



SAFA

COLLEGE OF
ARTS AND SCIENCE

Affiliated to University of Calicut | Recognised by UGC 2(f) | An ISO 9001-2015 Certified

FEEDBACK SYSTEM

ANALYSIS REPORT

STUDENT: 2019-20



REPORT

INTRODUCTION

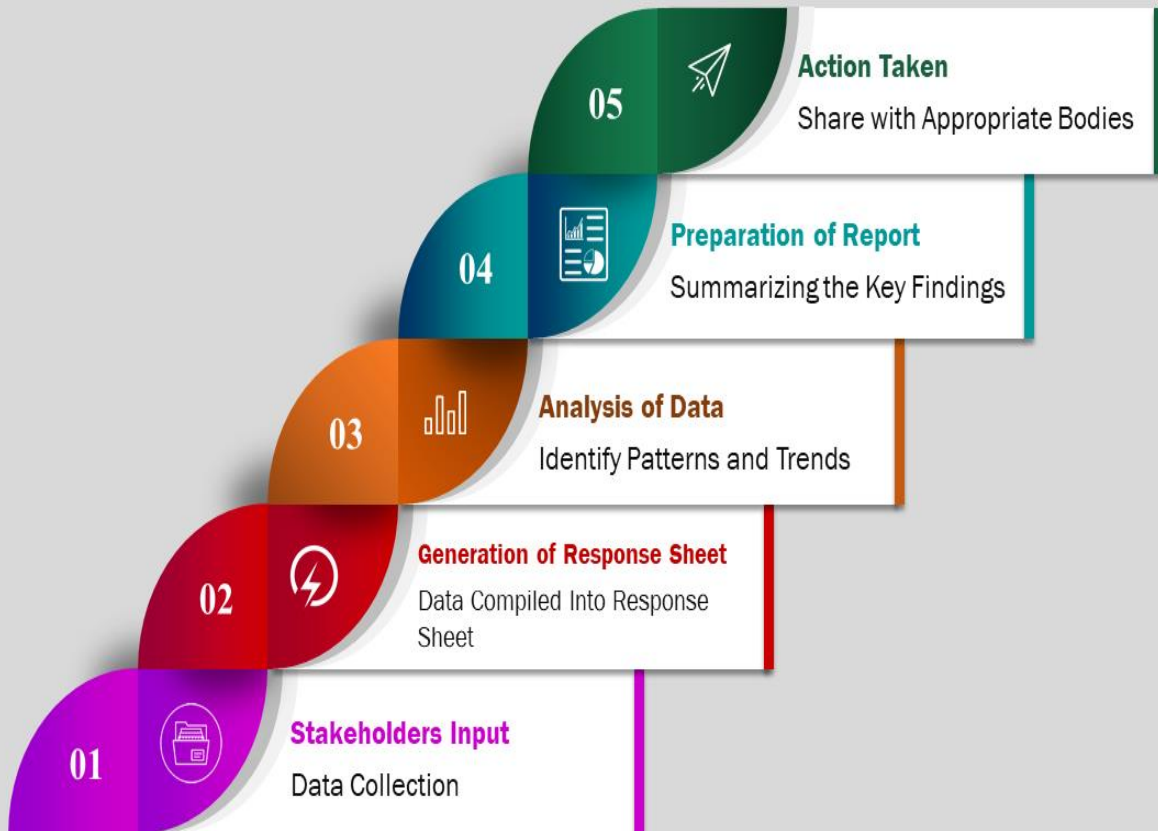
Feedback is the backbone of any institution. No institution can grow and make arrangements for the betterment of the institution without taking feedback from different stakeholders. Academic performance, ambience of the institution, curriculum and its transactions are the crucial factors of teaching –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 (IQAC) for any additional action that is necessary.

Feedback Procedures



Link for the feedback forms;

