



# 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

ALUMNI: 201-22



## REPORT

### INTRODUCTION

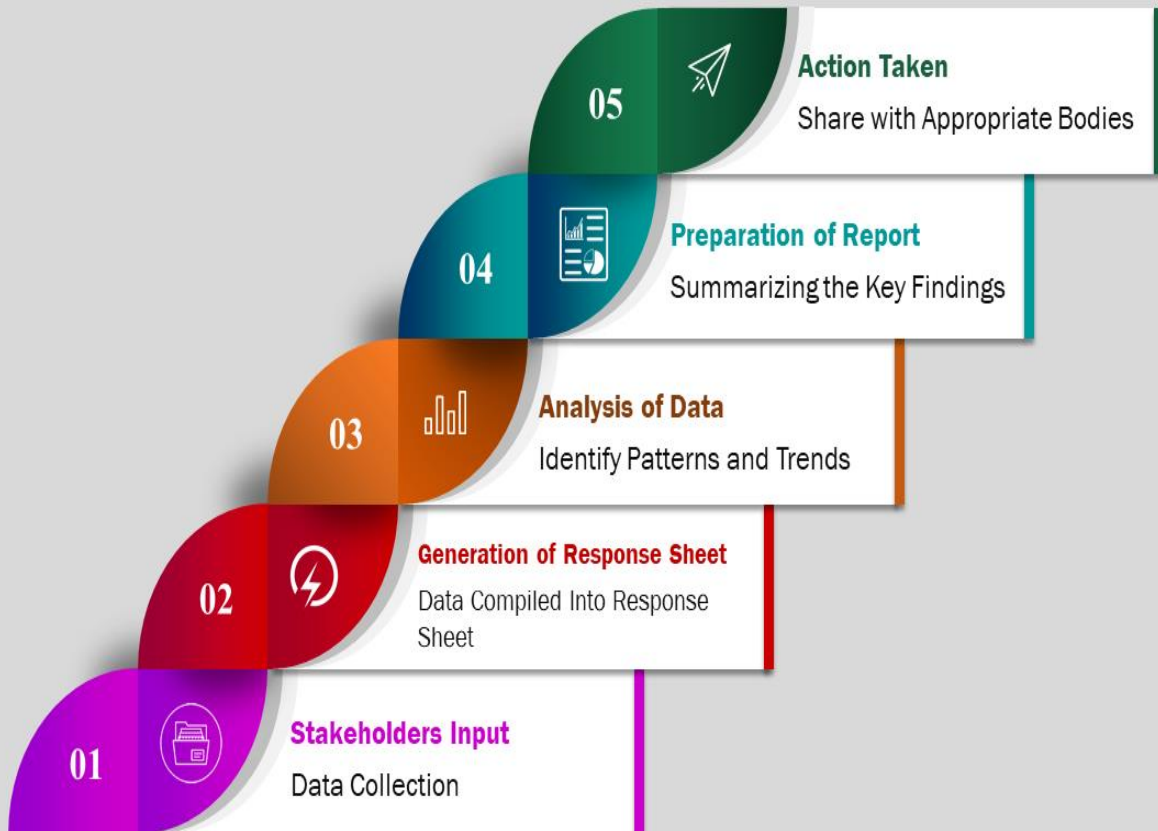
Feedback is the backbone of any institution. No institution can grow and make arrangements for the betterment of the institution without taking feedback from different stakeholders. Academic performance, ambience of the institution, curriculum and its transactions are the crucial factors of teaching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

