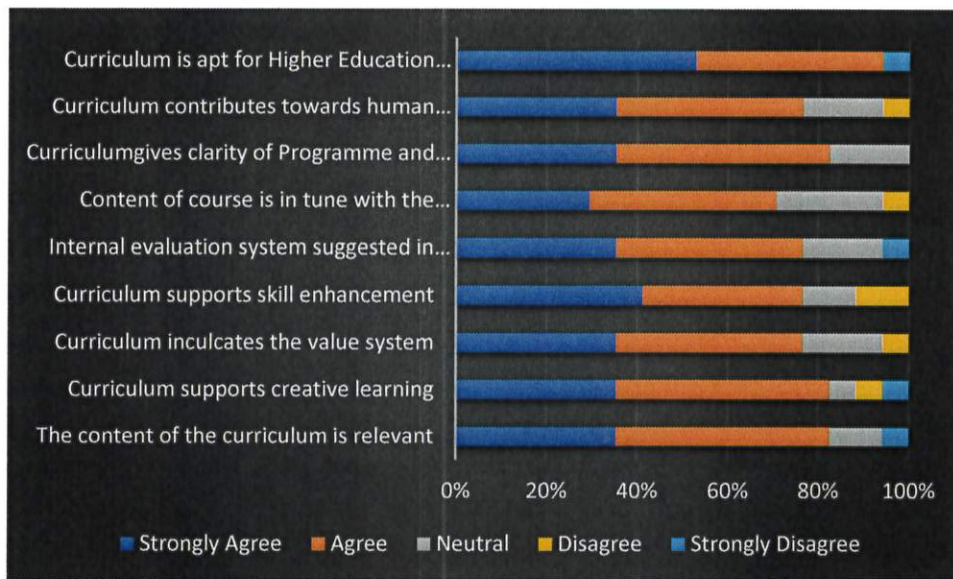
The data provided indicates mixed perceptions among respondents regarding various aspects of the curriculum in a college education program. The responses reflect a lack of overwhelming agreement in any category, with a range of opinions expressed for each statement. Some participants expressed positive 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.





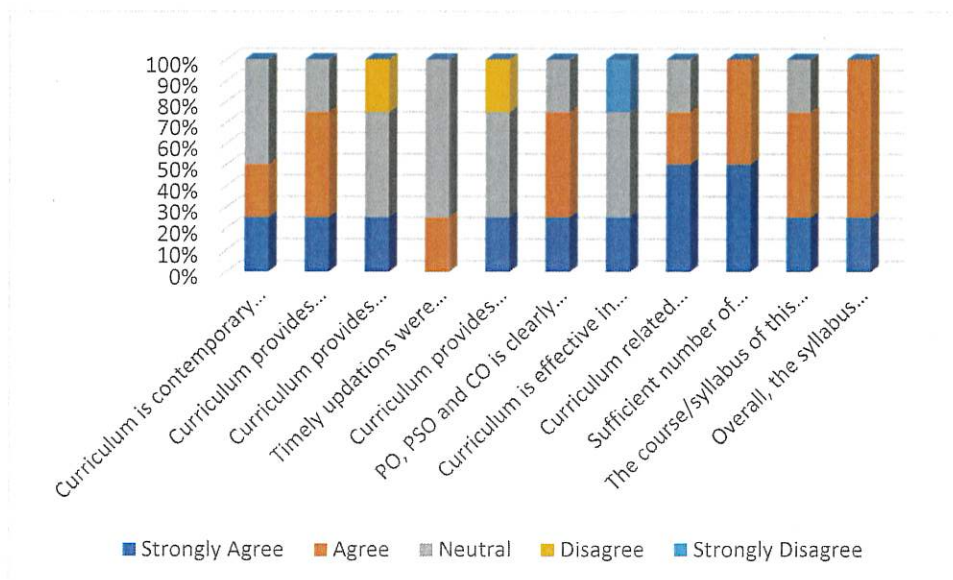
## Department of Commerce Self-financing (Computer Application)