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

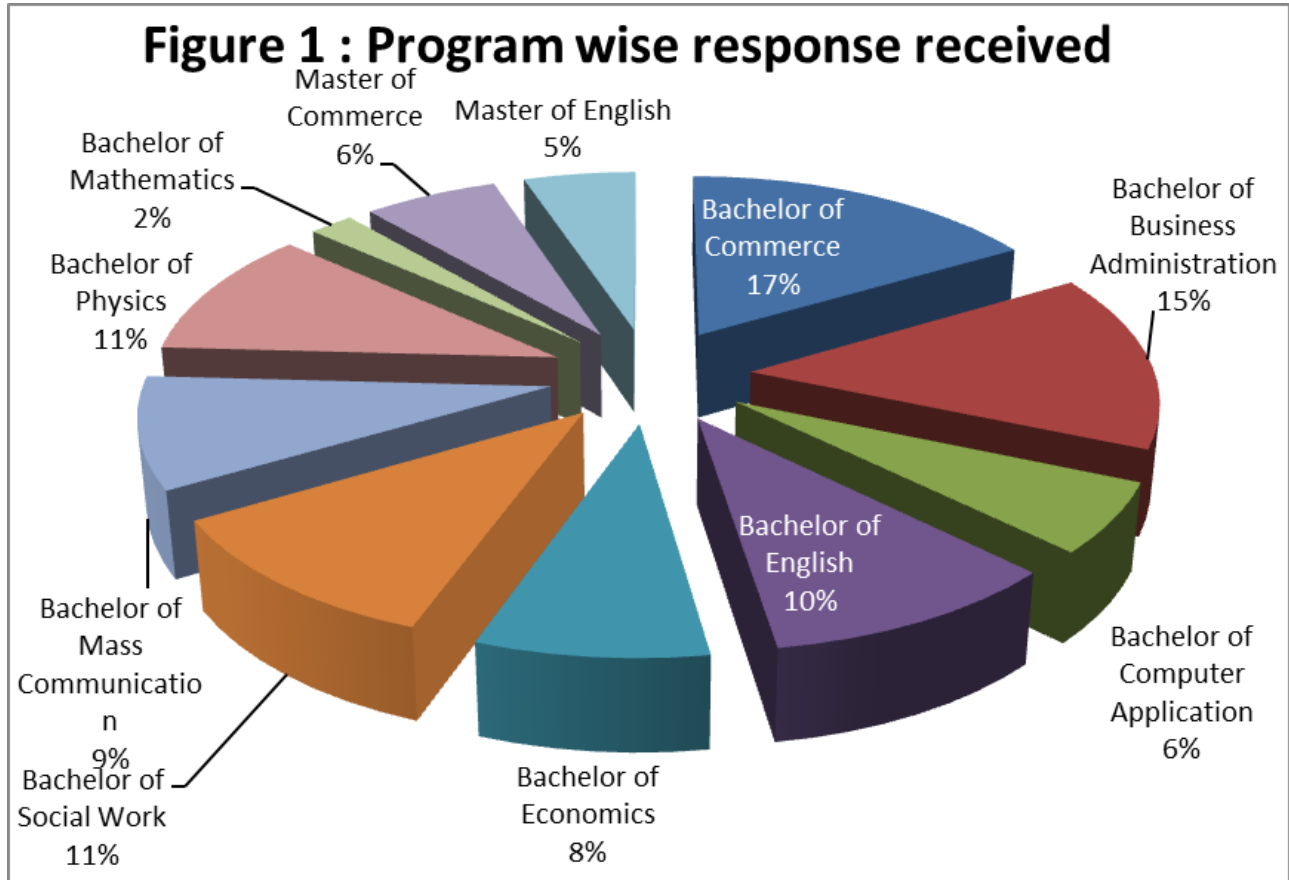
STUDENT FEEDBACK ANALYSIS AND REPORT

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	48
02	Bachelor of Business Administration	43
03	Bachelor of Computer Application	17
04	Bachelor of English	30
05	Bachelor of Economics	23
06	Bachelor of Social Work	32
07	Bachelor of Mass Communication	27
08	Bachelor of Physics	31
09	Bachelor of Mathematics	6
10	Master of Commerce	18
11	Master of English	15
TOTAL		290

A total of 290 Academic Performance and Ambience of the Institution based (Program wise) questionnaires were filled by students from various departments.



2. DATA SUMMARY OF STUDENT FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE OF THE INSTITUTIONS (2019-2020)

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	163	93	32	2	0	290
2	The syllabus prescribed for the program is well organised and structured	133	121	32	4	0	290
3	content of the course offered is relevant and up to date	115	119	51	5	0	290
4	The course covers all the aspects of to be studied in the area	102	135	43	10	0	290
5	The course stimulates acquiring further knowledge	85	112	75	18	0	290
6	The curriculum has interdisciplinary in nature	95	112	76	7	0	290
7	Institution integrates cross cutting issues relevant to gender, human values, professional ethics, environment and sustainability into the curriculum	100	96	85	9	0	290
8	The course is integrated to experiential learning (project work/ field work/ internship)	82	126	73	9	0	290
9	The course is implemented in learners centric	96	123	60	10	1	290
10	The mechanism of internal assessment is efficient and time bound	95	111	73	11	0	290
11	The certificate courses and short term courses are relevant and flexible	97	115	69	9	0	290
12	Efficiency of the learning environment	109	124	52	5	0	290
13	The capacity of the curriculum is ensuring overall development of the learner	116	86	78	9	1	290

