# FEEDBACK SYSTEM

## ANALYSIS REPORT
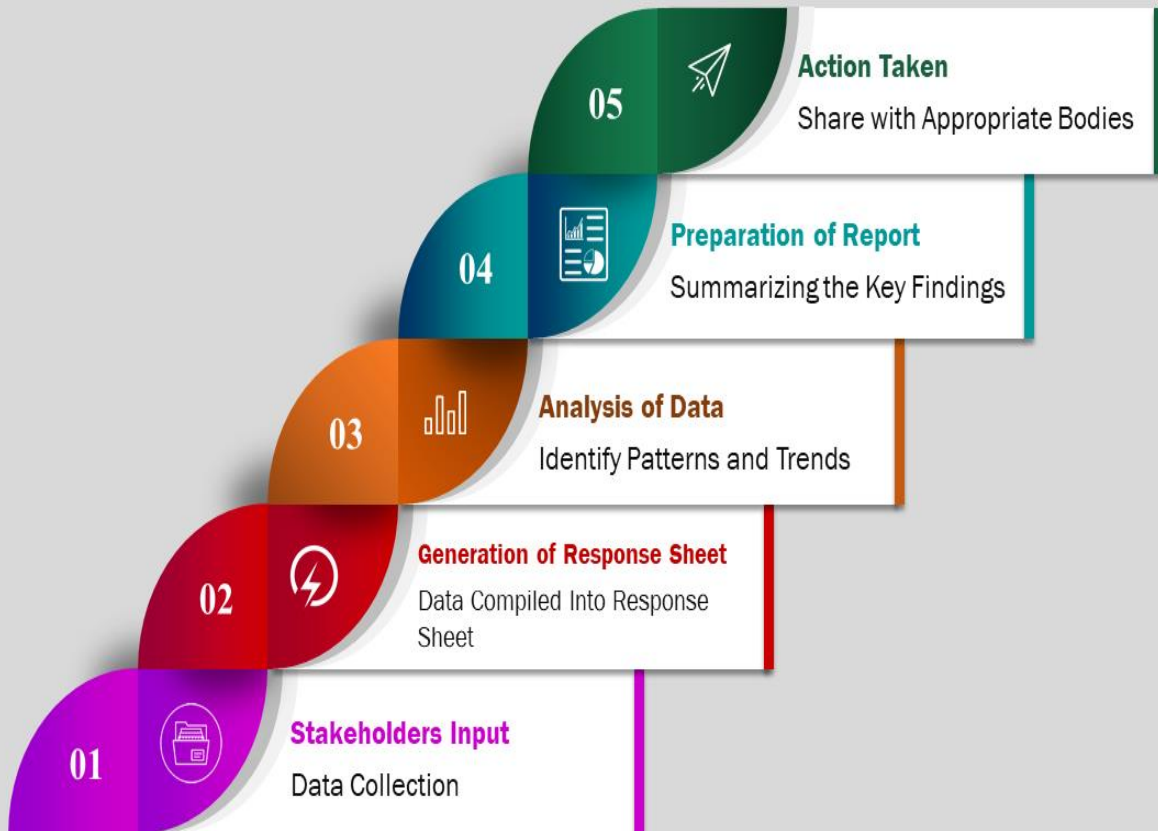### STUDENT: 2018-19

## REPORT

### INTRODUCTION

Feedback is the backbone of any institution. No institution can grow and make arrangements for the betterment of the institution without taking feedback from different stakeholders. Academic performance, ambience of the institution, curriculum and its transactions are the crucial factors of teaching –learning process. Effective feedback is henceforth designed to determine a learner's level of understanding which varies to each individual so that they can plan for the next steps towards achieving their targeted learning goals.

Just before the completion of the academic session, IQAC collected feedback in blended mode from different stakeholders i.e. Students, Teachers, Alumni, Parents and Employer regarding ambience of the institution and its curriculum transactions in order to ensure constant growth of the institution and progress of the students. A structured questionnaire consisted of multiple-choice questions and one descriptive question was prepared, collected and analysed to develop the road map for the academic year ahead.

### FEEDBACK PROCEDURE

The Internal Quality Assurance Cell (IQAC) of the College has continuously been working on quality culture and the betterment of student learning experiences. The IQAC of the college prepared questionnaires in a 5-point Likert method, and collected information relating to the institutional Ambience and the curriculum. An effort was made to receive feedback from the 6th semester students of the college. For this purpose, offline mode was used to collect feedback responses. Following the collection of data from stakeholders, the response sheet is prepared and analysed using pre-set parameters and for the effective presentation of the data, various types of graphs have been used. Departments take necessary action based on the report. The department sends a copy of the report, together with the action performed, to the Internal Quality Assurance Cell (1QAC) for any additional action that is necessary.

**Feedback Procedures**

- **05 Action Taken** — Share with Appropriate Bodies
- **04 Preparation of Report** — Summarizing the Key Findings
- **03 Analysis of Data** — Identify Patterns and Trends
- **02 Generation of Response Sheet** — Data Compiled Into Response Sheet
- **01 Stakeholders Input** — Data Collection

Link for the feedback forms;

Students feedback (Curriculum) form -     [Click here](#)

## STUDENT FEEDBACK ANALYSIS AND REPORT

1. NUMBER OF RESPONSES RECEIVED

Program wise Responses received from students on
Academic Performance and Ambience of the Institution

| SI No | Program Name | No. of Responses |
|-------|--------------|------------------|
| 01 | Bachelor of Commerce | 43 |
| 02 | Bachelor of Business Administration | 40 |
| 03 | Bachelor of Computer Application | 25 |
| 04 | Bachelor of English | 25 |
| 05 | Bachelor of Economics | 19 |
| 06 | Bachelor of Social Work | 27 |
| 07 | Bachelor of Mass Communication | 8 |
| 08 | Bachelor of Physics | 19 |
| 09 | Bachelor of Mathematics | 0 |
| 10 | Master of Commerce | 17 |
| | TOTAL | 223 |

A total of 223 Academic Performance and Ambience of the Institution based (Program wise) questionnaires were filled by students from various departments.