### Students Feedback analysis on Curriculum



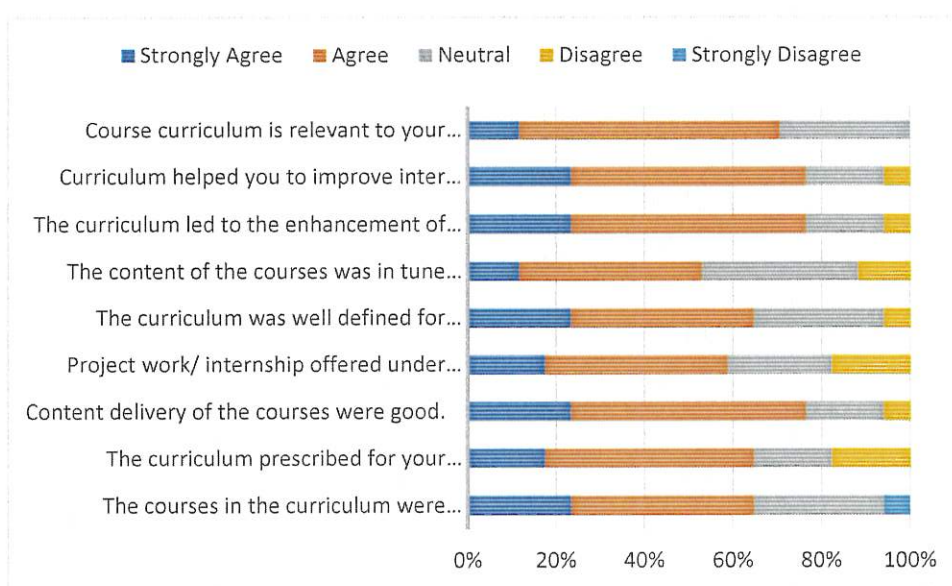
The data shows a mixed response from the respondents, with a moderate level of agreement for most statements. There are areas where the curriculum is well-received, but there are also aspects that require improvement. Gathering further qualitative feedback, conducting focus groups, and involving stakeholders 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

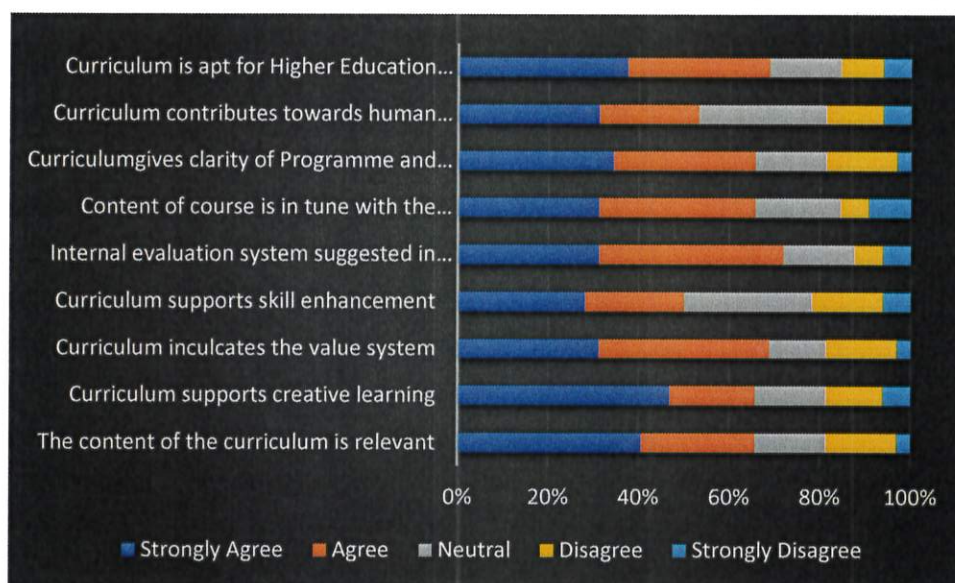


their future aspirations. While there are some "Neutral" and "Disagree" responses, the overall positive sentiment highlights the effectiveness of the curriculum in meeting students' needs and expectations. However, it is important to consider the feedback from a larger and more diverse sample to gain a comprehensive understanding of the curriculum's impact and areas for potential improvement.