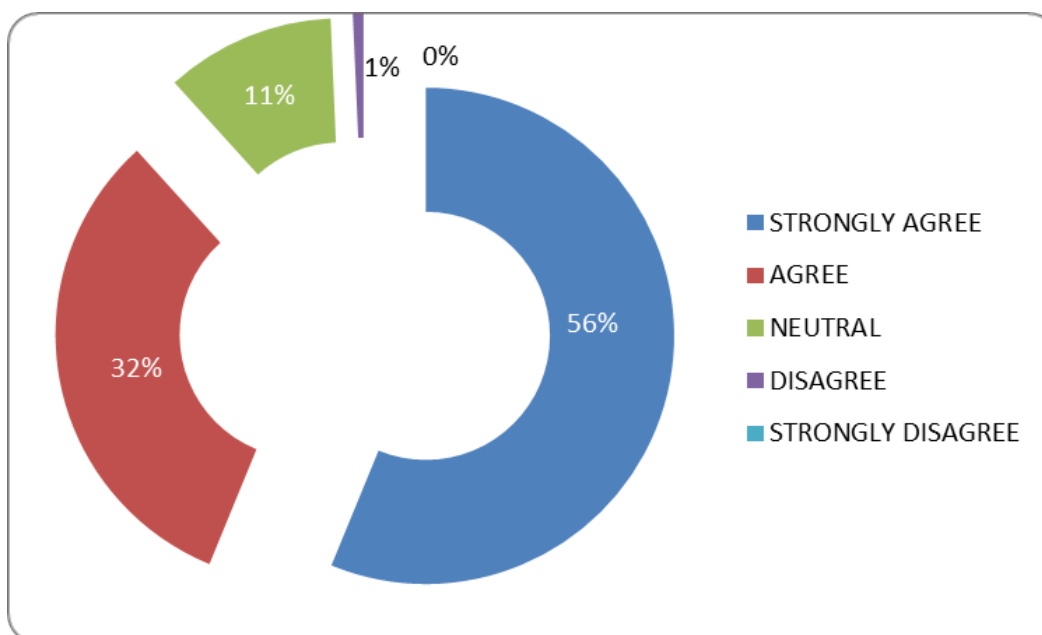
3. CONSOLIDATED ATTRIBUTE WISE (QUESTIONNAIRE) ANALYSIS REPORT

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
1	The Program offered to me is appropriately demanding	163	93	32	2	0	290

Graphical Representation of Attribute No:1



Analysis Report

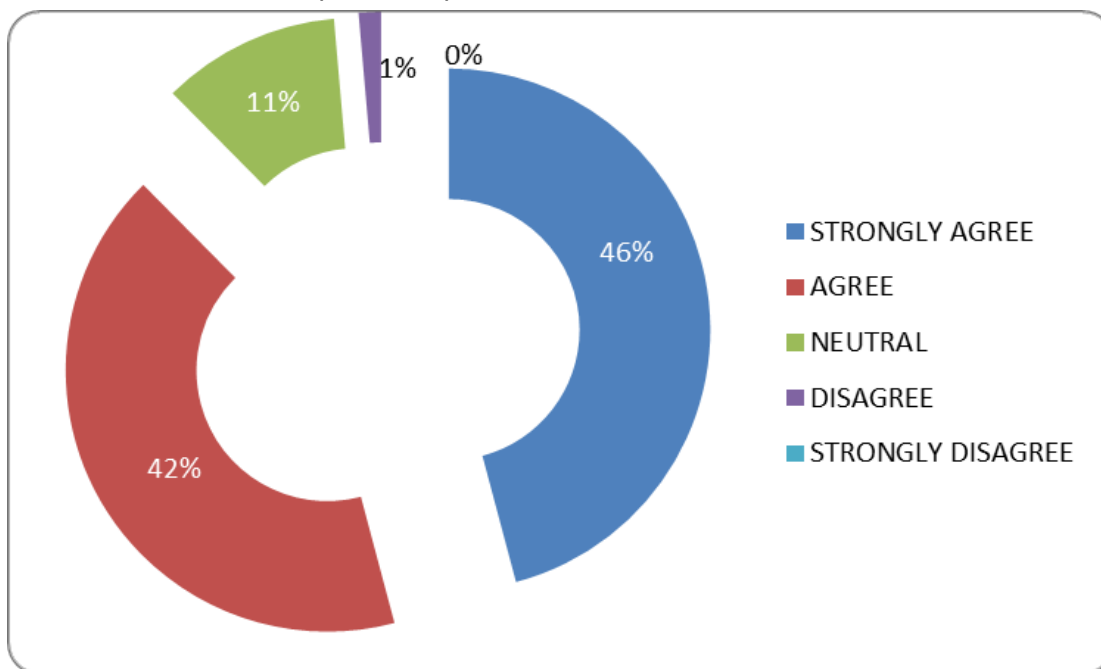
An appropriately demanding program often strikes a balance between providing a rigorous academic experience and offering the necessary support to help us succeed. The responses shows that around 56% strongly agreed, 32% agreed, 11% were neutral and 1% disagreed about appropriate demands of the program.

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
2	The syllabus prescribed for the program is well organised and structured	133	121	32	4	0	290