fig.1 PROGRAM WISE RESPONSE RECEIVED

Legend:
- Bachelor of Commerce
- Bachelor of Business Administration
- Bachelor of Computer Application
- Bachelor of English
- Bachelor of Economics
- Bachelor of Social Work
- Bachelor of Mass Communication
- Bachelor of Physics
- Bachelor of Mathematics
- Bachelor of Psychology
- Master of Commerce
- Master of English
- Master of Economics
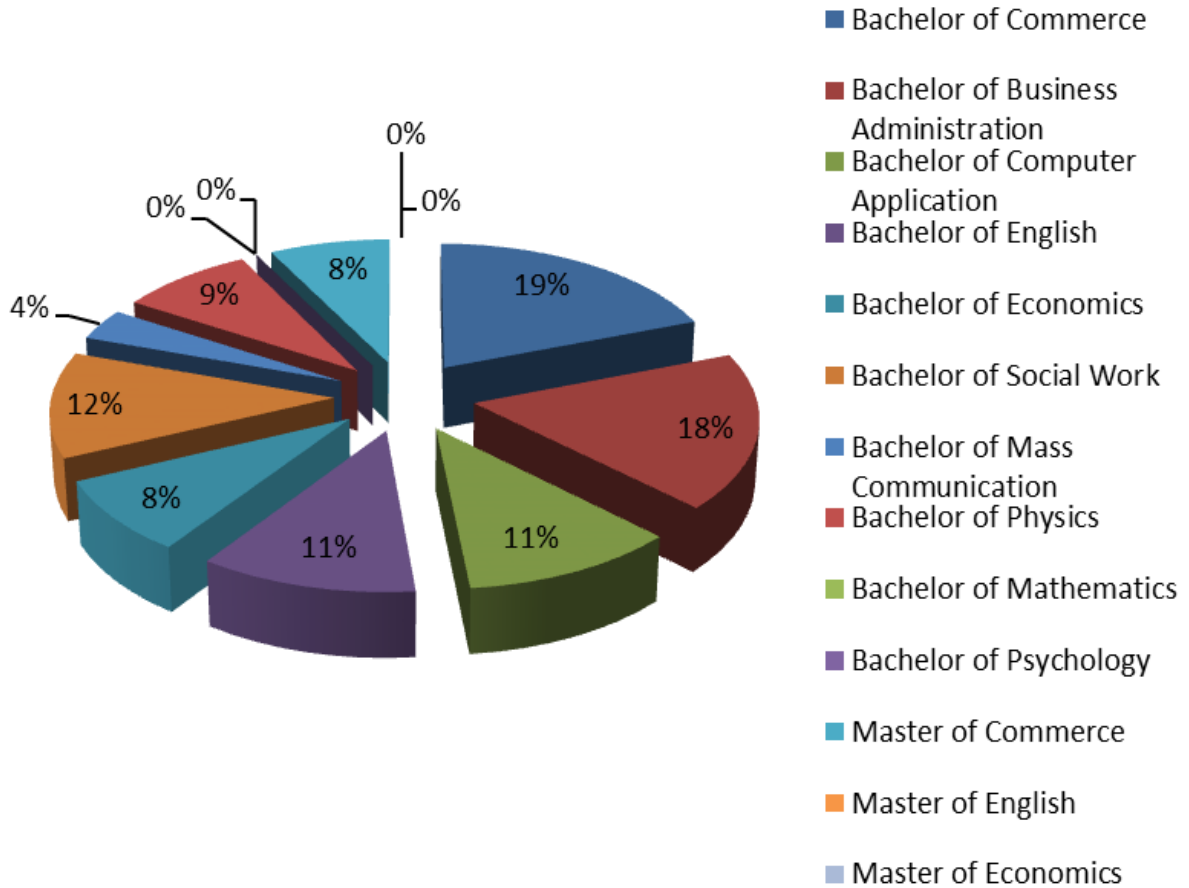
2. DATA SUMMARY OF STUDENT FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE OF THE INSTITUTIONS (2018-2019 )

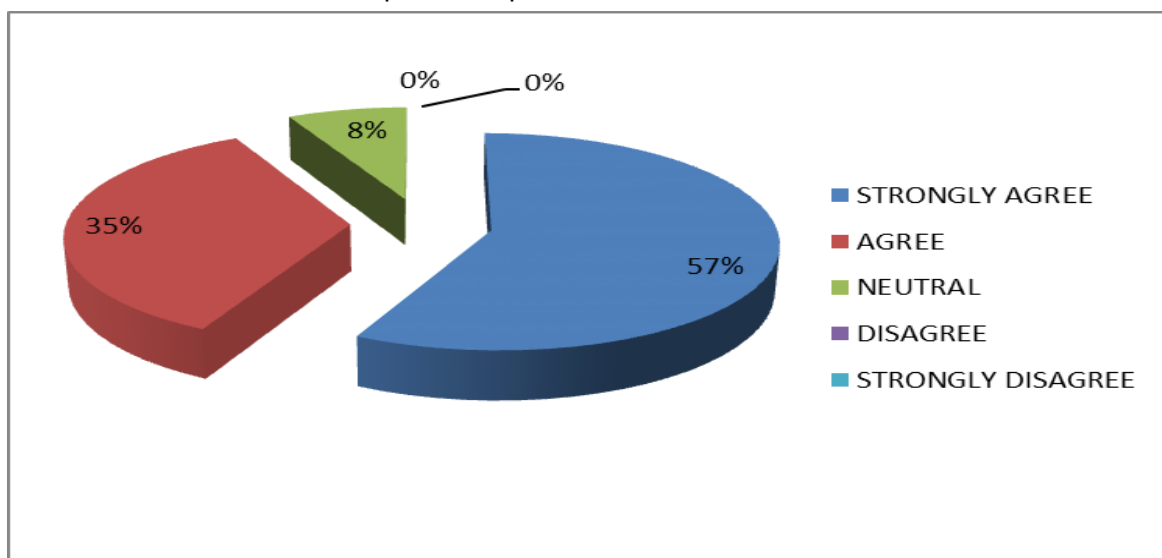| SL NO | ATTRIBUTES | Response of Students in percentage(Sample Size is 360 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | Strongly Agree 85-100) | Agree (70-85) | Neutral (55-70) | Disagree (35-55) | Strongly Disagree (0-35) | Total Responses |
| 1 | The Program offered to me is appropriately demanding | 128 | 78 | 17 | 0 | 0 | 223 |
| 2 | The syllabus prescribed for the program is well organised and structured | 97 | 113 | 12 | 1 | 0 | 223 |
| 3 | content of the course offered is relevant and up to date | 59 | 124 | 39 | 1 | 0 | 223 |
| 4 | The course covers all the aspects of to be studied in the area | 54 | 137 | 32 | 0 | 0 | 223 |
| 5 | The course stimulates acquiring further knowledge | 62 | 87 | 74 | 0 | 0 | 223 |
| 6 | The curriculum has interdisciplinary in nature | 62 | 75 | 82 | 4 | 0 | 223 |
| 7 | Institution integrates cross cutting issues relevant to gender, human values, professional ethics, environment and sustainability into the curriculum | 54 | 84 | 75 | 9 | 1 | 223 |
| 8 | The course is integrated to experiential learning (project work/ field work/ internship) | 66 | 109 | 47 | 1 | 0 | 223 |
| 9 | The course is implemented in learners centric | 77 | 96 | 48 | 2 | 0 | 223 |
| 10 | The mechanism of internal assessment is efficient and time bound | 83 | 92 | 47 | 1 | 0 | 223 |
| 11 | The certificate courses and short term courses are relevant and flexible | 113 | 73 | 34 | 0 | 0 | 223 |
| 12 | Efficiency of the learning environment | 90 | 84 | 45 | 4 | 0 | 223 |
| 13 | The capacity of the curriculum is ensuring overall development of the learner | 76 | 93 | 54 | 0 | 0 | 223 |