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

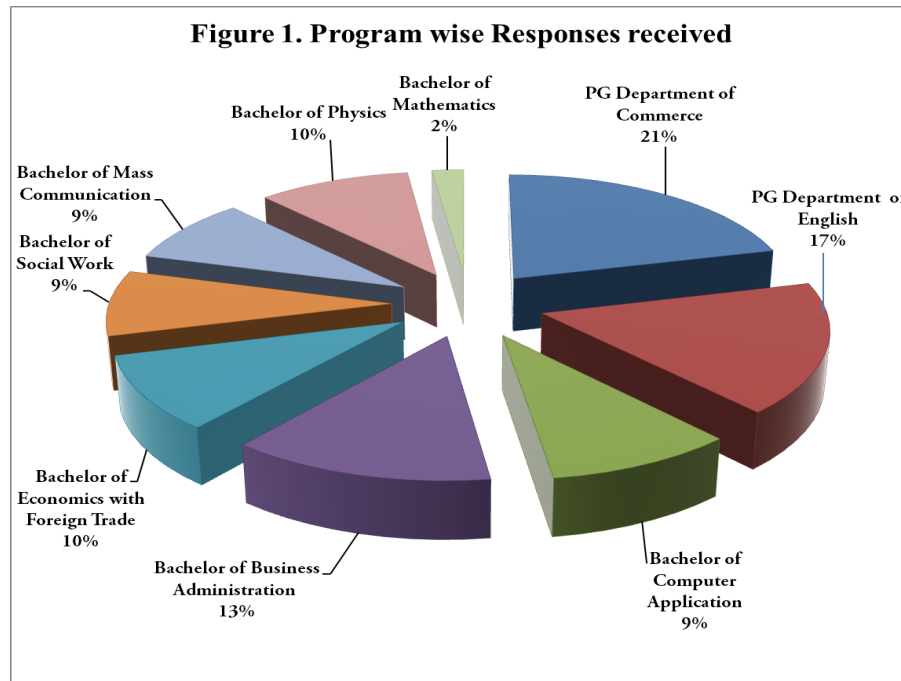
**ALUMNI FEEDBACK ANALYSIS AND REPORT**

1. NUMBER OF RESPONSES RECEIVED

Program Wise Responses Received from Alumni on the Academic Performance and Ambience of the Institution

SI No	Program Name	No. of Responses
01	PG Department of Commerce	51
02	PG Department of English	42
03	Bachelor of Computer Application	23
04	Bachelor of Business Administration	32
05	Bachelor of Economics with Foreign Trade	24
06	Bachelor of Social Work	21
07	Bachelor of Mass Communication	21
08	Bachelor of Physics	24
09	Bachelor of Mathematics	5
<b>TOTAL</b>		<b>243</b>

A total of 243 curriculum based (Department wise) questionnaires were filled by Teachers from various departments.



2. DATA SUMMARY OF ALUMNI FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE OF THE INSTITUTIONS

		Response of Teachers Sample size is 243					
SL NO	ATTRIBUTES	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL RESPONSES
1	The syllabus studied by me was relevant to my professional life	152	64	23	4	0	243
2	Ability to support higher learning	133	64	34	9	3	243
3	Relevance of content of courses in your job	116	82	35	7	3	243
4	The syllabus imparted value based learning in terms of skills, concepts, knowledge and critical thinking in students	123	85	27	8	0	243
5	The syllabus was directly related to enhancing practical competencies	106	105	26	5	1	243
6	Aims and objectives of the syllabus were well defined and clear to the teachers and students	123	73	37	6	4	243
7	The curriculum provides adequate exposure to interdisciplinary courses in diverse fields	117	91	32	3	0	243
8	How do rate the sequence of the topic in the units	99	100	38	6	0	243
9	Overall academic atmosphere in the knowledge	148	74	16	4	1	243

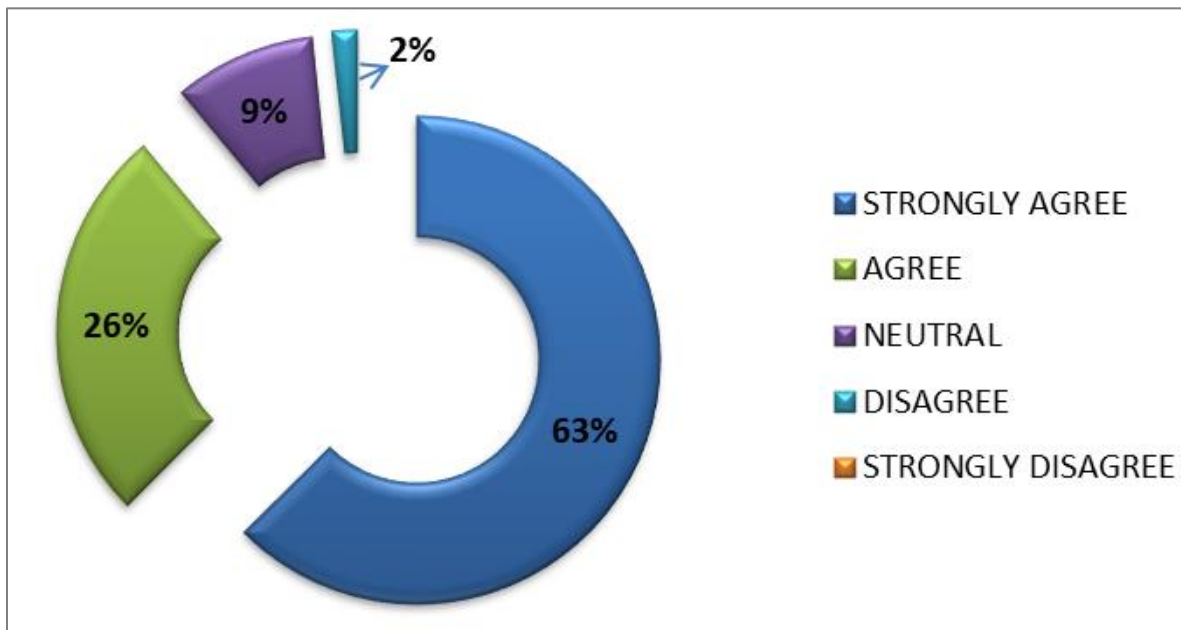
### 3. CONSOLIDATED ATTRIBUTE WISE (QUESTIONNAIRE) ANALYSIS REPORT