Graphical Representation of Attribute No: 2



Analysis Report

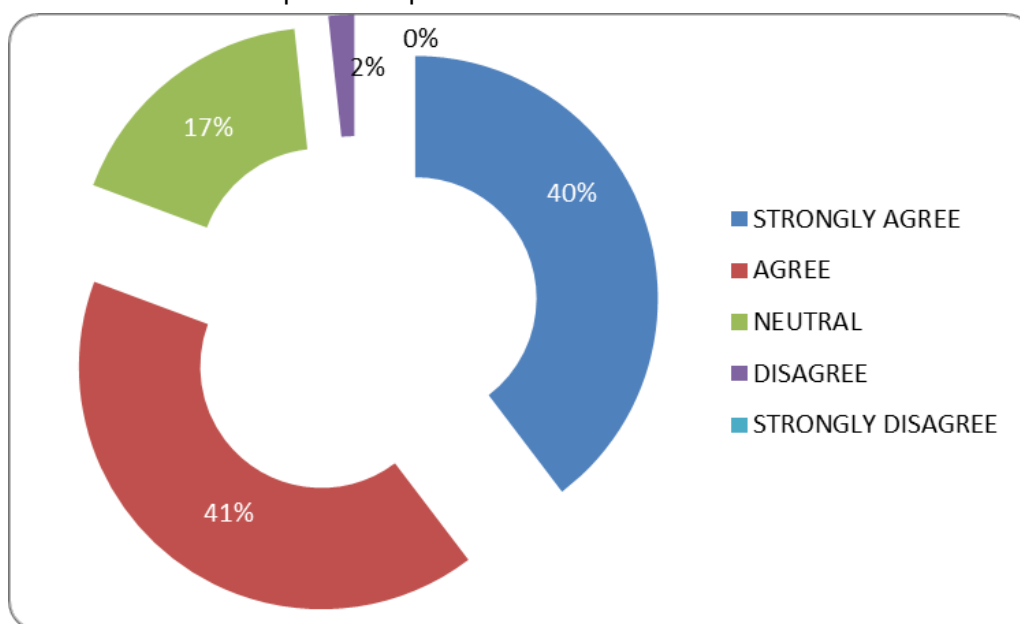
A well-organized and structured syllabus is a key component of an effective educational program. A well-designed syllabus is a foundational component of effective teaching and learning. A well-organized and structured syllabus is a foundational element of a successful educational program, providing a roadmap for both students and instructors, and contributing to a positive learning experience. Among the responses, 46% were strongly agreed, 42% agreed and 11% were neutral responses and 1% disagreed 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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
3	content of the course offered is relevant and up to date	115	119	51	5	0	290

Graphical Representation of Attribute No:3



Analysis Report

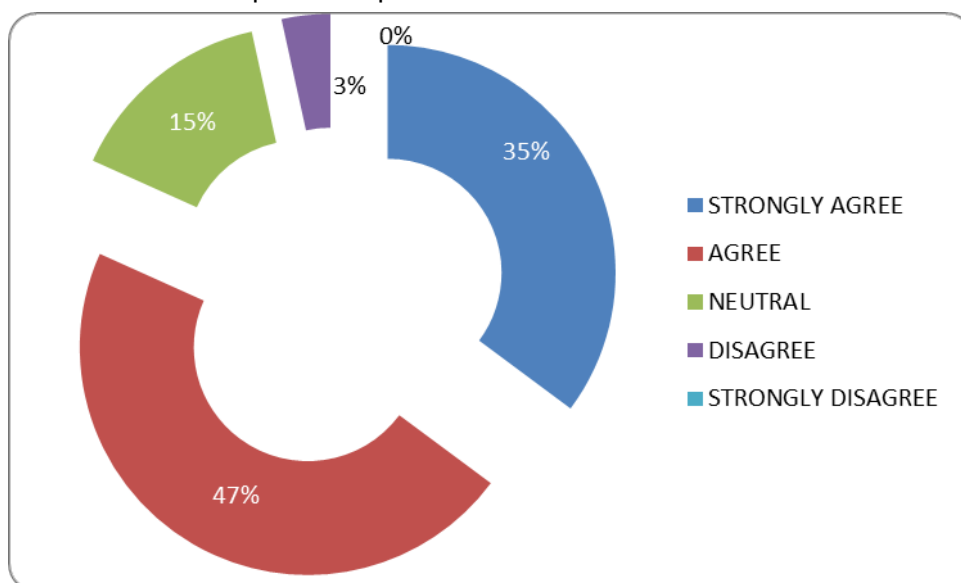
The relevance and up-to-date nature of the course content are crucial factors in ensuring that students receive a high-quality and contemporary education. 41% of respondents were agreed with the relevance of the offered course, 40% were strongly agreed with the relevance of course and 17% were quoted as neutral. and 2% disagreed.

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
4	The course covers all the aspects of to be studied in the area	102	135	43	10	0	290

Graphical Representation of Attribute No:4



Analysis Report

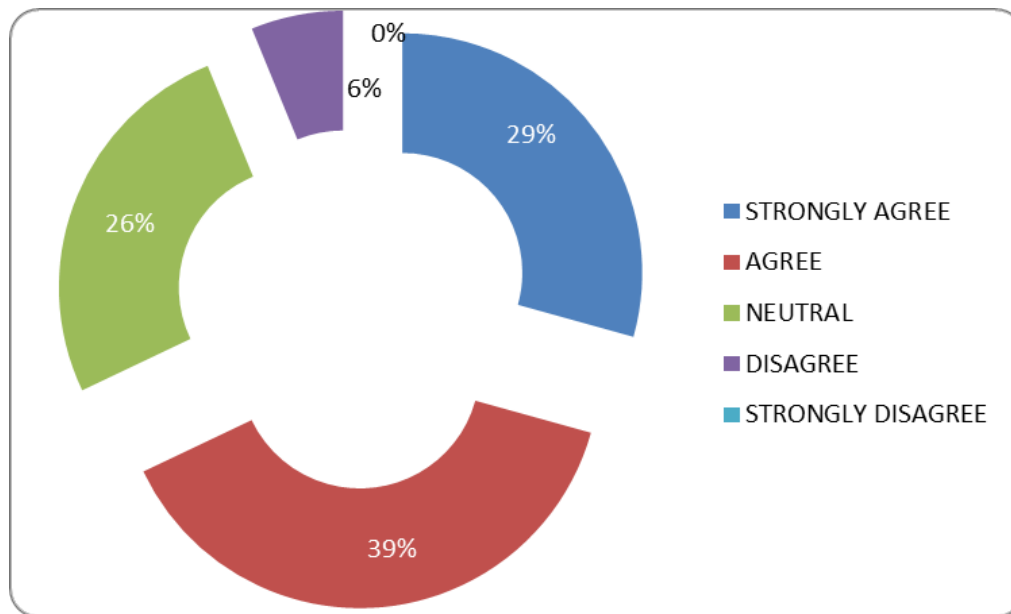
A comprehensive course that addresses various facets of a subject provides students with a well-rounded understanding and prepares them for a range of challenges within that field. Majority of the respondents, around 47%, agreed, 35% respondents strongly agreed and 15% respondents were quoted neutral responses to, and 3% disagreed on the area coverage of studying aspects.