3. CONSOLIDATED ATTRIBUTE WISE (QUESTIONNAIRE) ANALYSIS REPORT

Attribute (Questionnaire)1: The Program offered to me is Appropriately Demanding

## Tabular presentation of Attribute No:1

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 1 | The Program offered to me is appropriately demanding | 128 | 78 | 17 | 0 | 0 | 223 |

Graphical Representation of Attribute No:1



### Analysis Report

An appropriately demanding program often strikes a balance between providing a rigorous academic experience and offering the necessary support to help us succeed. The responses shows that around 57% strongly agreed, 35% agreed and only 8% were neutral about appropriate demands of the program.

| Attribute (Questionnaire)2: | The syllabus prescribed for the program is well organised and structured |
|---|---|

### Tabular presentation of Attribute No:2

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 2 | The syllabus prescribed for the program is well organised and structured | 97 | 113 | 12 | 1 | 0 | 223 |

Graphical Representation of Attribute No: 2
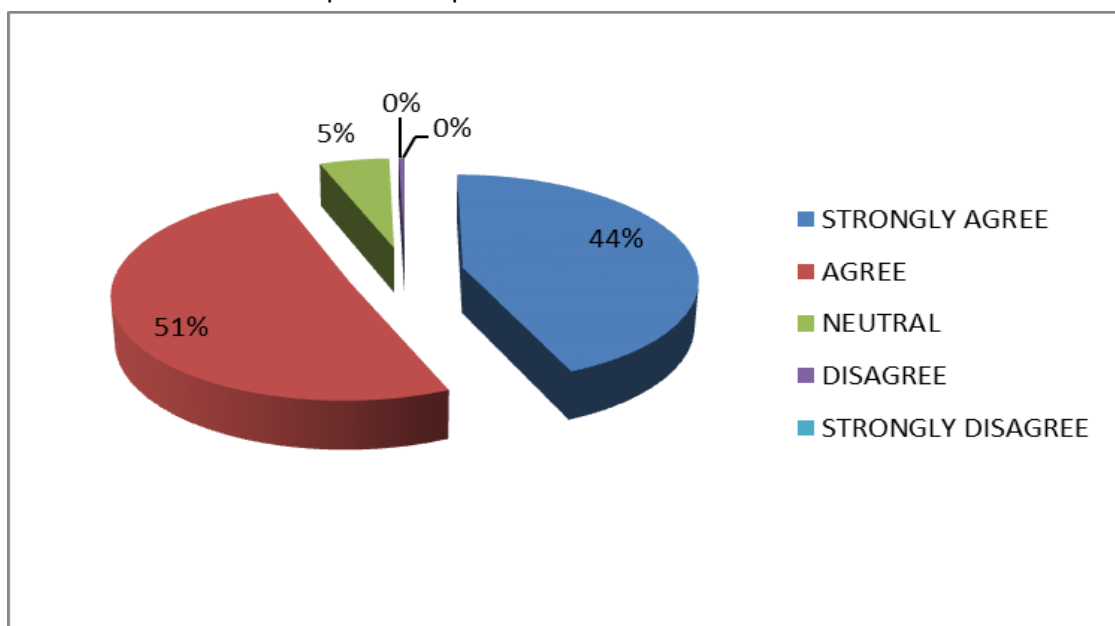


### Analysis Report

A well-organized and structured syllabus is a key component of an effective educational program. A well-designed syllabus is a foundational component of effective teaching and learning. A well-organized and structured syllabus is a foundational element of a successful educational program, providing a roadmap for both students and instructors, and contributing to a positive learning experience. Among the responses, 51% were agreed, 44% strongly agreed and 5% were neutral responses on the well-structured syllabus.

**Attribute (Questionnaire)3: Content of the course offered is relevant and up to date**

**Tabular presentation of Attribute No:3**

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 3 | content of the course offered is relevant and up to date | 59 | 124 | 39 | 1 | 0 | 223 |

Graphical Representation of Attribute No:3
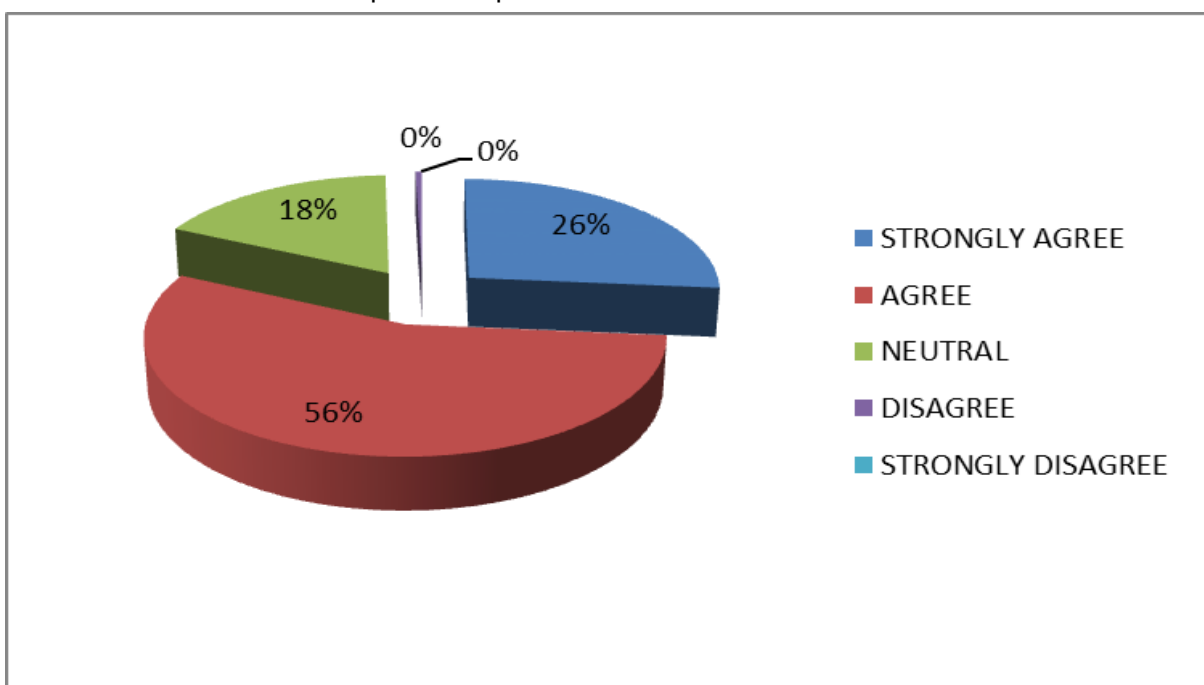


### Analysis Report

The relevance and up-to-date nature of the course content are crucial factors in ensuring that students receive a high-quality and contemporary education.56% of respondents were agreed with the relevance of the offered course, 26% were strongly agreed with the relevance of course and 18% were quoted as neutral.