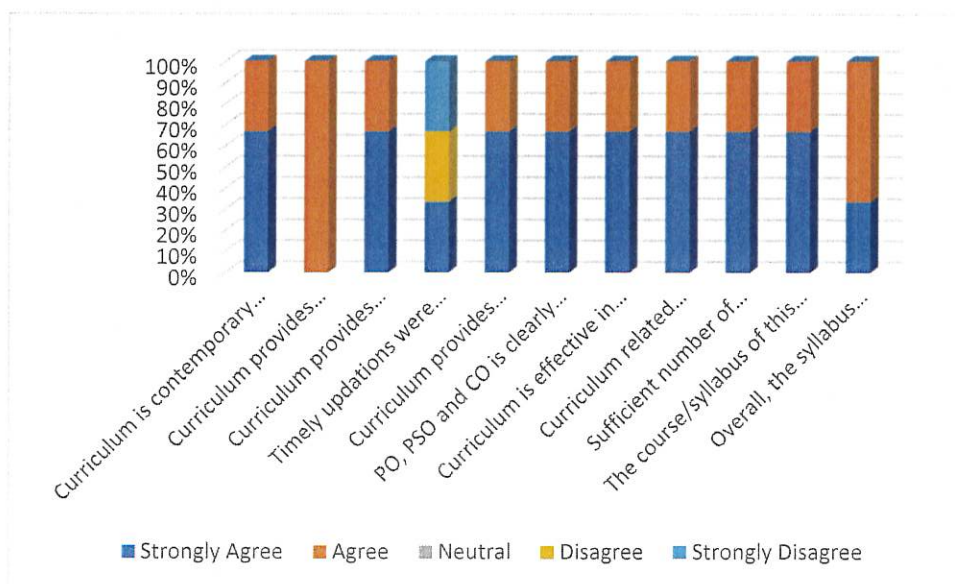
**Department of Commerce Self-financing (Cooperation)**