Attribute (Questionnaire)5: The course stimulates acquiring further knowledge

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
5	The course stimulates acquiring further knowledge	85	112	75	18	0	290

Graphical Representation of Attribute No:5



Analysis Report

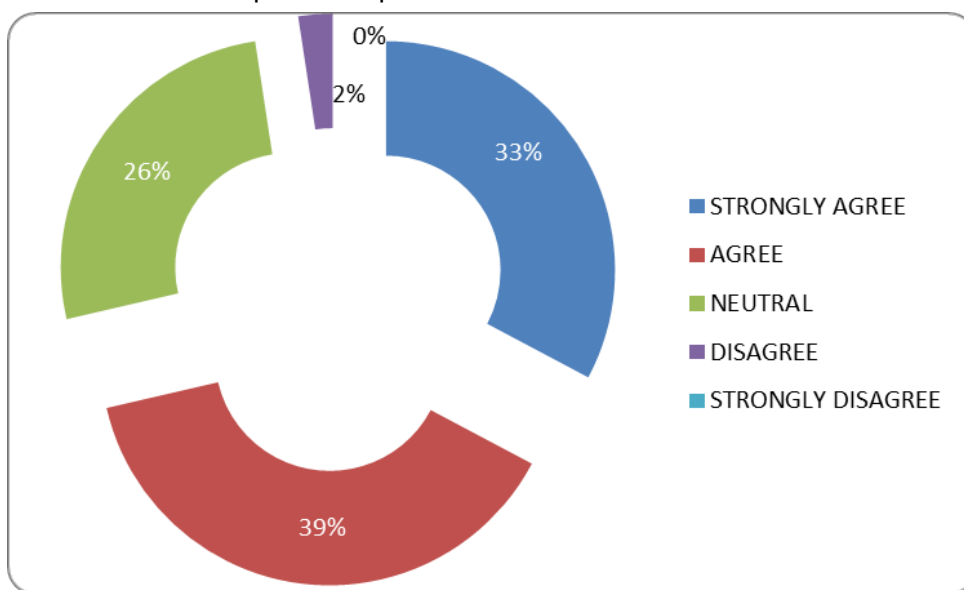
A course that stimulates the acquisition of further knowledge is highly valuable in fostering a culture of lifelong learning and intellectual curiosity. 39% respondents agreed that the course stimulates acquisition of further knowledge, 29% strongly agreed and 26% of respondents stood with option neutral and 6% disagreed.

Attribute (Questionnaire)6: The curriculum has interdisciplinary in nature

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
6	The curriculum has interdisciplinary in nature	95	112	76	7	0	290

Graphical Representation of Attribute No:6



Analysis Report

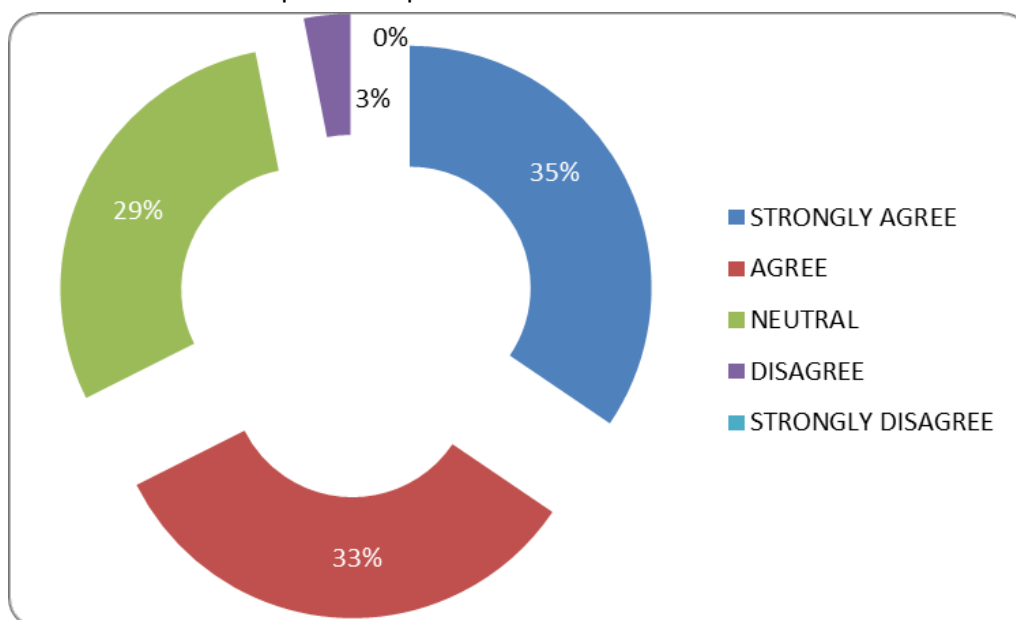
An interdisciplinary curriculum is one that integrates content and methods from multiple disciplines, providing a holistic and interconnected approach to learning. Majority of the students were agreed with regards interdisciplinary nature of curriculum, 33% were strongly agreed and 26% were neutral and only 2% students 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	100	96	85	9	0	290