Attribute (Questionnaire)4: The course covers all the aspects of to be studied in the area

## Tabular presentation of Attribute No:4

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 4 | The course covers all the aspects of to be studied in the area | 54 | 137 | 32 | 0 | 0 | 223 |

## Graphical Representation of Attribute No:4
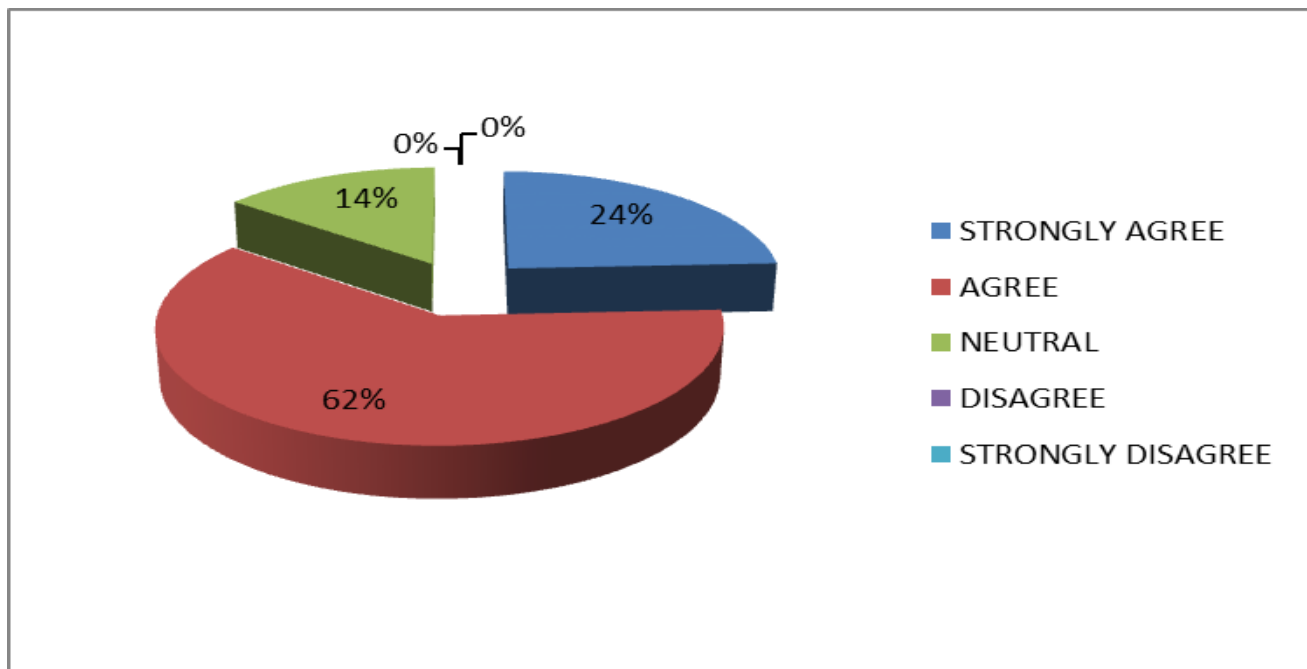


### Analysis Report

A comprehensive course that addresses various facets of a subject provides students with a well-rounded understanding and prepares them for a range of challenges within that field. Majority of the respondents, around 62%, agreed, 24% respondents strongly agreed and 14% respondents were quoted neutral responses to, on the area coverage of studying aspects.

## Tabular presentation of Attribute No: 5

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 5 | The course stimulates acquiring further knowledge | 62 | 87 | 74 | 0 | 0 | 223 |

## Graphical Representation of Attribute No:5
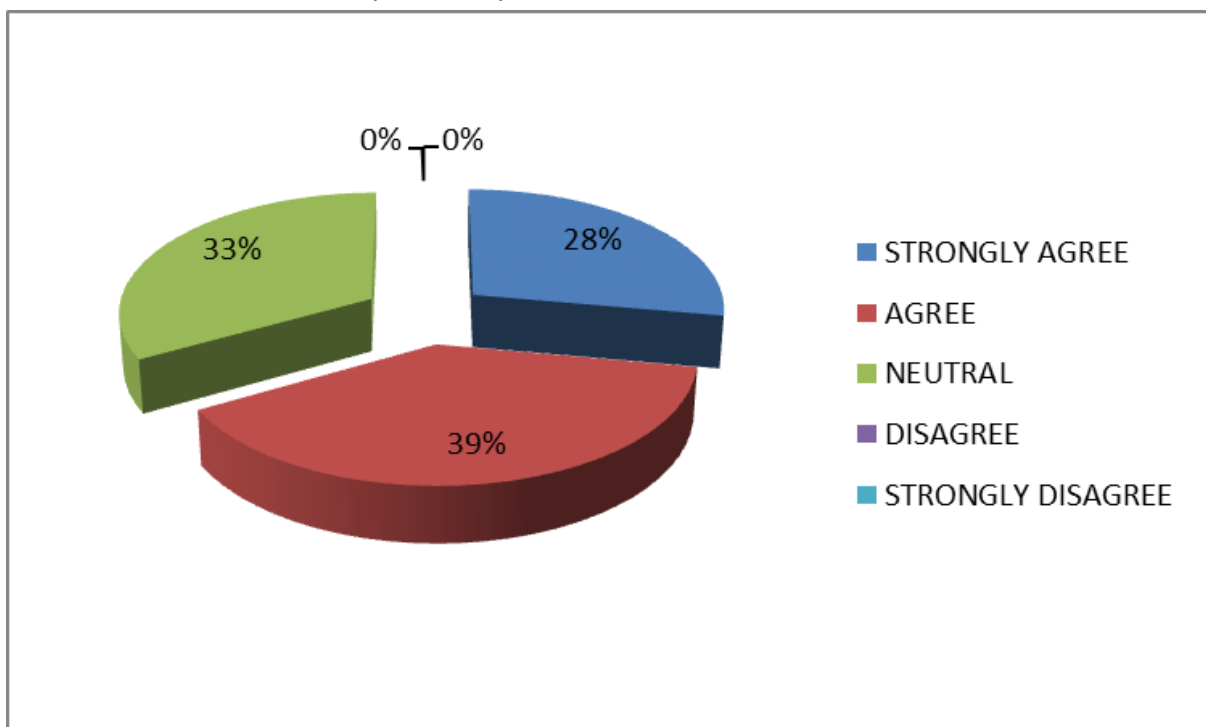


### Analysis Report

A course that stimulates the acquisition of further knowledge is highly valuable in fostering a culture of lifelong learning and intellectual curiosity. 39% respondents agreed that the course stimulates acquisition of further knowledge, 33% strongly agreed and 28% of respondents stood with option neutral.