**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.

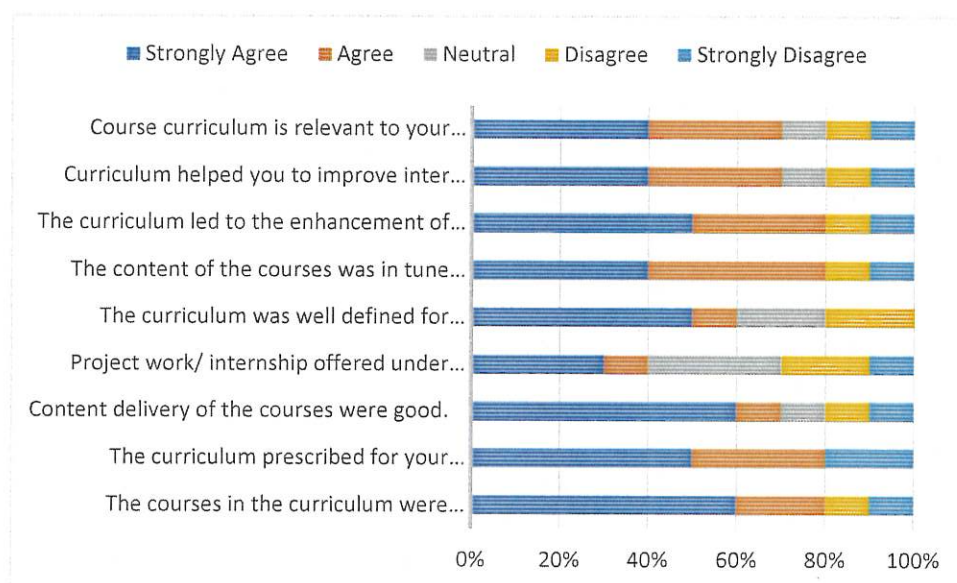
**Teachers' Feedback on Curriculum**





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

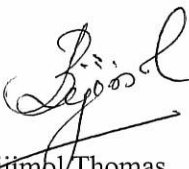


The data provided indicates a mixed sentiment among respondents regarding various aspects of the curriculum in a college education program. While there are instances of "Strongly Agree" and "Agree" responses, there are also "Neutral," "Disagree," and "Strongly Disagree" responses for different statements. 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, Kerala**

**IQAC**

## ***Feedback on Curriculum***

# ***2020-2021***

***Stakeholders: Students, Teachers, Alumni and Employers***



## *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



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*  
*A.P. 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.

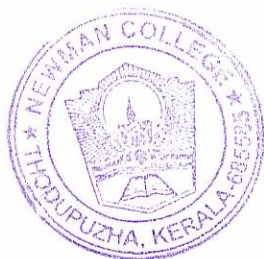
### **Teachers' Feedback on Curriculum**


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**



**Newman College**  
**Thodupuzha, Kerala**

***Stakeholders' Feedback on  
Curriculum***

***2019-2020***

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



**Newman College**  
**Thodupuzha**

**Curriculum Feedback Analysis**  
**2019-2020**

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

## **Feedback on Curriculum**

**2019-2020**

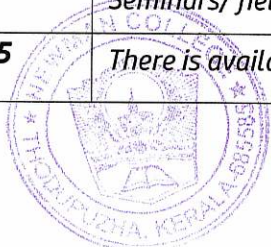
Newman College ensures the curriculum followed are keeping with the demands of time. The college being affiliated to Mahatma Gandhi University, Kottayam follows a curriculum prescribed by the University. The quality sustenance and quality enhancement measures are undertaken by adhering to the guidelines 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 9 statements measured on a 5 point measurement scale ranging from strongly agree to strongly disagree. The following table shows the analysis of curriculum feedback from students.

#### **Analysis of Curriculum feedback of Students**

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
<b>1</b>	<i>Well defined curriculum for Higher Education and employability</i>	<b>3.84</b>
<b>2</b>	<i>The curriculum is suitable for the Programme</i>	<b>3.91</b>
<b>3</b>	<i>There is clarity of Outcomes in the syllabus</i>	<b>3.2</b>
<b>4</b>	<i>There is attainment of outcomes through Assignments/ Seminars/ field visits/ other academic activities</i>	<b>4.58</b>
<b>5</b>	<i>There is availability of elective course</i>	<b>4.12</b>



<b>6</b>	<i>The syllabus is career oriented</i>	<b>3.56</b>
<b>7</b>	<i>Internal evaluation system suggested in the curriculum is good</i>	<b>3.64</b>
<b>8</b>	<i>The curriculum is in tune with the global trends</i>	<b>3.84</b>
<b>9</b>	<i>Curriculum inculcates the value system among the students</i>	<b>3.98</b>

*The table offers a comprehensive analysis of various curricular aspects within the institution, shedding light on the curriculum's strengths and potential areas for improvement. Notably, the curriculum is well-suited for the programs offered, with a high mean score of 3.91, and it effectively facilitates the attainment of outcomes through a variety of academic activities, as indicated by an impressive mean score of 4.58. Additionally, there is a strong availability of elective courses, providing students with flexibility and choices (mean score: 4.12), and the curriculum successfully instills values among students, with a high mean score of 3.98. However, there are opportunities for improvement, particularly in providing greater clarity of outcomes in the syllabus (mean score: 3.20), enhancing career orientation (mean score: 3.56), further aligning with global trends (mean score: 3.84), and refining the internal evaluation system (mean score: 3.64). This analysis serves as a valuable resource for ongoing efforts to enhance the institution's curriculum.*