Graphical Representation of Attribute No:7



Analysis Report

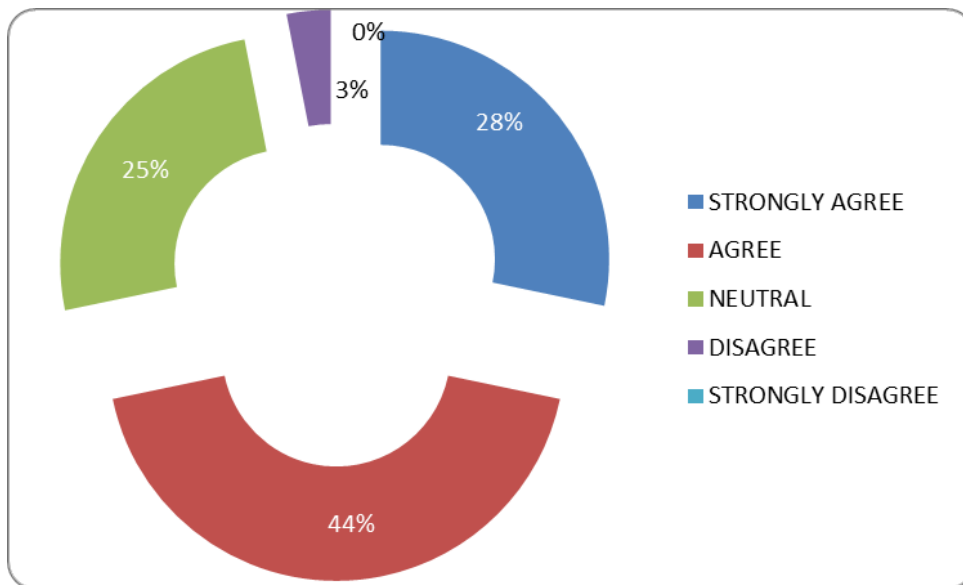
The integration of cross-cutting issues such as gender, human values, professional ethics, environment, and sustainability into a curriculum is a commendable practice that enriches the educational experience. 35% students strongly agreed on the statement institution integrates cross cutting issues with curriculum, 33% were agreed, 29% students have neutral opinion and 3% students were disagreed with the statement.

Attribute (Questionnaire) 8: The course is integrated to experiential learning (project work/ field work/ internship)

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
8	The course is integrated to experiential learning (project work/ field work/ internship)	82	126	73	9	0	290

Graphical Representation of Attribute No:8



Analysis Report

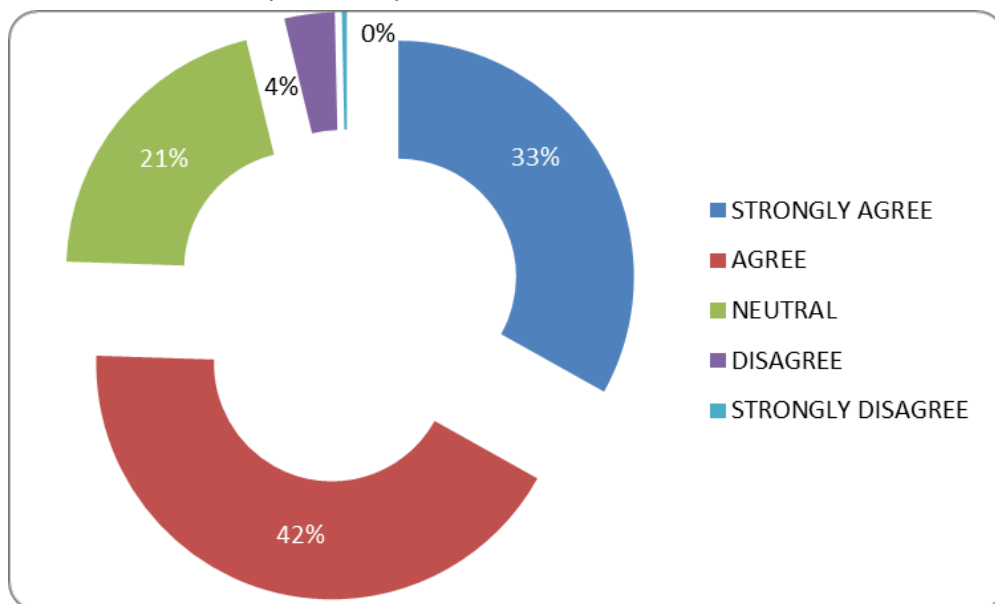
The integration of experiential learning, including project work, fieldwork, and internships, into a course is a valuable approach that enhances the overall educational experience. It prepares them for the challenges and opportunities they may encounter in their future careers. Majority of the sample agreed with statement about integration of experiential learning, 28% of students were strongly agreed and 25% students have recorded their responses as neutral.