## Tabular presentation of Attribute No:6

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 6 | The curriculum has interdisciplinary in nature | 62 | 75 | 82 | 4 | 0 | 223 |

## Graphical Representation of Attribute No:6
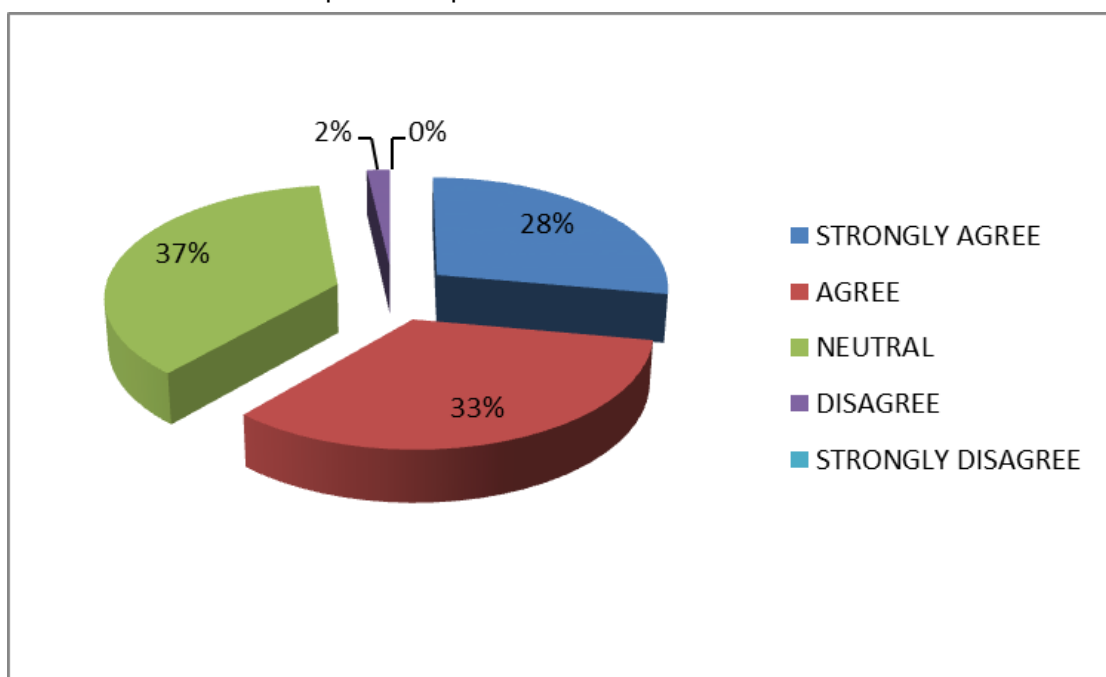


## Analysis Report

An interdisciplinary curriculum is one that integrates content and methods from multiple disciplines, providing a holistic and interconnected approach to learning. Majority of the students were neutral option with regards interdisciplinary nature of curriculum, 33% were agreed and 28% were strongly agreed with the interdisciplinary nature and only 2% students were disagreed.

| Attribute (Questionnaire)7: | Institution integrates cross cutting issues relevant to gender, human values, professional ethics, environment and sustainability into the curriculum |
|---|---|

### Tabular presentation of Attribute No:7

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 7 | Institution integrates cross cutting issues relevant to gender, human values, professional ethics, environment and sustainability into the curriculum | 54 | 84 | 75 | 9 | 1 | 223 |

### Graphical Representation of Attribute No:7
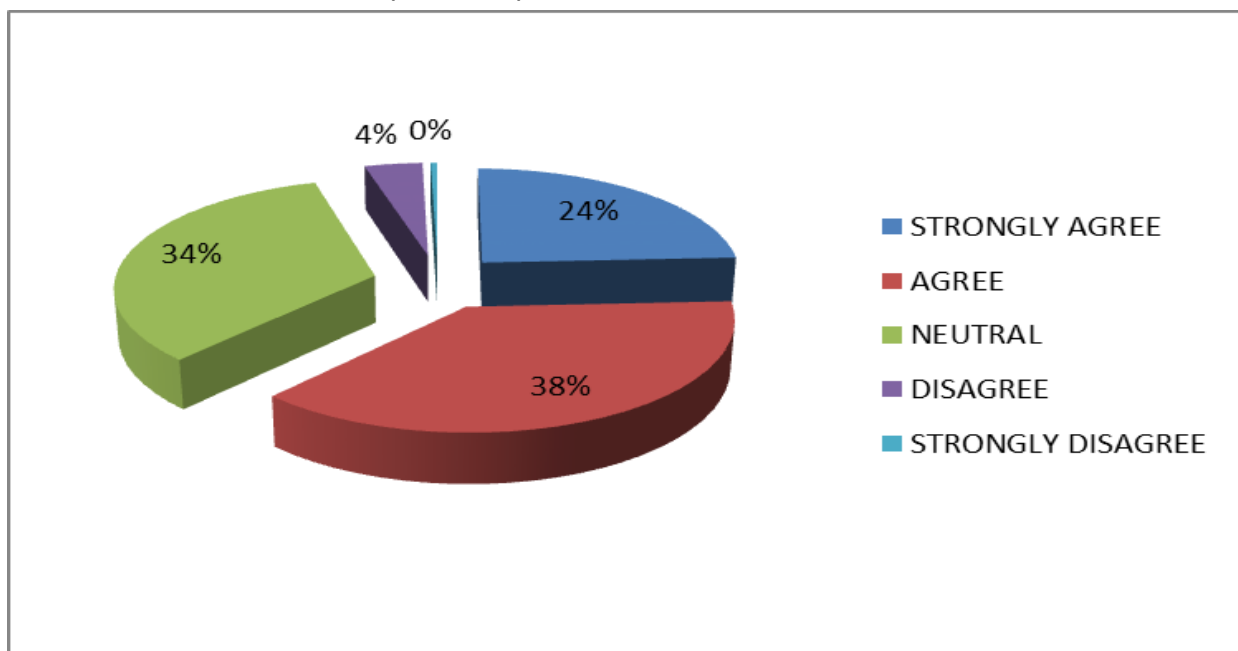


### Analysis Report

The integration of cross-cutting issues such as gender, human values, professional ethics, environment, and sustainability into a curriculum is a commendable practice that enriches the educational experience.38% students agreed on the statement institution integrates cross cutting issues with curriculum,34% students have neutral opinion ,24% were strongly agreed, and 4% students were disagreed with the statement.