Attribute (Questionnaire)1: The syllabus studied by me was relevant to my professional life

#### Tabular presentation of Attribute No:1

ATTRIBUTE	Response of Alumni					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
The syllabus studied by me was relevant to my professional life	152	64	23	4	0	243

#### Graphical Representation of Attribute No:1



#### Analysis Report:

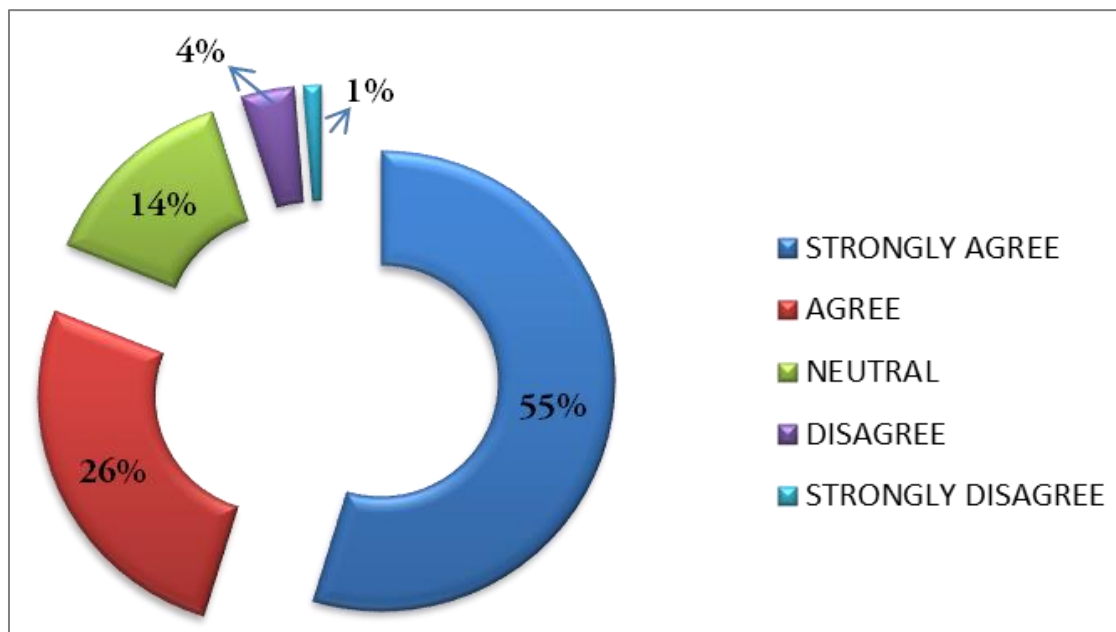
It cannot be emphasized enough how crucial it is to assess the applicability of the studied syllabus to one's professional endeavors. According to the responses from students, a substantial 63% strongly agreed that the syllabus they studied was pertinent to their professional endeavors. Additionally, 26% expressed agreement, emphasizing a positive sentiment toward the syllabus content. A small percentage, 9%, held a neutral opinion, indicating a range of perspectives. However, only 2% of respondents disagreed with the notion that the syllabus had relevance to their professional lives. These findings suggest a predominantly positive perception among students regarding the alignment of the studied syllabus with their future career needs.

Attribute (Questionnaire)2: Ability to support higher learning

Tabular presentation of Attribute No:2

ATTRIBUTE	Response of Alumni					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Ability to support higher learning	133	64	34	9	3	243

Graphical Representation of Attribute No: 2



**Analysis Report:**

A course's ability to support higher learning is crucial for students' academic success, providing them with the necessary knowledge and skills to excel in their studies.