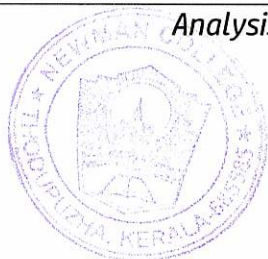


### **TEACHERS' FEEDBACK ON CURRICULUM**

The college actively gathered and assessed feedback from its teaching staff regarding the curriculum. This feedback process involved the evaluation of 10 statements, each utilizing a 5-point scale from "Strongly Agree" to "Strongly Disagree." These statements encompassed various aspects, including the timely updates to the curriculum, the achievement of Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO), as well as the educational facilities within the college and the availability of library resources. The subsequent table provides an overview of the analysis of curriculum feedback received from the teachers.

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
<b>1</b>	<i>Curriculum is contemporary and need based</i>	<b>4.26</b>
<b>2</b>	<i>Timely updations were in the curriculum with recent curriculum advancements</i>	<b>4.32</b>
<b>3</b>	<i>Curriculum is effective in developing skill oriented human resource.</i>	<b>3.86</b>
<b>4</b>	<i>Curriculum provides employability, entrepreneurship and professional development</i>	<b>3.78</b>
<b>5</b>	<i>The students attain the POs, COs and PSOs.</i>	<b>3.54</b>
<b>6</b>	<i>Curriculum related educational facilities are provided in the college.</i>	<b>4.40</b>
<b>7</b>	<i>The curriculum provides opportunity for conducting research and project related activities</i>	<b>4.24</b>
<b>8</b>	<i>Sufficient number of prescribed books and reference materials are available in the library</i>	<b>4.78</b>
<b>9</b>	<i>The course/syllabus of this subject has increased my knowledge and perspective in the subject area.</i>	<b>4.36</b>
<b>10</b>	<i>The syllabus generates interest in the subject area</i>	<b>4.68</b>

*Analysis of Curriculum feedback of Teachers*



*The analysis of curriculum feedback from teachers reveals several positive aspects of the institution's educational framework. Notably, the curriculum is viewed as contemporary and need-based, with a high mean score of 4.26, indicating alignment with current educational demands. The timely updates to the curriculum, keeping pace with recent advancements, receive strong recognition with a mean score of 4.32, underscoring the institution's commitment to staying current. Additionally, the curriculum is perceived as effective in cultivating skill-oriented human resources (mean score: 3.86) and providing avenues for employability, entrepreneurship, and professional development (mean score: 3.78). While slightly lower, the mean score of 3.54 suggests that there's room for further improvement in ensuring that students attain the intended Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs). The availability of curriculum-related educational facilities (mean score: 4.40), opportunities for research and project activities (mean score: 4.24), and ample prescribed books and reference materials in the library (mean score: 4.78) indicate robust support structures for students and teachers alike. Finally, the curriculum is highly effective in increasing both knowledge and interest in the subject area, as indicated by mean scores of 4.36 and 4.68, respectively. Overall, this analysis highlights the curriculum's strengths in staying contemporary, supporting research, and engaging students, while also indicating areas for further enhancement in outcome attainment and skill development.*



## **ALUMNI FEEDBACK ON CURRICULUM**

The college actively gathered and assessed feedback on the curriculum from its alumni. This feedback process involved the evaluation of 9 statements, each employing a 5-point scale ranging from "Strongly Agree" to "Strongly Disagree." These statements covered a range of aspects, including the curriculum's relevance in meeting professional and job-related needs, its overall competency, content delivery, the effectiveness of project works and field studies, its impact on employability and global competency, and its role in instilling personal skills. The subsequent table presents an overview of the analysis of curriculum feedback received from the alumni.