### Tabular presentation of Attribute No:8

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 8 | The course is integrated to experiential learning (project work/ field work/ internship) | 66 | 109 | 47 | 1 | 0 | 223 |

### Graphical Representation of Attribute No:8
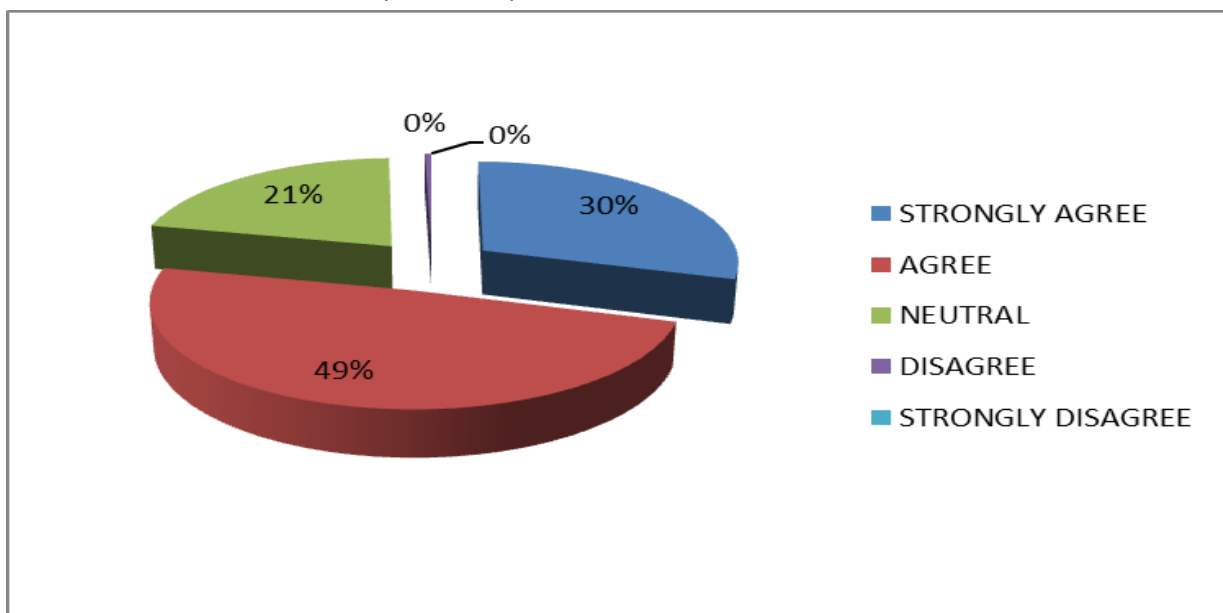


### Analysis Report

The integration of experiential learning, including project work, fieldwork, and internships, into a course is a valuable approach that enhances the overall educational experience. It prepares them for the challenges and opportunities they may encounter in their future careers. Majority of the sample agreed with statement about integration of experiential learning, 30% of students were strongly agreed and 21% students have recorded their responses as neutral.

## Tabular presentation of Attribute No:9

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 9 | The course is implemented in learners centric | 77 | 96 | 48 | 2 | 0 | 223 |

Graphical Representation of Attribute No:9
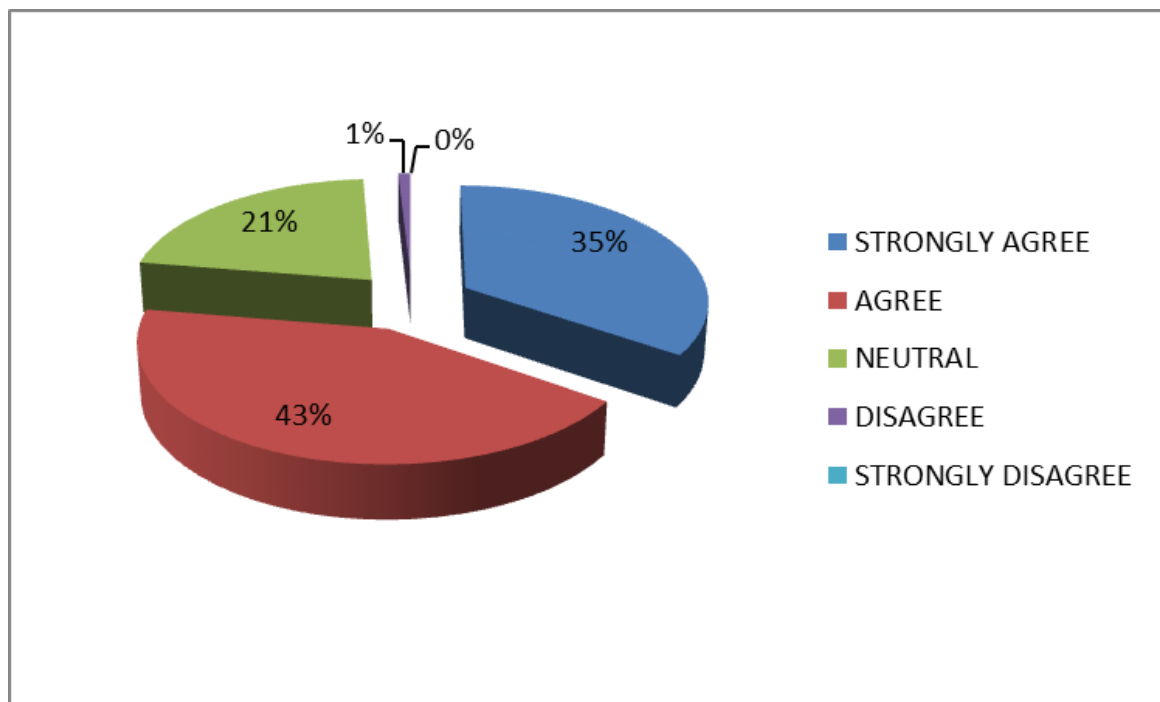