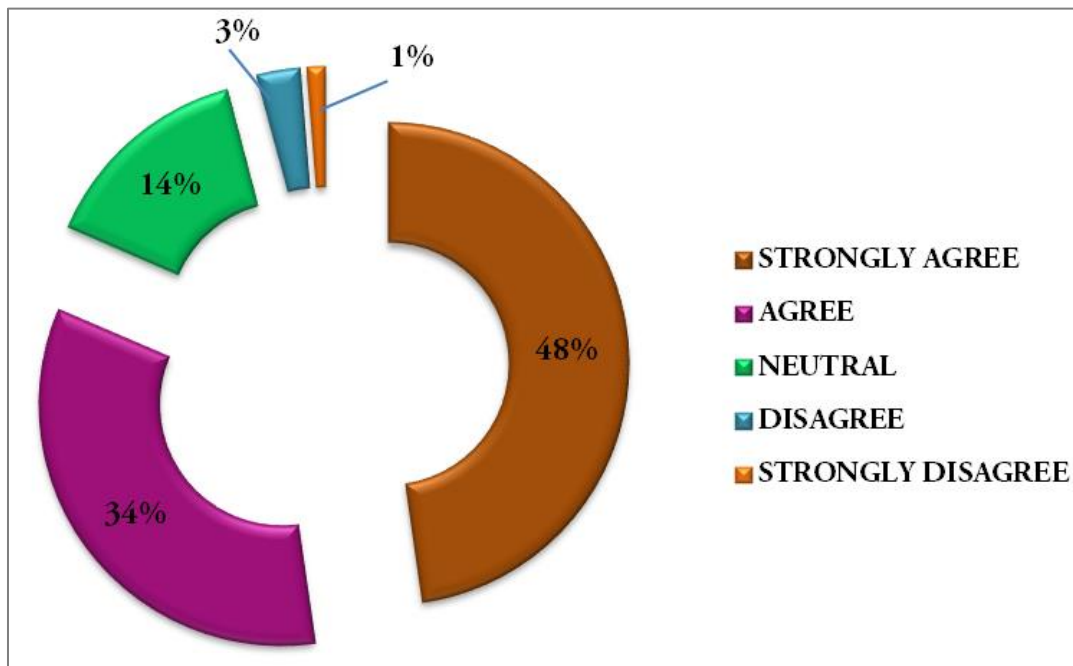
According to student responses, a substantial 55% strongly agreed that the course effectively supports higher learning, while an additional 26% expressed agreement. A notable 16% maintained a neutral stance on the matter, representing diverse opinions. However, a minimal 4% disagreed, and only 1% strongly disagreed, suggesting a generally positive perception among students regarding the course's effectiveness in facilitating higher learning.

Attribute (Questionnaire) 3: Relevance of content of courses in your job

Tabular presentation of Attribute No:3

ATTRIBUTE	Response of Alumni Sample size is 243					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Relevance of content of courses in your job	116	82	35	7	3	243

Graphical Representation of Attribute No:3



**Analysis Report:**

Understanding the relevance of course content in relation to one's job is crucial for enhancing job performance, as it enables students to acquire knowledge and skills that directly apply to the demands of their chosen career path. In response to the question, 48% of students strongly agreed, 34% agreed, 14% had a neutral opinion, 3% disagreed, and 1% strongly disagreed, indicating a generally positive perception of the relevance of course content to their employment.