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

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
<b>1</b>	<i>Well defined prospects in curriculum for Higher Education and employability</i>	<b>3.67</b>
<b>2</b>	<i>Suitability of curriculum to your programme</i>	<b>3.88</b>
<b>3</b>	<i>Relevance of the courses in the curriculum in catering your professional and job needs</i>	<b>4.24</b>
<b>4</b>	<i>Enhancement of knowledge, skill and capabilities through the courses in the curriculum</i>	<b>4.21</b>
<b>5</b>	<i>Suitability of the content of courses in tune with the global competency and emerging trends</i>	<b>3.84</b>
<b>6</b>	<i>The attainment of course outcome and programme outcome through Assignments/Seminars/field visits</i>	<b>3.56</b>
<b>7</b>	<i>Relevant contribution of curriculum towards human resource development and capacity building</i>	<b>3.67</b>
<b>8</b>	<i>Useful Curriculum Induction Programmes organised by the departments</i>	<b>4.09</b>
<b>9</b>	<i>Curriculum inculcates the value system among the students</i>	<b>4.34</b>

The analysis of curriculum feedback from alumni reflects several noteworthy strengths within the college's educational framework. Alumni perceive the curriculum as having well-defined prospects for both higher education and employability (mean score: 3.67), indicating a foundation for future endeavors. Furthermore, the curriculum is deemed suitable for their respective programs (mean score: 3.88) and highly relevant in meeting



*professional and job-related needs (mean score: 4.24). It excels in enhancing knowledge, skills, and capabilities (mean score: 4.21) and is regarded as suitable for addressing global competency and emerging trends (mean score: 3.84). While there may be room for improvement in terms of achieving course and program outcomes through various activities (mean score: 3.56), the curriculum is recognized for its valuable contributions to human resource development and capacity building (mean score: 3.67). Notably, Curriculum Induction Programs organized by departments are found useful (mean score: 4.09), and the curriculum is highly effective in instilling a value system among students (mean score: 4.34). Overall, this analysis underscores the curriculum's strengths in preparing alumni for higher education and the job market while suggesting opportunities for further enhancement in certain areas of outcome attainment.*



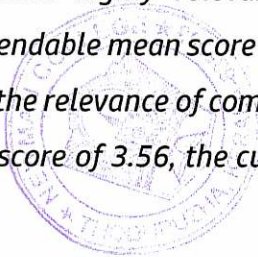
## **EMPLOYER FEEDBACK ON CURRICULUM**

The college actively gathered and conducted an analysis of curriculum feedback from employers as well. This feedback collection process involved the assessment of 8 statements, utilizing a 5-point measurement scale that ranged from "Strongly Agree" to "Strongly Disagree." These statements specifically evaluated the curriculum's alignment with industrial requirements, its potential in fostering employable and entrepreneurial skills, its effectiveness in imparting technical and communication skills, and its support for research and innovation. The ensuing table presents a summary of the analysis of curriculum feedback received from employers.

### **Analysis of Employer Feedback on Curriculum**

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
1	<i>The courses and programs in the curriculum are found relevant to institutional needs and employability.</i>	<b>4.08</b>
2	<i>The competencies/outcomes in relation to the course are relevant</i>	<b>3.56</b>
3	<i>The curriculum enriches professional ethics and attitude</i>	<b>4.26</b>
4	<i>The curriculum enhances the soft-skills and technical skills for employment</i>	<b>3.90</b>
5	<i>The curriculum promotes human values and ethics</i>	<b>4</b>
6	<i>The curriculum enhances the scope for research and innovation</i>	<b>4.19</b>
7	<i>The curriculum promotes the entrepreneurial development</i>	<b>4.26</b>
8	<i>The curriculum inculcates the healthy team spirit in team work</i>	<b>4.56</b>

The analysis of curriculum feedback from employers paints a positive picture of the institution's educational offerings. Employers find the courses and programs in the curriculum highly relevant to both institutional needs and employability, earning a commendable mean score of 4.08, reflecting a strong alignment with industry requirements. While the relevance of competencies or outcomes to specific courses received a slightly lower mean score of 3.56, the curriculum is notably effective in enriching professional ethics and