### Analysis Report

Implementing a course with a learner-centric approach is a student-focused educational model that prioritizes the needs, interests, and engagement of learners.This approach contributes to a positive and effective educational experience, preparing learners for success in both their academic and future professional pursuits.among the respondents, 43% were agreed with learners centric approach, 35% students were strongly agreed, and 1% respondents were disagreed with the statement.

| Attribute (Questionnaire)10: | The mechanism of internal assessment is efficient and time bound |
|---|---|

## Tabular presentation of Attribute No:10

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 10 | The mechanism of internal assessment is efficient and time bound | 83 | 92 | 47 | 1 | 0 | 223 |

### Graphical Representation of Attribute No:10
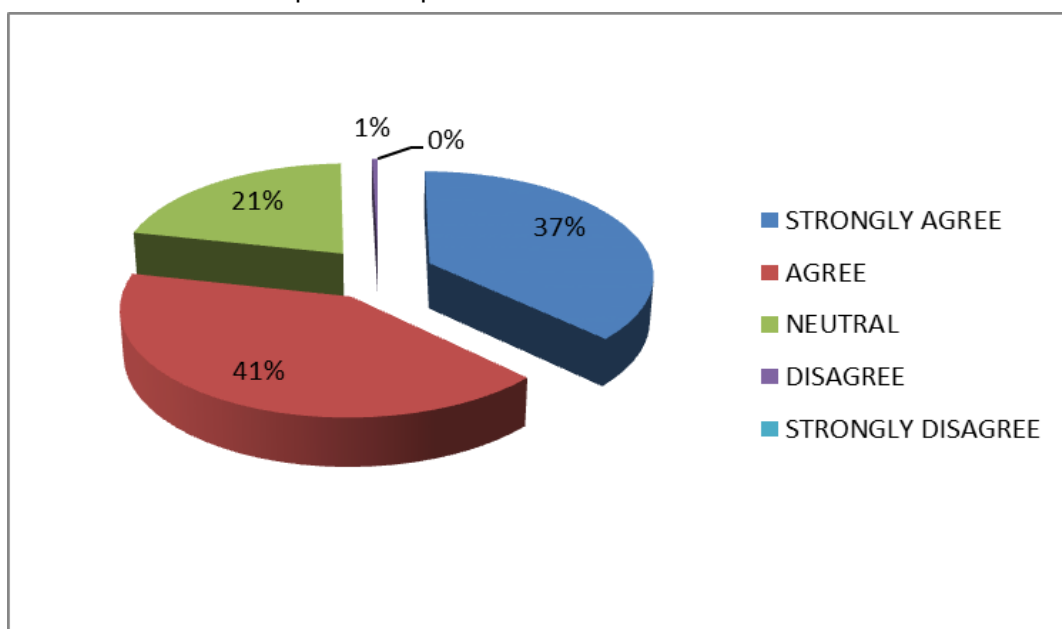


### Analysis Report

Efficient and time-bound internal assessment mechanisms are crucial components of a well-structured and effective educational system.an internal assessment mechanism that is efficient and time-bound supports the learning process, promotes student success, and contributes to the overall effectiveness of the educational experience.41% students were agreed with the efficiency of internal system, 37% were strongly agreed and only 1% students were disagreed with the statement.

| Attribute (Questionnaire)11: | The certificate courses and short term courses are relevant and flexible |
|---|---|

### Tabular presentation of Attribute No:11

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 11 | The certificate courses and short term courses are relevant and flexible | 113 | 73 | 34 | 0 | 0 | 223 |

### Graphical Representation of Attribute No:11
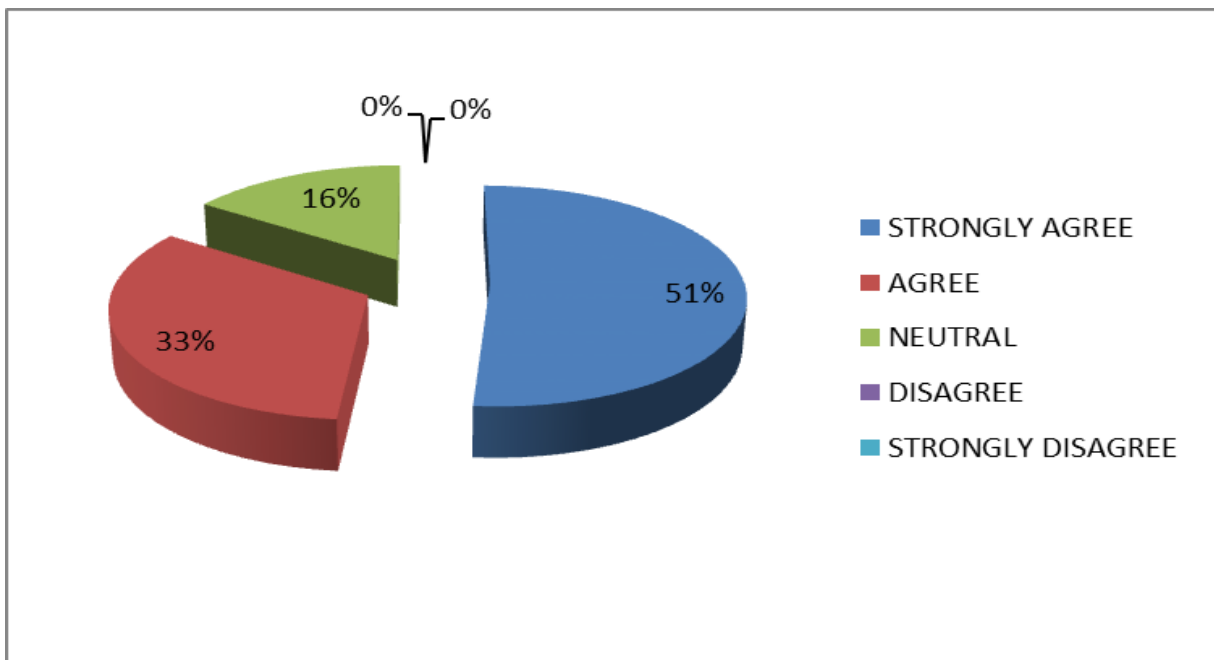


### Analysis Report

Relevant and flexible certificate courses and short-term courses offer numerous advantages for learners, making education more accessible and adaptable to diverse needs. It also offers a valuable and accessible pathway for individuals seeking to acquire new skills, advance their careers, or explore specific areas of interest. The majority of students strongly agreed with the statement and 33% of students agreed with.