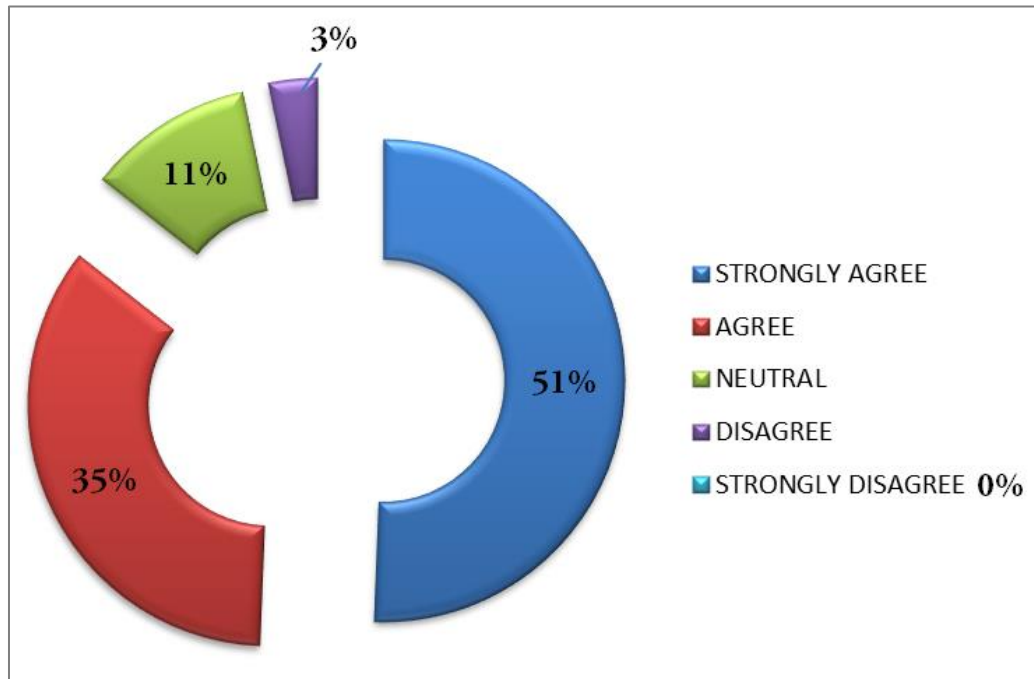


Attribute (Questionnaire)4: The syllabus imparted value based learning in terms of skills, concepts, knowledge and critical thinking in students

**Tabular presentation of Attribute No:4**

ATTRIBUTE	Response of Alumni Sample size is 243					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
The syllabus imparted value based learning in terms of skills, concepts, knowledge and critical thinking in students	123	85	27	8	0	243

**Graphical Representation of Attribute No:4**



**Analysis Report:**

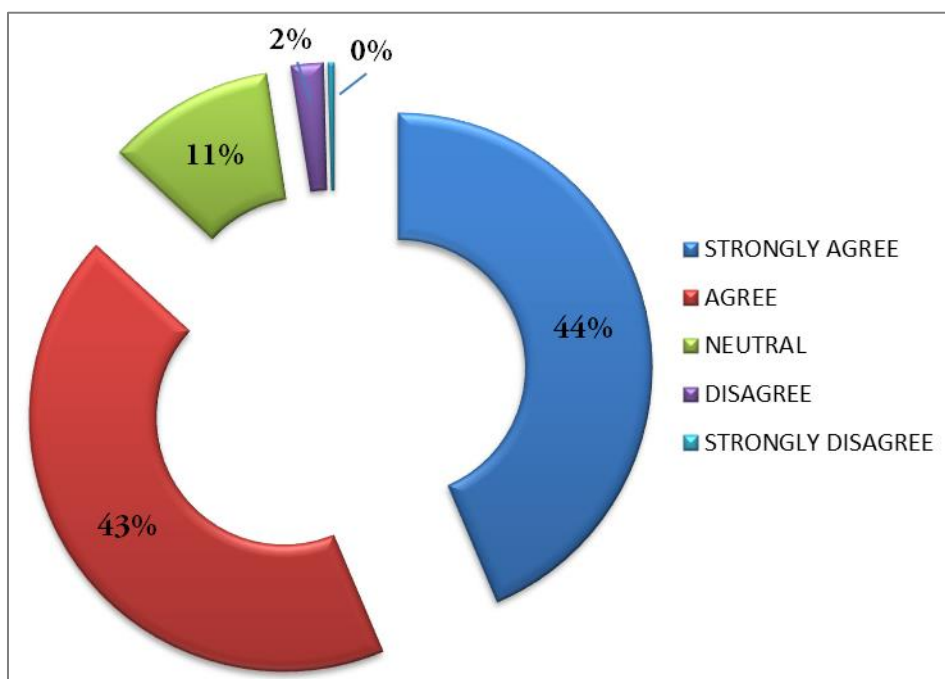
It is fundamental to assess whether the syllabus contains value-based learning in order to guarantee holistic skill development, which includes critical thinking, information, abilities, and concepts that are necessary for a well-rounded education. 34% of students agreed, 14% had a neutral opinion, 3% disagreed, and 1% strongly disagreed with the question. Of the students, 48% strongly agreed. These findings suggest a generally positive perception regarding the value-based learning imparted by the syllabus.