Attribute (Questionnaire)9: The course is implemented in learners centric

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
9	The course is implemented in learners centric	96	123	60	10	1	290

Graphical Representation of Attribute No:9



Analysis Report

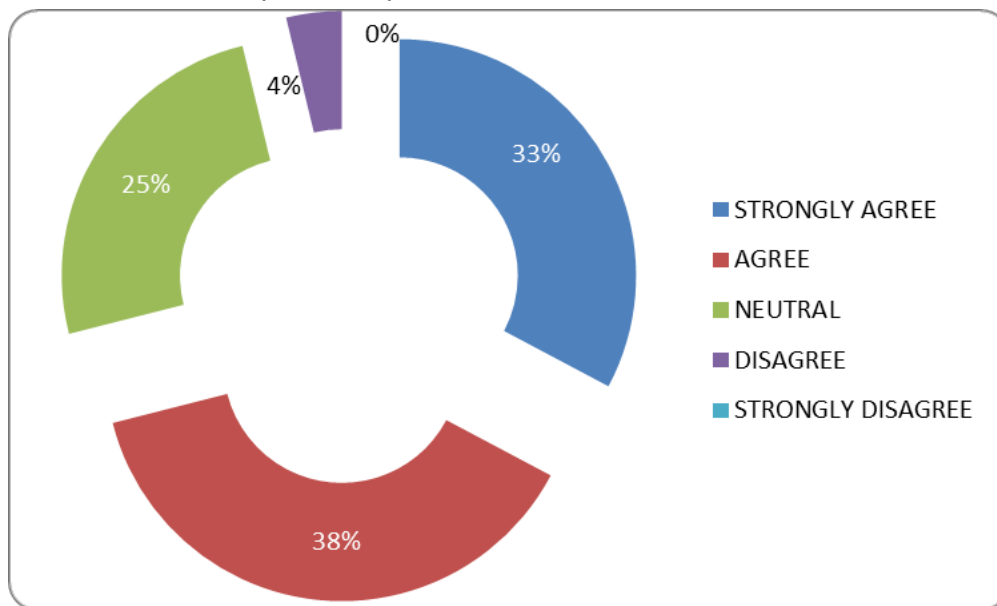
Implementing a course with a learner-centric approach is a student-focused educational model that prioritizes the needs, interests, and engagement of learners. This approach contributes to a positive and effective educational experience, preparing learners for success in both their academic and future professional pursuits. Among the respondents, 42% were agreed with learner’s centric approach, 33% students were strongly agreed, and 4% 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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70-85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
10	The mechanism of internal assessment is efficient and time bound	95	111	73	11	0	290

Graphical Representation of Attribute No:10



Analysis Report

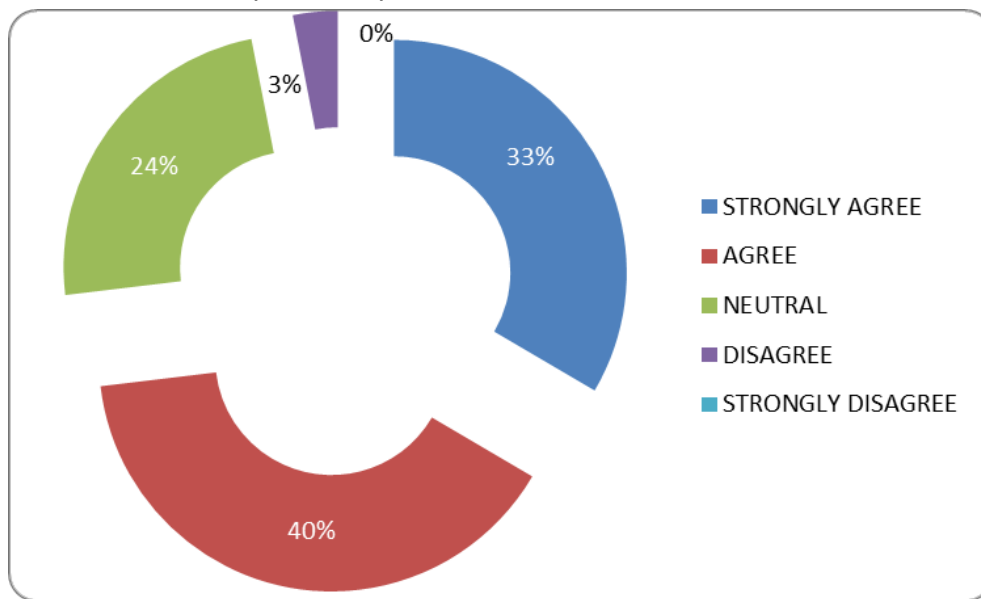
Efficient and time-bound internal assessment mechanisms are crucial components of a well-structured and effective educational system. An internal assessment mechanism that is efficient and time-bound supports the learning process, promotes student success, and contributes to the overall effectiveness of the educational experience. 38% students were agreed with the efficiency of internal system, 33% were strongly agreed and only 4% 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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
11	The certificate courses and short term courses are relevant and flexible	97	115	69	9	0	290