Tabular presentation of Attribute No: 12

| SL NO | ATTRIBUTES | Response of Students  in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 12 | Efficiency of the learning environment | 90 | 84 | 45 | 4 | 0 | 223 |

Graphical Representation of Attribute No:12
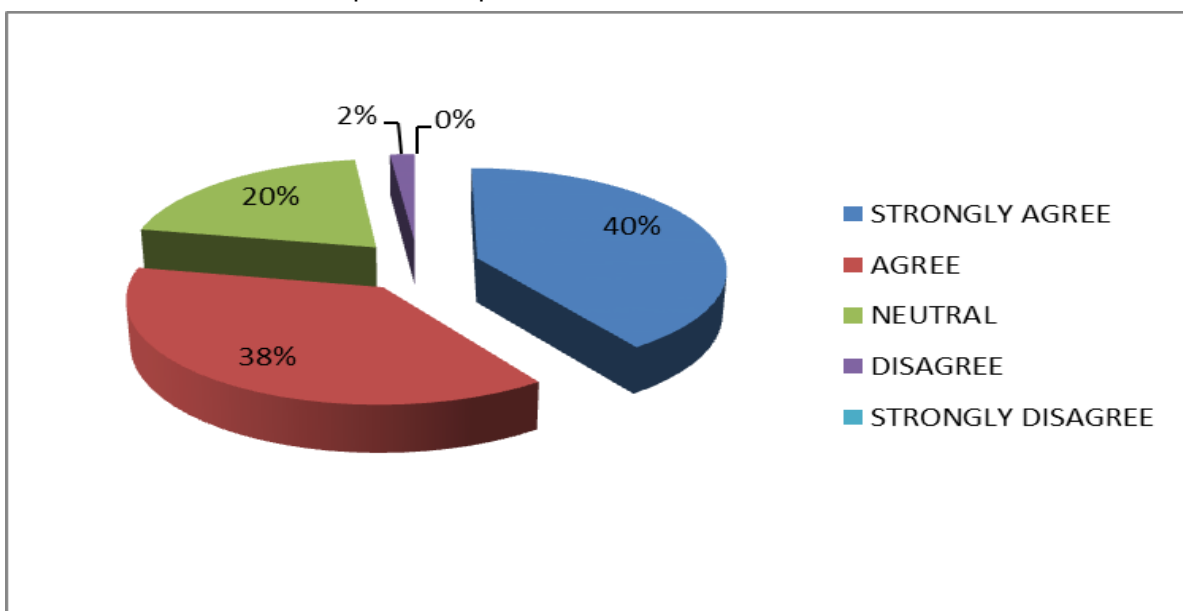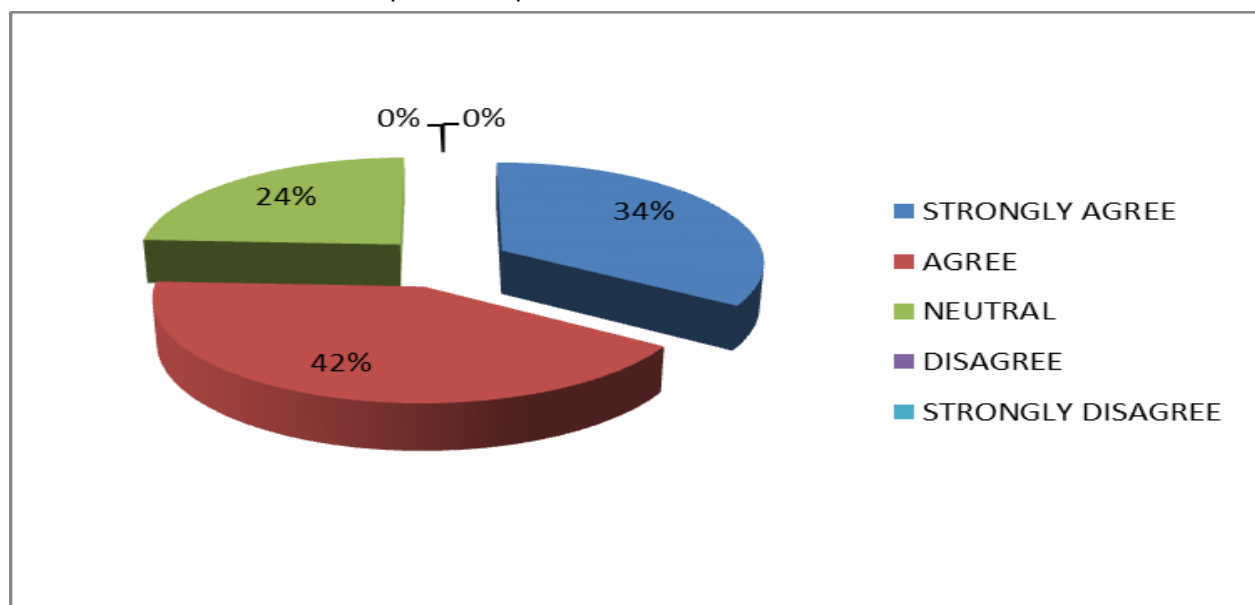


**Analysis Report**

The efficiency of a learning environment is crucial for ensuring effective teaching and learning outcomes. An efficient learning environment contributes to a positive and productive educational experience for students. Students of 40% strongly agreed with the efficiency of the learning environment, 38% students agreed and 2% students disagreed with the statement.

| Attribute (Questionnaire)13: | The capacity of the curriculum is ensuring overall development of the learner |
|---|---|

### Tabular presentation of Attribute No: 13

| SL NO | ATTRIBUTES | Response of Students in percentage (Sample Size is 325 students of Final Year UG & PG Class) | | | | | |
|---|---|---|---|---|---|---|---|
| | | STRONGLY AGREE (85-100) | AGREE (70- 85) | NEUTRAL (55-70) | DISAGREE (35-55) | STRONGLY DISAGREE (0-35) | TOTAL RESPONSES |
| 13 | The capacity of the curriculum is ensuring overall development of the learner | 76 | 93 | 54 | 0 | 0 | 223 |

### Graphical Representation of Attribute No:13



### Analysis Report

A curriculum's capacity to ensure the overall development of learners is a crucial aspect of education. A well-designed curriculum goes beyond academic knowledge and aims to foster the holistic growth and development of students. A comprehensive curriculum addresses the diverse needs of students, promotes skills essential for life, and nurtures their intellectual, emotional, social, and physical well-being. Among the respondents 42% agreed with the statement, 34% strongly agreed and 24% students quoted their response as neutral.

Further, the following points were also conveyed by the students

1. Suggested  to conduct gender related program
2. There should be activities that should improve student's confidence like students should explain one or more topic to the class in English
3. Mentors should be provided to each student as they need proper guidance to go and excel in specific field