Attribute (Questionnaire)5: The syllabus was directly related to enhancing practical competencies

Tabular presentation of Attribute No:5

ATTRIBUTE	Response of Alumni					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
The syllabus was directly related to enhancing practical competencies	106	105	26	5	1	243

Graphical Representation of Attribute No:5



**Analysis Report:**

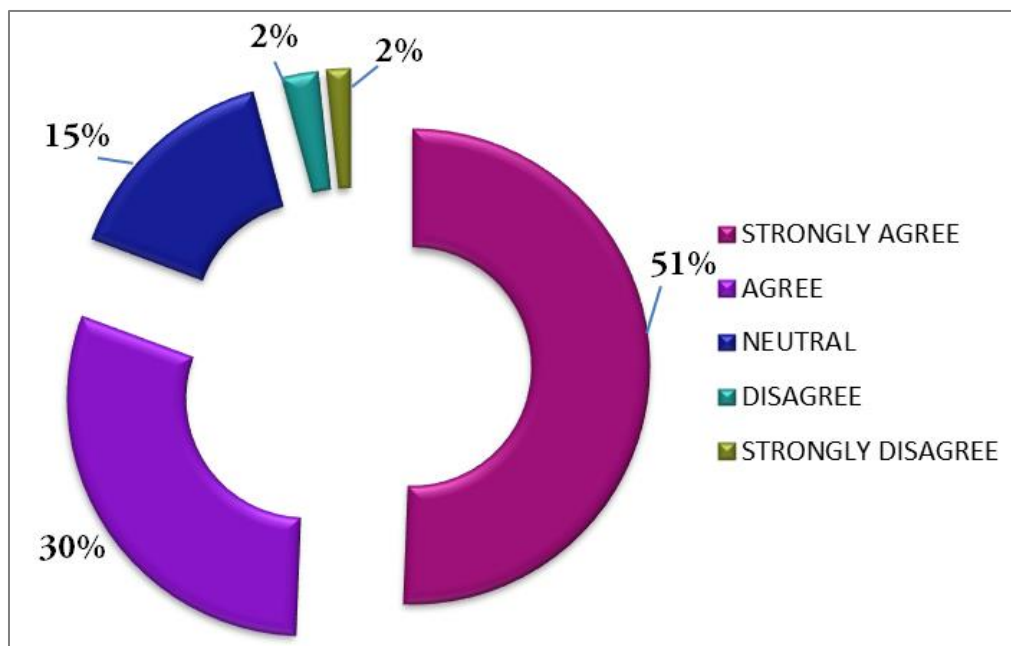
Assessing the impact of the syllabus on value-based learning is crucial for fostering comprehensive skill development, ensuring students acquire a diverse set of skills, concepts, knowledge, and critical thinking abilities essential for their academic and professional growth. The question aimed at gauging the impact of the syllabus on value-based learning in students. The responses indicate a positive perception, with 44% strongly agreeing and 43% agreeing. A minority, 11%, expressed a neutral opinion, and only 2% disagreed. Notably, no respondents strongly disagreed. These findings suggest an overall favorable view among students regarding the syllabus's effectiveness in imparting value-based learning across various dimensions.

Attribute (Questionnaire) 6: Aims and objectives of the syllabus were well defined and clear to the teachers and students Rate the Improvement of your interpersonal skills during your study period

Tabular presentation of Attribute No:6

ATTRIBUTE	Response of Alumni Sample size is 243					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Aims and objectives of the syllabus were well defined and clear to the teachers and students	123	73	37	6	4	243