*attitude (mean score: 4.26), enhancing soft skills and technical capabilities for employment (mean score: 3.90), and promoting human values and ethics (mean score: 4). Moreover, it significantly fosters a conducive environment for research and innovation (mean score: 4.19) and encourages entrepreneurial development (mean score: 4.26). Most notably, the curriculum is highly effective in instilling a healthy team spirit in teamwork, as indicated by the exceptionally high mean score of 4.56. Overall, this analysis underscores the institution's strengths in delivering a curriculum that aligns with industry needs, cultivates ethical and technical competencies, and promotes innovation and teamwork.*





## **Parents' Feedback on Curriculum**

Parents play a pivotal role in a student's academic journey, and their feedback provides valuable insights into the overall educational experience. By actively engaging parents in the curriculum evaluation process, educational institutions can ensure that the curriculum remains relevant, supportive, and tailored to the needs of both students and their families. This collaborative approach fosters a stronger partnership between parents and the college, ultimately benefiting the educational development of the students. In this context the significance of parental feedback on the curriculum is sought and how it contributes to a well-rounded and enriching learning environment. The feedback were collected on a five point rating scale ranging from Strongly Agree to Strongly Disagree. The following tables gives the analysis of eight statements on curriculum feedback from parents.

### **Analysis of Parents Feedback on Curriculum**

<b>Sl No.</b>	<b>Curricular Aspects</b>	<b>Mean Score</b>
1	The quality and relevance of the courses included in the curriculum	<b>4.18</b>
2	The competencies/outcomes in relation to the course	<b>3.48</b>
3	Availability of text books and learning resources related to curriculum	<b>4.28</b>
4	The curriculum enhances the soft-skills and technical skills for employment	<b>3.84</b>
5	The curriculum promotes human values and ethics	<b>4.32</b>
6	The curriculum enhances the scope for research and innovation	<b>3.78</b>
7	Availability of the qualified and competent faculty in the college	<b>4.48</b>
8	Transparency of the evaluation system in the College	<b>4.56</b>

The table provides a comprehensive overview of parental feedback on various curricular aspects within the institution. Notably, parents perceive the quality and relevance of the courses included in the curriculum quite favorably, with a commendable mean score of 4.18, indicating that the curriculum aligns well with their expectations. While the relevance of competencies or outcomes to specific courses received a slightly lower mean score of 3.48, there is strong praise for the availability of textbooks and learning resources related to the



curriculum, garnering a high mean score of 4.28. Additionally, the curriculum is seen as effective in promoting human values and ethics (mean score: 4.32), although there may be room for further enhancement in terms of soft and technical skill development for employment (mean score: 3.84) and the scope for research and innovation (mean score: 3.78). Furthermore, parents highly value the presence of qualified and competent faculty in the college (mean score: 4.48) and appreciate the transparency of the evaluation system (mean score: 4.56). Overall, this analysis highlights the institution's successes in curriculum quality, resource availability, and faculty competence while suggesting opportunities for further improvement in skill development and research opportunities. Parents' feedback on the curriculum has yielded largely positive insights, reflecting their appreciation for the educational quality and opportunities it offers to their children. Additionally, parents express a keen interest in staying informed about their child's academic progress and involvement in extracurricular activities. Collectively, this parental feedback underscores the importance of maintaining a comprehensive and engaging curriculum that effectively prepares students for future success in both their academic and personal development.