Graphical Representation of Attribute No:11



Analysis Report

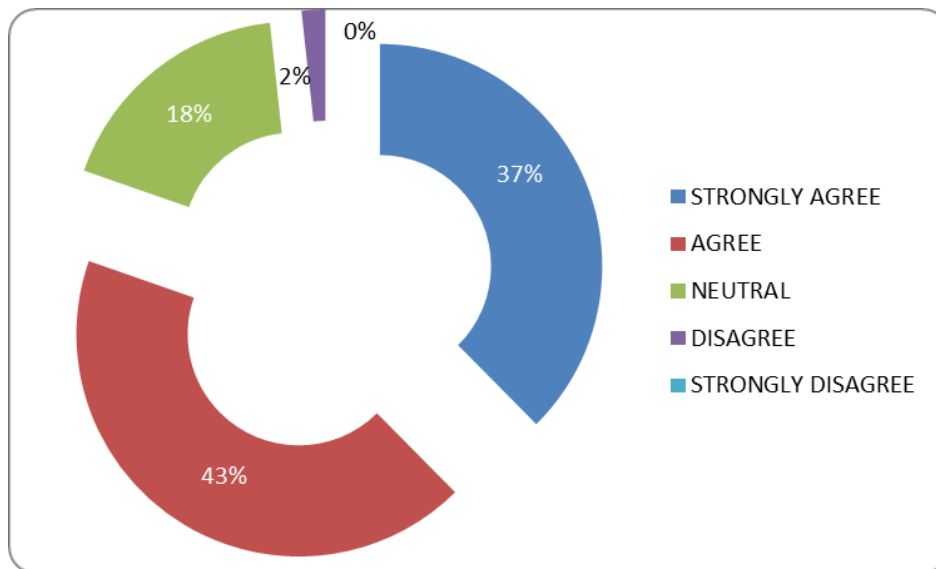
Relevant and flexible certificate courses and short-term courses offer numerous advantages for learners, making education more accessible and adaptable to diverse needs. It also offers a valuable and accessible pathway for individuals seeking to acquire new skills, advance their careers, or explore specific areas of interest. the majority of students agreed with the statement and 33% of students strongly agreed with and 3% disagreed.

Attribute (Questionnaire)12: Efficiency of the learning environment

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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70- 85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
12	Efficiency of the learning environment	109	124	52	5	0	290

Graphical Representation of Attribute No:12



Analysis Report

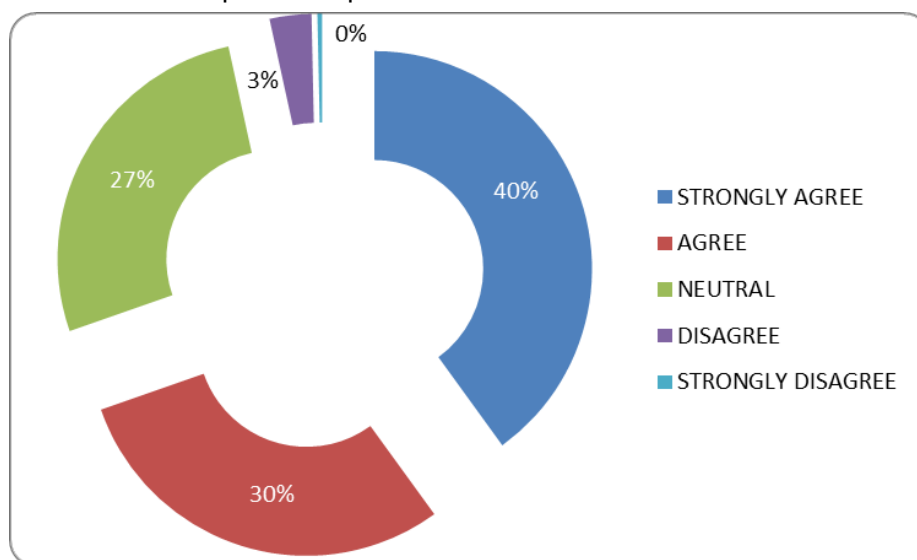
The efficiency of a learning environment is crucial for ensuring effective teaching and learning outcomes. An efficient learning environment contributes to a positive and productive educational experience for students. Students of 43% agreed with the efficiency of the learning environment, 37% students strongly 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)					TOTAL RESPONSES
		STRONGLY AGREE (85-100)	AGREE (70-85)	NEUTRAL (55-70)	DISAGREE (35-55)	STRONGLY DISAGREE (0-35)	
13	The capacity of the curriculum is ensuring overall development of the learner	116	86	78	9	1	290

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 40% strongly agreed with the statement, 30% agreed and 27% students quoted their response as neutral and 3% disagreed.

Further, the following points were also conveyed by the students

1. Provide special programmes for improving life skills and ethical values
2. Provide awareness class on communicative English and aptitude training
3. Parents have requested fee concessions.