Graphical Representation of Attribute No:6



**Analysis Report:**

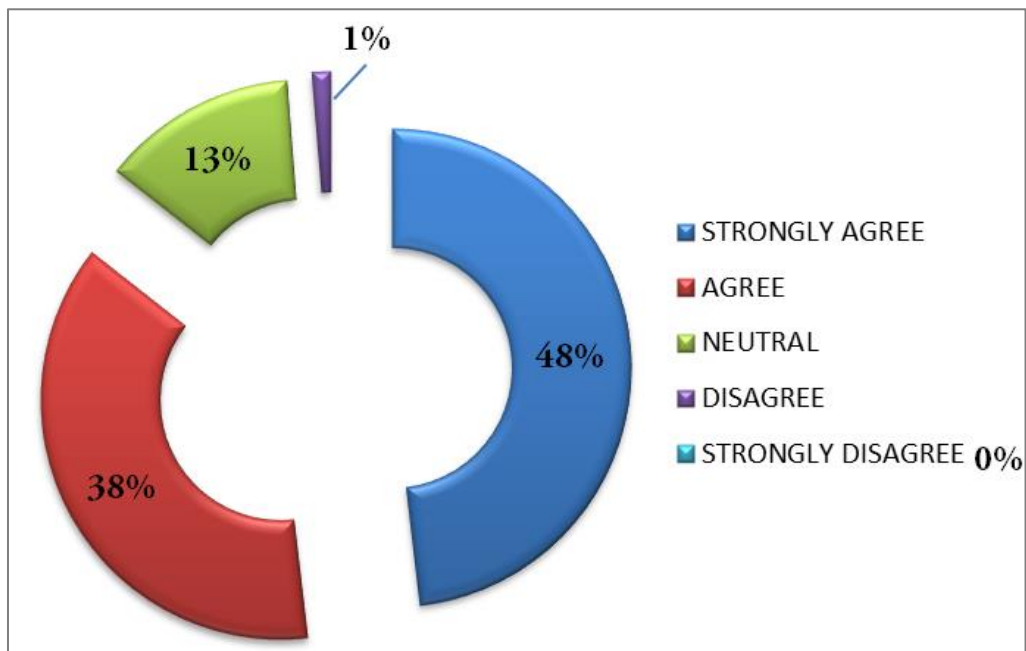
Syllabus aims and objectives that are well-defined and clear aid to effective teaching and learning by offering a roadmap for teachers as well as pupils to plan their efforts toward specific educational goals. The survey indicates positive sentiments regarding the clarity of the aims and objectives of the syllabus. A majority of respondents, 51%, strongly agreed, and an additional 30% agreed, suggesting a widespread understanding among teachers and students. While 15% had a neutral opinion, only 2% disagreed, and 2% strongly disagreed.

Attribute (Questionnaire)7: The curriculum provides adequate exposure to interdisciplinary courses in diverse fields

**Tabular presentation of Attribute No:7**

ATTRIBUTE	Response of Alumni Sample size is 243					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
The curriculum provides adequate exposure to interdisciplinary courses in diverse fields	117	91	32	3	0	243

**Graphical Representation of Attribute No:7**



**Analysis Report:**

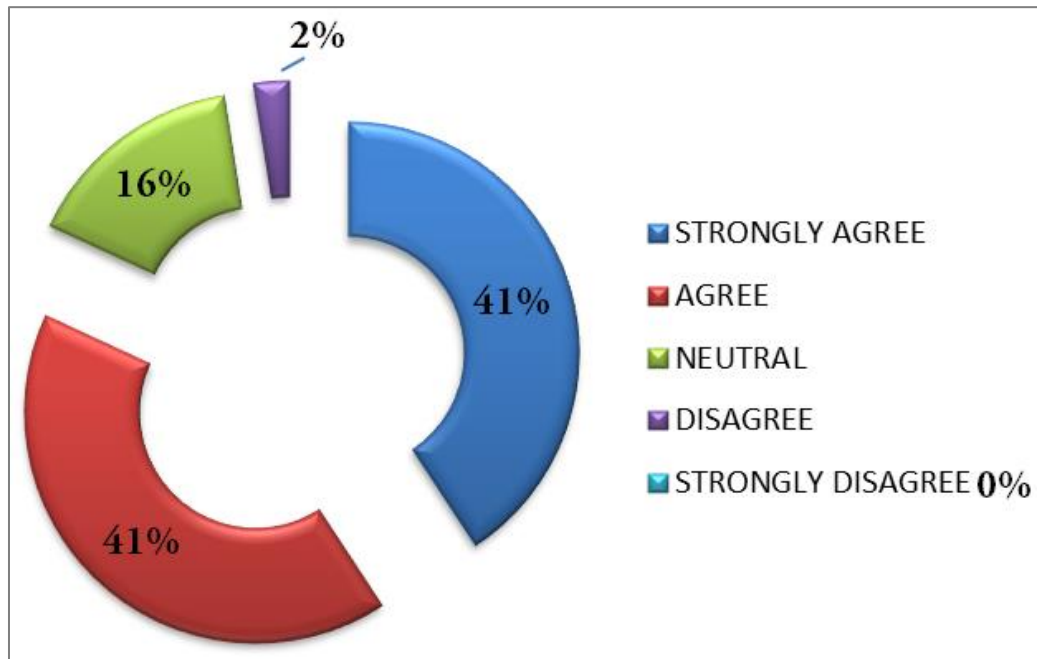
Adequate exposure to interdisciplinary courses cultivates a holistic skill set, allowing students to integrate knowledge from diverse fields, fostering adaptability and a well-rounded education. The survey results indicate positive perceptions regarding the curriculum's provision of exposure to interdisciplinary courses. A substantial 48% strongly agreed, and 38% agreed, suggesting a strong consensus among students. A minority, 13%, expressed a neutral stance, while only 1% disagreed. Importantly, no respondents strongly disagreed

Attribute (Questionnaire) 8: How do rate the sequence of the topic in the units.