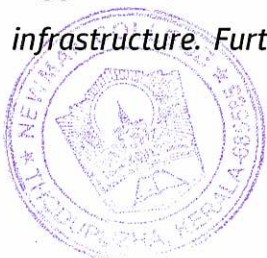


## **Conclusion**

*The analysis of various stakeholder groups' feedback on the institution's curriculum provides a comprehensive overview of its strengths and areas for improvement. From students' perspectives, the curriculum receives generally positive reviews, with high mean scores indicating its alignment with program suitability, outcome attainment, and the availability of elective courses. However, there's room for improvement in providing clearer syllabus outcomes, enhancing career orientation, and aligning with global trends. Feedback from teachers highlights strengths in curriculum contemporaneity, resource availability, and faculty competence, with areas for improvement in outcome attainment. Alumni feedback underscores the curriculum's relevance for higher education and employability, while employers commend its alignment with industry needs and soft skills development.*

*Additionally, parents' feedback showcases their appreciation for curriculum quality and the availability of resources, along with their desire for more emphasis on skill development and research opportunities. Overall, stakeholders value ethical and value-based education, research potential, and transparent evaluation systems. These analyses collectively emphasize the importance of a well-rounded and engaging curriculum that prepares students for future success, fosters ethical values, and meets the evolving demands of education and the job market. Parents' feedback highlights their interest in staying informed about their children's academic progress and extracurricular activities, emphasizing the significance of effective communication between the institution and parents for holistic student development.*

*The recommendations gleaned from the feedback were promptly relayed to both the Institutional Quality Assurance Cell (IQAC) and the staff council for swift action. As an affiliated college, the imperative to modernize and enhance the curriculum was effectively conveyed through the representatives on the Board of Studies to Mahatma Gandhi University. Faculty members actively participated in discussions pertaining to syllabus improvements and timely updates. There was a strong emphasis on the need to communicate Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) effectively to students, ensuring they grasp the program's underlying objectives. To address these valuable suggestions, initiatives were undertaken to enhance laboratory and classroom infrastructure. Furthermore, curriculum quality was elevated through the introduction of*





certificate courses and additional programs, aligning the educational experience more closely with evolving needs and standards.

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

Place : Thodupuzha

Date : 6-7-2020



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**Newman College**

**Thodupuzha, Kerala**

***Stakeholders' Feedback on  
Curriculum***

***2018-2019***

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

## Feedback on Curriculum

**2018-2019**

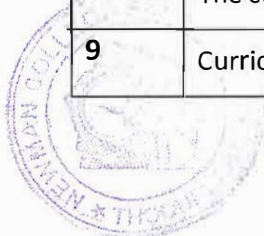
Newman College is firmly committed to upholding a curriculum that remains adaptable to the ever-evolving demands of the modern era. As an affiliated institution of Mahatma Gandhi University, Kottayam, we adhere closely to the university's prescribed curriculum. In our dedication to ensuring the enduring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

### Students Feedback on Curriculum

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

#### Curriculum feedback of Students

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





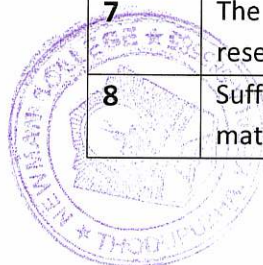
The table presents a summary of feedback and mean scores from stakeholders regarding various curricular aspects at the institution. Based on the responses, it is evident that there is a positive perception of the curriculum's quality. The curriculum is seen as well-defined for both higher education and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

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

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

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

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



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

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

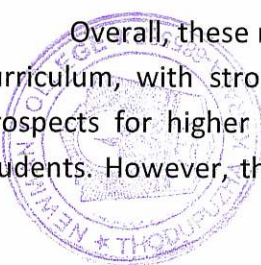
### **Alumni Feedback on Curriculum**

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

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

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

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





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

### **Employer Feedback on Curriculum**

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

#### **Analysis of Curriculum Feedback of Employers**

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

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



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

### Parents' Feedback on Curriculum

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

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

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

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

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

Analysed by:

Feedback Committee:

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Dr. Bijimol Thomas, IQAC coordinator

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Ms. Nancy Jacob, Associate Professor, Department of Mathematics



Place : Thodupuzha

Date : 8-7-2019