Tabular presentation of Attribute No: 8

ATTRIBUTE	Response of Alumni Sample size is 243					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
How do rate the sequence of the topic in the units	99	100	38	6	0	243

Graphical Representation of Attribute No: 8



**Analysis Report:**

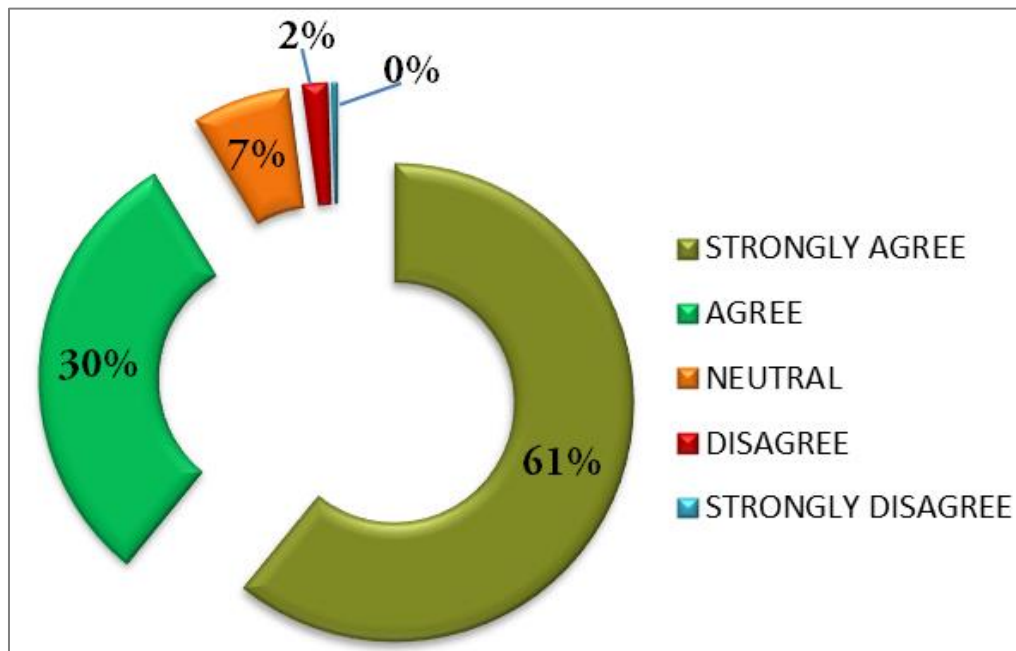
A well-structured sequence of topics in units facilitates optimized learning progression, allowing students to build on foundational concepts and grasp more complex ideas in a logical order. analyzing the responses from students, An equal percentage of 41% strongly agreed and 41% agreed, indicating a strong consensus among students. A minority, 16%, held a neutral opinion, and only 2% disagreed. Notably, no respondents strongly disagreed. These findings suggest an overall positive perception regarding the effectiveness of the topic sequence in promoting optimized learning and comprehension.

Attribute (Questionnaire) 9: Overall academic atmosphere in the college

Tabular presentation of Attribute No: 9

ATTRIBUTE	Response of Alumni Sample size is 243					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Overall academic atmosphere in the college	148	74	16	4	1	243

Graphical Representation of Attribute No:9



**Analysis Report:**

A supportive academic atmosphere positively impacts student well-being, creating an environment where students feel encouraged, supported, and more likely to achieve academic success. The survey results indicate a highly favorable view of the overall academic atmosphere in the college, with 61% strongly agreeing and 30% agreeing. A small percentage, 7%, expressed a neutral opinion, while only 2% disagreed. Importantly, no respondents strongly disagreed. These findings highlight a strong consensus among students regarding the positive impact of the college's academic atmosphere on their learning experience and overall well-being.

**Further, the following points were also conveyed by the students**

1. Suggested to provide ICT enabled classrooms.
2. Suggested to implement new innovative fellowship program
3. Suggested that more formative assessments should be conducted.
4. Provide more Skill -Oriented courses
5. Provide opportunities for higher studies, employment and entrepreneurship
6. Provide excellent career counseling programs to help students set sound career choices